

FROM LANGUAGE POLICY TO LANGUAGE PLANNING: AN OVERVIEW OF LANGUAGES OTHER THAN ENGLISH IN AUSTRALIA. *Paulin G. Djité.* Deakin, Australia: National Languages and Literacy Institute of Australia, 1994. Pp. ii + 170. \$28.00 paper.

Australia is one of the few countries in the world to have developed a national policy on languages. In addition, the legislative and financial support provided by government to languages other than English that are widely spoken in the community is unprecedented anywhere else in the world. Research emanating from Australia on language policy development, as well as language maintenance and teaching, is therefore of interest to applied linguists, language educators, language planners, and politicians working in multicultural and multilingual societies.

The most recent account of the state of languages other than English in Australia comes from Paulin Djité, who provides a fascinating and informative overview of the evolution of a language policy at both the national and state levels. The main purpose of the book is to derive generalizations and make policy suggestions from the results of the "Nine Languages Project." This major study was carried out in order to establish sociolinguistic profiles of the nine major languages other than English that are most widely used and taught within the Australian community, namely, Arabic, Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, and Spanish.

The major strength of the book is the fact that it draws together data from numerous, disparate sources, many of which would be otherwise inaccessible, and presents these, alongside the outcomes of research and governmental policy formulations, to provide clear directions for future action. The work also provides useful insights into the factors motivating students to undertake the daunting task of learning languages other than English, as well as the reasons why secondary students discontinue language study.

While the data for and context of the book are Australian, the research methods and outcomes and the theoretical framework motivating the work make it excellent reading for those involved in language education in any multicultural setting.

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