

not write and are forced to write a language they do not speak could have been instructive. Here too the state's insistence on a standard metropolitan language as official has effectively limited political participation, and been the cause of low educational attainment.

Given the scant literature relating to the social history of Arabic, particularly sources accessible to a non-Arabic reading audience, Haeri's book is a most welcome contribution to sociolinguistics, and it will be of interest to anyone concerned with language policy and ideology. Indeed, the Egyptian government, particularly the agencies responsible for education and culture, could profit from reading the book. Given its message, however, I would not be surprised if they banned it instead. It probably will not be translated into Egyptian Arabic, but maybe I will be wrong about that!

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ROBERT B. KAPLAN and RICHARD B. BALDAUF. *Language and language-in-education planning in the Pacific Basin*. Boston: Kluwer Academic Publishers, 2003. Pp. 276. Hb \$99.00.

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The Pacific Basin, a region rich in linguistic diversity, is fascinating for the study of language and language-in-education planning. It includes both giants like the United States and China, as well as small island-nations such as the Solomon Islands and Vanuatu. Altogether, fifteen out of the fifty-four countries in the Pacific Basin are discussed in this volume, which excludes countries in the Americas as well as China. Although the authors admit that their selection criteria “will please no one, not even us” (pp. 4–5), they have nevertheless chosen countries whose differing

language situations and approaches to language planning are each of tremendous interest in their own right. Some of these countries cope with hundreds of indigenous languages, while others struggle to effectively teach English as a second language. For some, colonialism permanently altered the language situation, while barely leaving a mark on others. Kaplan and Baldauf have admirably compiled their wealth of knowledge about language and language-in-education planning in each of these countries into this book.

The 15 countries discussed in the book are: Japan, North and South Korea, Taiwan, The Philippines, Malaysia, Brunei, Singapore, Indonesia, Australia, New Zealand, Melanesia, Papua New Guinea, the Solomon Islands, and Vanuatu. Discussion of these fifteen countries is grouped into ten chapters, together with an introduction and conclusion. The structure of each of these ten chapters is slightly different, but all begin with an introductory overview of the vital statistics and key historical developments of the countries under discussion. Each chapter includes both a section devoted to the history of language planning in each nation, as well as one devoted to contemporary language planning. This is then followed by a discussion of language-in-education planning, often focusing on issues of literacy and foreign language education.

The Pacific Basin's tremendous wealth of languages makes it very interesting for scholars of language planning. Kaplan and Baldauf estimate that between twenty and forty percent of the world's languages are found in this region. Of these, eighty percent are indigenous languages likely to face language death in the near future. However, there is considerable variety in the number of indigenous languages in each country; some, such as Papua New Guinea (750–800 indigenous languages) and Indonesia (569), have hundreds of indigenous languages, while others, such as Japan and the Koreas, have very few (for example, only Ainu is listed for Japan).

The experiences of Papua New Guinea and New Zealand, two countries that share a large number of indigenous languages, show the possibilities of language engineering at the grassroots. In both countries, post-World-War-II language policy made it difficult for those who did not speak English to succeed in the national school system. Both countries responded with local-level initiatives to create vernacular-medium preparatory schools. These programs were very successful in their own right; however, the national education system was unprepared to absorb graduates from these schools. As a result, both countries are now seeking to expand vernacular schooling into the higher grades.

Another shared feature of many of these Pacific Basin countries is colonialism. Often, colonial language policy was a “catalyst” for native

“cultural and linguistic nationalism” (p. 32). But it was not always clear what the national language should be once the countries were free from the yoke of imperialism. For instance, in the Philippines there has been a running debate since the 1930s over whether “the various languages of the Archipelago could be fused into a single national language”, or whether the version of Tagalog spoken in Manila should be adopted as the standard (p. 69).

Today, as a result of the regions rapid integration into the global economy, English has come to play an important part in the language-in-education policy for all of the countries in the region. Of course, English education is a very different issue in English-speaking countries like Australia, New Zealand, and Singapore, than it is in Japan, Korea, or Taiwan. Australia used to provide 510 hours of free ESOL classes to new immigrants, but in the late 1990s funding was devolved to local government. The authors argue that this change led to an emphasis on “assessment and outcomes” rather than on “effective teaching and processes” (p. 157). In Taiwan, on the other hand, there is a shift in the opposite direction with the recent introduction of the new Nine-Year Joint Curriculum Plan for Primary and Junior High Schools, a program that has also seen the introduction of native-language education into the curriculum for the first time.

Both Robert Kaplan and Richard Baldauf have considerable expertise in the field of language planning, but only occasionally do they break out of the book’s descriptive prose to inject personal commentary. They endorse “bottom-up” solutions such as those in Papua New Guinea, and are dismayed that so much language planning is restricted to the educational realm. As they point out, not everyone goes to school. Unfortunately, such personal insights are rare. The encyclopedic aims of the book often result in lists of facts that do little to aid our understanding of language planning. Do we really need to know that there are a total of 7,100 islands in the Philippines, and the total square mileage of each of the main islands?

This book is a valuable reference tool. However, its structure as a series of country-by-country surveys means that it is often left up to the reader to tease out the connections and broader implications. For example, in the chapter on Taiwan, it is pointed out that ethnic hostility has often “manifested itself in linguistic terms” (p. 55), yet the social scientific questions that this raises are avoided. Accordingly, those seeking a discussion of the wider social and theoretical implications of language planning decisions in the Pacific region should look elsewhere. However, those seeking a quick overview of language planning in any of the 15 countries discussed in the book will find it extremely useful.