

# ABD

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## English in Asia



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*"Game on Water" © Goh Chee Seng (Malaysia)  
A winning work in 2002 ACCU Photo Contest*



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Asia-Pacific Cultural Centre for UNESCO

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## From the Editor-in-Chief

*Today everyone will agree that English has become the language of the globe. English seems to be the most commonly used language in academic and business scenes and some even argue that 80% of information in the world is in that language. What is the situation then, in Asia?*

*In Asia and the Pacific, there are thousands of languages in use and language issues have been always among ABD's essential topics, but this is the first time that we have focussed on English language itself. Replies to questionnaires completed by ABD correspondents, as summarized on the back page, confirmed that English is being taught in all countries that replied, whether as a language of general use, or a secondary language, or one of the foreign languages. But in every country, the need to learn and use English seems to be growing.*

*Since we live in a world of so many languages, and the need to communicate globally is increasing, it is inevitable to have a common language. Most probably it will be English. So we should actively utilize it, and not be dominated*

*by it, as our communication tool. As it is not the mother tongue of most people in Asia, it has the potential of becoming an equal and neutral tool for everyone in the region.*

*In this issue of ABD, brief reports on English use and education in two Asian countries, a discussion, and a summary of the present state in the region are carried. This is just an introduction. I hope they will stimulate our readers to think about a "common language" and arouse further discussions on its relation with the mother tongues and the influence it will have on indigenous cultures.*

*As of October 2002, I have succeeded my predecessor, Mr. Kusaba Muneharu as Director-General of ACCU and also as Editor-in-Chief of ABD. I should like to further improve ABD responding to the changing needs of the times. In this regard, I welcome your comments and suggestions.*



SATO Kunio

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# English as an Asian Language

Tom McArthur



Tom McArthur

## Three Options to Asia's Lingua Franca

In *The Future of English?* (The British Council, 1997), David Graddol suggests three options for English as the lingua franca\* of Asia. First, it might keep this role indefinitely. Second, it might be supplanted by Mandarin. Third, there might not be any Asian lingua franca.

Which option is most likely? But before trying to answer that question it might be good to check what Graddol and other commentators mean by 'Asia' and also consider the uses to which Asians put such languages as English and Chinese. After all, 'Asia' isn't a simple concept. Some commentators on Asia focus on the East, others on the South. For Americans, 'Asians' tend to be Chinese, Japanese, and Koreans; for the British, they tend to be Indians, Pakistanis, and Bangladeshis. West Asia is a large region, but it is seldom so called, being more commonly known, notably in English in an old Eurocentric way, as the 'Near' and 'Middle' East. Central and North Asia tend to be left out of most discussions about English in the continent, yet these vast regions include much of Russia and all the '-stans' (Kazakhstan, Uzbekistan, etc.).

I would argue that the situation of English and of other languages is different in each of these regions.

To demonstrate this it may be useful to look at Chinese first, because it *is* the largest language in the world and might well be competing with English in Asia. Yet, if so, the evidence is hard to find, and it is also difficult to find a need for Chinese as a lingua franca, despite its size and significance, beyond East Asia. Chinese has little impact on Russia and the -stans, and no role at all in South and West Asia. In addition, there are two other comparable large Asian language complexes: Hindi-Urdu in India and Pakistan, and Arabic in West Asia. Both have worldwide diasporas, but even so both are largely centred on their region, in much the same way as Mandarin. Arabic, Hindi-Urdu, and Mandarin Chinese are large and will keep growing regionally, but none is likely to serve as a pan-Asian lingua franca, and speakers of these languages often also learn and use English.

With the decline of Communism, Russian has lost ground in Asia in recent decades, most notably in China, and English appears to be filling the vacuum it has left, in both China and the -stans. The shrinkage of Russian has in fact served to extend the use of English, which formerly had little significance in North and Central Asia. In addition, ASEAN (the Association of South East Asian Nations) has since its creation in 1967 used English as its working language, and currently also uses it in its increasingly important discussions with China, Japan, and other Asian territories.

## Evolution of English as Lingua Franca

A key reason, of course, for the use of English as an Asian lingua franca is its use as the world's lingua franca. Both roles are likely to continue expanding: in the air, by sea, in the media, in telecommunications, and so forth. Asia does, however, differ from other continents in having no large native English-speaking population base, but at the same time it has had a long acquaintance with English as the key medium of first the British Empire then the United States (itself an offspring of that empire). Indeed, since the Second World

War, instead of contracting as the Empire contracted, English has expanded beyond both its native and settler communities into non-native areas everywhere: beyond the UK into mainland Europe, beyond North America into Latin America, and beyond both the UK and the US in Asia. Such momentum has been strengthened by at least two social factors: first, the efforts of ministries of education worldwide to provide English-as-a-second-language programmes for their school populations; second, the determination of millions of non-native-speaking parents to get English for their children from the earliest possible age, with or without state help.

There are few indigenous mother-tongue English communities in Asia, and those that exist are small. Yet, paradoxically, they have been significant in extending the use of the language. Such communities have in the main been Christian, and have tended to create denominational school systems in which English has been the medium of instruction. Because of a widespread parental pressure for English-medium education, and the readiness of such schools to accept students from other social groups (usually without proselytizing, but also without compromising, and often needing the numbers to survive), these communities have had an influence far beyond their size, first within the Empire, then because of a disproportionate influence on education, social life, and careers in post-imperial nation-states.

The largest community has been Anglo-Indian, whose mainly Protestant school networks have served as a homogenizing factor in India from north to south, contributing to a more or less national style of speech (and to English-language media), and often being identified as the medium of an envied elite. A similar community, referred to in the subcontinent as 'Goan' and 'East Indian', consists of descendants of converts to Roman Catholicism in Portuguese colonies such as Goa and (in origin) Bombay/Mumbai. This community has been the base for what have come to be known as 'convent schools', notably for well-to-do girls of all backgrounds, who are often described in marriage ads (with an upmarket effect) as 'convent-educated'.

## Current Situations

South Asians with this inheritance, whatever their religious backgrounds, have had a further influence on English teaching, learning, and usage not only in the subcontinent but also in Malaysia, Singapore, Brunei, Hong Kong, and Fiji, localities in all of which expatriate South Asians can be found in significant numbers. Whereas the original impulse behind these Anglo-Indian/East Indian schools was British English, a parallel community of converts to Roman Catholicism has grown up in the Philippines, which was first a Spanish then an American colony.

\* lingua franca: a language, usually in a simplified, adapted, or specialized form, used as a means of communication among groups of people who do not have a common language

Because American teachers of English only began to arrive in the Philippines around 1900, Filipinos have had a shorter experience of the language than the peoples of the Asian successor states to the British Empire, but even so their experience has been profound. As a result, Indians, Filipinos, and other national groups have become part of a range of users of 'Englishes' as in effect a 'second first language'. Notably, Filipino maids in various parts of West and East Asia often serve as English-language teaching auxiliaries to the children of middle-class families. And the English they use with their charges is very much an Asian English.

In at least eleven territories (Pakistan, India, Bangladesh, Nepal, Sri Lanka, Malaysia, Brunei, Indonesia, Singapore, the Philippines, and Hong Kong), English may not be a mother tongue for more than a tiny minority, but it has long been a key 'other tongue' of millions (cf. Braj B. Kachru, ed., *The Other Tongue*, 1982). There are no hard statistics for the numbers of people in this often near-native continuum, just as there are no firm figures for the number of people who use English every day in India. My guesstimate, however, is about a quarter of the Indian population (currently reckoned at a billion) uses English: that is, c. 250 million.

There are also no figures for users of English in West Asia, where it is widely present as the language of both a globalized professional life-style and often also of higher education, notably in Jordan, Lebanon, Kuwait, the Palestinian community, Saudi Arabia, the Arab Gulf States, Yemen, and in Egypt nearby, while English has long been a key language in Israel. It is also worth noting that teachers of English in many Arab countries are recruited from South Asia.

Information is also hard to come by for Indo-China (Thailand, Vietnam, Cambodia, and Laos), where an English of trade and tourism thrives alongside an 'elite' usage which has largely taken the place of French. To the south of Indo-China, however, matters are different.

In Malaysia, Brunei, Singapore, and Indonesia, English is significant as a lingua franca at all social levels, and in Malaysia and Indonesia the vocabulary of English formally serves as a source for government-created technical and other terms to be used in Bahasa Malaysia and Bahasa Indonesia, the standard varieties of Malay in each country.

However, probably the most remarkable development is in Singapore. English is co-official with Malay, Mandarin, and Tamil, but is the only language known to all younger Singaporeans. An explicit state educational policy has made them fluent in an English with both a prestigious standard variety based on UK usage and a vibrant vernacular known as 'Singlish', which serves them well informally but troubles some of their elders. However, the entire spectrum of English in Singapore is now so safe that the island nation may soon be treated worldwide as a native English-speaking country.

In Japan, Korea, and China, English is the foreign language of choice (including North Korea). The Japanese and the South Koreans have for many years invested strongly in it within their school systems, and their focus is primarily on US usage. Indeed, English has been assimilated into national life in various visual and cultural ways, most notably in Japan. The Japanese in particular, while working meticulously, and on the whole successfully, with the written language, have had great difficulty with speaking and listening to English. One reason for this is a tendency not only to pro-

nounce English in terms of Japanese syllable structure but also to adapt English words syllabically into Japanese, so that, for example, 'plutonium' is likely to be pronounced as *purutoniumu*.

In China, including both the mainland and Taiwan, English has also become the foreign language of choice. A professor at Beijing Normal University informed me not long ago that there are a million teachers of English in the People's Republic. As with India, the figures for the total population of Chinese users and learners are uncertain, but 200–300 million is probably a fair estimate. This means that, between them, India and China apparently account for over half a billion users and learners of English, a total that (before bringing in any of the millions elsewhere in Asia) makes the continent demographically the heaviest user of English in the world.

## Conclusion

Graddol's first option for the future appears therefore to be right: English is the lingua franca that Asians now share with one another and the rest of the world. One should also add however that is now also manifestly an Asian language in its own right.

### Tom McArthur

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Hardback (right) and paperback of *The English Language* by Tom McArthur, Cambridge University Press, 1998

# English in Contemporary India

Peri Bhaskararao



Peri Bhaskararao

## Background

In 1835, the British Government in India designated English as the medium of education for schools and universities. During over a century of British rule, English grew in popularity as a language of power, prestige and convenience. Although it was a foreign language at that time, native Indians were quick to take to the language, and even those opposed to British rule would voice their resistance primarily in English. Even after India gained its independence from Britain, English continued to be widely used, and, in fact, the new constitution makers deliberated and wrote the Indian Constitution in the English language. While Article 343 of the Indian Constitution designated Hindi as the official language of the Union, it also provided for the continued use of English language for all official Union purposes for a period of 15 years.

After nine years, the Official Language Commission of India recommended extending the use of English; a recommendation that has been subsequently echoed by several other committees over the years. English came to be known as an 'associate official language' or an 'associate additional language'. Recognition of the need to train English teachers led to the establishment of several institutions, such as the English Language Teaching Institute and the Central Institute of English, and several Regional Institutes of English.

## Indian English

The varieties of English one comes across in India may be considered to be distinct variants of the language. They evolved out of British English imbibing several features of pronunciation, grammar and semantics from the native languages of India. A superset of all those varieties could be referred to as 'Indian English'. Indian Variants of English (IVE) is, however, a more apt phrase for these varieties.

There is a great deal of regional variation in terms of pronunciation within Indian English. Similar to the different regional accents of English in Britain, Indian English has very distinct pronunciation patterns in the different regions of India. The different areas, such as North-Eastern India, Bengal, Orissa, Andhra and Karnataka, as well as Tamil Nadu, Kerala, Maharashtra, Gujarat, Panjab and Bihar, all add different flavours of pronunciation.

Comparing 'Indian English' with British Received Pronunciation (BRP), we find many cases of Indianisms. A few examples are: (a) Diphthongs in BRP corresponding to pure long vowels in Indian pronunciation (e.g. 'cake' and 'poor' pronounced as 'ke:k' and 'pu:r', respectively); (b) The alveolar sounds 't' and 'd' of BRP pronounced as 'retroflex' (harsher sounds); (c) the dental fricatives  $\theta$  and  $\delta$  replaced by 'soft th' and 'soft d' (e.g. 'thick' pronounced as 'thik' rather than 'θik'); (d) 'v' and 'w' in BRP are both pronounced somewhat similar to 'w' in many parts of India and they are usually merged with 'b' in Bengali, Assamese and Oriya pronunciations of English (e.g. 'vine' and 'wine' are both pronounced somewhat similar to 'wine', whereas 'vet', 'wet' and 'bet' are all pronounced as 'bet' in Bengali speech).

Some words that are not found in Englishes elsewhere are used in Indian English. These are either innovations or translations of some native words or phrases. Examples here

would include cousin brother (for male cousin), prepone (advance or bring forward in time), and foreign-returned (returned from abroad).

There are also examples of Indianisms in grammar, such as the pluralization of non-count nouns (e.g. breads, foods, advices) and the use of the present progressive for the simple present (I am knowing).

## English in Education

The status of English in India is different from its status in, say, a Western European country. In contrast to a country like Germany, where it is a foreign language, English is a second language in India, and, as such, it is widely used in the media, education, administration, non-localized business, etc. In the majority of cases, spoken and written English are learnt through formal education. Even for those who learn and use English as their first language at home, there will be constant exposure to one or more regional languages, as well as the local variety of English. While school textbooks are written in Standard English, students will also be continuously exposed to many varieties of Indian English outside of the classroom. Given this and the fact that spoken language instruction will always be greatly influenced by the regional flavour or variety used by the teacher, exposure to Standard English may be limited just to the grammar.

Though English was the medium of school and university education during the British regime, it is now mainly used as the medium of instruction in English-medium schools in the country. English-medium schools of varying standards (locally known as 'convent schools') exist in most cities and towns. Some of these schools insist that students only speak in English within the school premises. In other schools, English is taught as a subject within the curriculum. At university level, the usage of English becomes more intense. It is the medium of instruction and examination in all the prestigious institutes of technology, institutes of medical sciences, agricultural universities, and university departments of engineering and technology. It is also the favoured medium of instruction and examination at post-graduate level for many subjects in the majority of universities.

## Newspapers

Both in terms of the number of periodicals and the numbers of copies printed, English newspapers are quite popular. For instance, according to information published in *India 1999 — A Reference Manual* (Publications Division, Govt. of India) the total number of newspaper copies for all languages circulated in 1997 stood at 105,708,191. Of these, a Hindi newspaper had the highest circulation of 1,292,277 copies followed by an English newspaper with a circulation of 1,243,603 copies. In the same year, a total of 41,705 newspa-

pers were published in various languages. Of these, 16,864 were in Hindi and 6,227 were in English. Urdu ranks next after English with a figure of 2,670. The *Press in India 2001* document published by the Registrar of Newspapers for India, New Delhi, gives the following circulation figures (in millions) for newspapers published in various languages within the country for the year 2000 — Hindi: 25.58, English: 7.85, Marathi: 4.48, Urdu: 3.16, Malayalam: 2.98, Gujarati: 2.81, Bengali: 2.46, Oriya: 2.06, Tamil: 1.74, Panjabi: 1.53, Kannada: 1.39.

The same document also shows that during the year 2000, the circulation of several local language newspapers fell, whereas the circulation of newspapers in Hindi, English, Marathi, Malayalam and Bengali increased. Circulations for Hindi newspapers and for English newspapers increased by 5% and by 4.7%, respectively.

Most of the major national newspapers are published in English and are popular in cities and towns. It is clear that English newspapers are maintaining circulation figures roughly similar to those of Hindi newspapers.

### Radio and Television

The radio network known as All India Radio (AIR) is a major channel for radio broadcasts. It runs programmes in English, Hindi and other regional languages. Prime time slots are allotted for news in English and Hindi.

Until about a decade ago, Doordarshan, the television channel owned by the central government used to be the only channel available to Indians. It had, and still has, programmes in English including frequent news bulletins. The advent of satellite television and the availability of many channels, such as Star TV, Zee TV and a large number of local channels, have opened up the skies to entertainment and news. Scores of service providers (known as Cable TV Operators) provide many such channels through cable networks throughout many cities and towns and even in rural areas.

These channels broadcast many programmes in English and regional languages. Sports commentaries, which have wide audiences, are delivered in English, Hindi and in some regional languages. Newscasters, particularly on AIR and Doordarshan, try to maintain an accent close to British Received Pronunciation. Until about a decade ago, the diction of the newscasters on AIR was regarded as a model for pronunciation. However, the diction of newscasters and anchorpersons on some of the satellite channels is now closer to the regional varieties of English. CNN, BBC and some other international channels have proved to be very popular with urban audiences.

### Computing, Internet and Telephony

India is now seen as a major centre for software development. A significant number of international software companies have set up branches in India. English is the main language used in computing and Indian software engineers are proficient in English. International software companies see this as a positive feature when recruiting Indian software engineers and setting up branches in India. The Internet is proving to be a popular medium of communication in India. Inexpensive Internet cafes have popped up on many corners



Newspapers (Hindi, English) and magazines in English published in India (courtesy of Asia Center Library, The Japan Foundation, Tokyo)

in cities and towns. As predicted elsewhere in the world, English has evolved as the major language of the Internet in India too. Although people try to communicate via the Internet using regional languages (often typed in with makeshift transliteration methods), English is still the popular language for Internet use.

The Internet is also providing Indians with a powerful medium for the offshore development of software. In contrast to the conventional offshore development of software, with programmes written in India under subcontracting, more recently, a 'processing' type of offshore operation, such as medical transcription has become very popular. In this process, for instance, a medical transcription agency in India receives oral dictations of medical prescriptions, surgery procedures, etc, sent either on recorded media or through the Internet as compressed sound files, which they would input and return. Some international organizations that need to respond to customers throughout the day and night have set up branches in India, with operators responding to questions in American English.

### Administration

The Union Government has been trying hard to implement Hindi as the language of official communication. Several organizations that belong to the central government conduct what they call 'Hindi Week' to inculcate the use of Hindi among administrators. Various state governments also have been trying to establish the use of local languages in administration. However, educated Indians, especially in cities and towns, tend to use English language in their communications with administration.

### Public Use and Attitudes

India is a multi-lingual and multi-ethnic country. Languages belonging to four different families are spoken in India. The language families are: Indo-Aryan (a branch of Indo-European), Dravidian, Tibeto-Burman and Austro-Asiatic.

In 1950 the states in the country were reorganized to roughly coincide with linguistic boundaries. Thus, for instance, Telugu is spoken by a majority of speakers in the redefined state of Andhra Pradesh. Eighteen languages were given recognition by the government. Each of the states has one or two of these languages designated as its official language(s). In rural areas, people are usually monolingual. In the urban areas, a good amount of bilingualism is encountered. In large cities, one comes across persons who even may not know the local language.

In the public sphere we find some differences in the usage of English. The popularity of using English in public places varies greatly around the country, with marked variations in

regions (southern India vs. northern India) and setting (rural vs. semi-urban and urban).

In the streets of a city like Hyderabad or Bangalore, for example, one may be able to approach a person of educated appearance and talk to him in English. The roman script is still the preferred medium for writing signboards and restaurant menus, etc. It is easier to find a railway timetable printed in the roman script than it is to find one printed in a regional script. Although the Department of Posts and Telegraphs of the Union Government encourages the dispatch of telegrams in Hindi language, a good number of them are still composed in English. In hotels and restaurants in cities and towns, one is able to converse in English at the reception, and to place an order in English at medium to large restaurants. In several southern Indian states, personnel at the counters of railway and bus stations, owners of small shops, drivers of taxis or autos (3-wheeled motorized vehicles), as well as many others, have sufficient command of spoken English for communication.

An Indian who knows English does not hesitate in speaking in that language with a foreigner (who is anticipated to know the language). For instance, an Indian dignitary who knows English would readily converse in English with a visiting foreigner or deliver a talk in English at an international forum. This can be contrasted with the medium that delegates or dignitaries from other countries use in similar circumstances. Except in a few areas, English-knowing Indians do not have antagonism towards English.

## Summary

English language in its different variegations continues to thrive in India. It is a major medium of communication in technical and scientific education, governance, personal interaction among the educated, public information, broadcasting, news media etc. Education in the medium of English language is still valued. It is the main language used in the field of computing and internet-related enterprise. It is an essential tool of interaction between a foreigner and an Indian. India has been hospitable to English and each benefits from the other.

### Peri Bhaskararao

Born in 1947 in the Telugu-speaking state of Andhra Pradesh, India. His schooling upto the 12th grade was in Telugu medium with English as a subject of study. His undergraduate education was in sciences, Sanskrit and English languages. Later he studied Sanskrit for two years at master's level at Andhra University followed by another two-years' study of general linguistics for another master's level course at Deccan College, Pune, India. He obtained the degree of Doctor of Philosophy in linguistics from the same institute. From 1970 till 1995 he was a member of the faculty of linguistics at Deccan College. In 1995 he left that Institute while he was a professor and Joint Director to join the Research Institute for Languages and Cultures of Asia and Africa, Tokyo University of Foreign Studies. His main fields of interest are phonetics including speech synthesis and computational linguistics including script processing. He has experience of working on different languages of South Asia. He speaks and writes in Indian English.

*Peri Bhaskararao*

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# English Education in Present-day China

Lin Lin



Lin Lin

## New Standard in English Teaching

With the opening up of China, English teaching has been getting more and more attention, especially since Beijing won the bid to hold the 2008 Olympic Games. Apart from English teaching in schools, other forms of English training courses have appeared across China (for example, the Beijing New Oriental School is the best and most famous privately-run English school for TOEFL and GRE tests). People are enthusiastic about learning English, and publications about English learning and English reading books have become more and more popular.

Recently, a 9-year voluntary education programme was put forward in China. A standard English course is being used to replace the former teaching outline. The new standard adopts the international system according to which English language education is divided into 9 levels. This has changed the old style of teaching, which attached importance to grammar and vocabulary. Adopting the new standard helps to develop the students' ability to use English in their daily life, by focusing on arousing their interest, and encouraging their participation, with the help of their own experience.

The new method will place less stress on "reading" and "writing", in favour of "listening" and "speaking". The pupils start learning English from grade 3 in primary schools. The basic phase is divided into 9 levels. After grade 6, they should reach level 2, and after grade 9, level 5. Students graduating from high school should have reached level 8, while those from foreign language high schools or schools with foreign language specialties should have reached level 9.

It is said that all English textbooks for primary and middle schools must be compiled according to the new standard. Since the autumn of 2001, many new textbooks have been tried out in 38 trial areas across China. Students of other areas will start using the new textbooks from this autumn, and within 5 years, primary and middle school students throughout China will be using them.

Public college English (not including English major) teaching has improved a lot during the past two decades. The reading speed of college students has reached 70 to 100 words per minute and their vocabulary has surpassed 4,200 words. College students not majoring in English can read ordinary English newspapers and magazines and communicate in English. Some students even get gold prizes in international English lecture competitions, and the pass rate of CET (Chinese English Test) Band 4 and CET Band 6 has been increasing. More and more students took these tests of college students' English ability.

Most important of all, after 20 years' effort, China has built a solid foundation for the further development of public college English teaching. Great progress has been made in terms of personnel training, textbooks, courses, field work, teaching method and teachers.

## Some Points to Improve Present System

From primary school to college, a complete system of English teaching has been established. Meanwhile, some problems exist:

1. The system of public college English teaching is not cohesive with that of primary and middle school. The Educa-

tion Ministry has put forward a new demand: from now on, students from cities and developed areas of China will start to learn English from grade 3 of primary schools; students in remote areas from grade 1 of middle schools. Recently, there have been some gaps and overlaps between middle school and public college English teaching. These gaps and overlaps occur in content, courses, textbooks, teaching methods, etc, resulting in a waste of time and energy as well as discontent among students. Some students who did well in English during high school complained that they gained little from college English teaching.

2. Public college English teaching aims at developing students' reading ability. To a certain degree, communication skills in English such as listening and speaking are not given enough attention. The aim was suitable when people in China depended on English material to learn about foreign countries. Nowadays, it is more important for students to improve their oral and listening ability. It's high time we remedied the phenomenon of "deaf English" and "dumb English" (when students can read, but cannot speak English fluently, or understand what people say). Some students said their vocabulary was probably larger than that of some native speakers, but they could not express themselves in English. After ten years' English learning, they were still "deaf and dumb."

Because reading is emphasized, grammar is mainly taught in Chinese. Classes are relatively large (more than 20 students) so students seldom have a chance to speak. Through lack of funds, many universities lack language lab or multi-media facilities, thus, students' listening and oral English training is impaired. In order to expand their vocabulary, students spend much time reciting words, but they don't know how to use them correctly in practice.

3. Public college English teaching cannot meet the needs of all kinds of personnel in specialized subjects such as science because all teachers follow the same teaching syllabus. Students must pass CET (College English Test) Band 4 or Band 6 in order to get their degrees. The Education Ministry demands over 10% of teachers in important universities teach basic and specialized courses in English within three years. The aim is to improve students' comprehensive ability in English use. Nowadays with the development of market economy, the ties between universities and industries are being strengthened. Different types of universities should have different demands as to students' English level. For instance, in well-known universities around the world, the students' English level and ability enable them to communicate. Apart from reading and writing, they can speak and listen quite well, especially in their majors and the field of science and technology.



4. More money and attention should be put into English teaching. Funding for teaching is always a weak point, especially English teaching: (1) Lack of language labs and multi-media classrooms, means students have not enough time to practice English; (2) The quality and quantity of English teachers need to be improved. At present, public college English teachers are mostly young postgraduates who need to improve their teaching methods and quality. Universities should pay more attention to teachers' training, and their subsidies.
5. More studies should be done on the reform of public college English teaching. For example, studies on teaching and hearing methods, facilities on the Internet, test systems, new textbooks and excellent textbooks from abroad, English teaching systems and reforming of courses.
6. Evaluation and test systems need to be improved. Recently, all kinds of evaluation and test systems have appeared, among which TOEFL and GRE from America, CET Band 4 and CET Band 6 from China are very popular. Passing TOEFL and GRE is the key for Chinese students to go abroad to continue their studies. With the opening of some special training schools, grades may not reflect the students' true English level. These tests do not influence students' graduation and job selection, so they are not severely criticized. As for CET Band 4 and CET Band 6, two opinions exist. People who approve of them believe that they function as a bridge which links students' English level and their future. Meanwhile, these tests encourage teachers to improve their methods so as to achieve higher grades. In short, these tests help improve teachers' teaching methods and students' English levels, thus benefitting both. In the long run, they will benefit society.

People who oppose these tests argue that teachers and students pay so much attention to preparing for CET Band 4 and CET Band 6 that they neglect to cultivate the students' communication skills. They complained that some students passed CET Band 4 and even 6, but they couldn't speak and write well in English. Although they knew how to pass these tests, they did not digest what they had learned.

CET Band 4 and Band 6 are set according to the College English Teaching Syllabus which has nothing to do with students' progress, graduation and obtaining employment, so universities shouldn't emphasize these tests too much. They ought to attach importance to improving students' English level instead.

### English Education through the Introduction of its Culture

What we need behind English education is to open the students' eyes through the introduction of western culture. English as a language is derived from its root culture. First of all we should learn the history of English. Then, we can understand how English developed into what it is today. History also helps us understand the elements of English itself, such as synonyms. "Culture" is such a big concept, as it covers literature, art, religion, philosophy, science, social science, etc.

Through introducing culture, we can see a picture with a background. As for teachers, they should introduce the cultural background first, and then teach some knowledge of English. This will help students understand what they learned deeply and arouse their interest in exploring knowledge behind the language, so students may develop the habit of learning through the background.

In conclusion, English teaching is entering new phase, because more and more people show great enthusiasm in learning it. As a result, English teaching and reform are coming to a turning point which predicts a bright future in English education in China.

#### Lin Lin

She studied law and got her first degree in law in 1987, and finished graduate level courses of English law at Peking University in 1997. She is teaching College English, meanwhile she studied law and published many papers relating to English teaching reform and law.

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English Course of Beijing Language and Culture University



Beijing New Oriental School, the largest and a dynamic language training school in China, cooperating with Algonquin College of Applied Arts and Technology, the Canadian famous vocational education institute, in the training work of international programmer in China

# Languages in Education and Media

## —Cases of Three Countries

ACCU had a chance to talk over present English issues with some of the participants of ACCU's regional training course on book production conducted in October 2002. Ms. Hamidah Ahmad from Malaysia, Ms. Tito Karen Fabila from Papua New Guinea and Ms. Annaleah V. Habulan from the Philippines kindly agreed to our request. Following is a portion of this very interesting discussion.

*First of all, could you briefly describe the English situation in primary education and how children are exposed to the language in your country?*

**Ms. Tito Karen Fabila (Karen):** English is one of the national languages in Papua New Guinea along with Tokpisin and Motu. It is used in schools and businesses as a national communication tool.

Children begin formal education in mother tongues and they eventually learn English as a subject and for instruction. For many children, English is a second language. I am a teacher, and when I teach, I have to convert its content to simple language so that children will understand. I feel somewhat sorry for them because they are forced to learn in English. In order to learn the subjects, they have to master English. In my case, I was brought up in an English speaking environment so I didn't have much trouble. And in my days, the formal education started with use of English. Today, the Ministry of Education promotes the beginning of formal education in the mother tongues.

I do think it is important but in reality, many parents want to get their children out of local schools and to put them in English medium schools. They want to have their children confident in reading and writing English at an early stage, because they think English will provide them with better jobs, higher education in universities, and development in career. Right now we have this issue of balance between development and keeping our identity.



Ms. Tito Karen Fabila  
(Papua New Guinea)

**Ms. Annaleah V. Habulan (Ani):** It is a little bit different in the Philippines. We use English widely, thanks to the Education Department's curriculum and the media. In Metro Manila, English is taught as a subject and used as a tool of instruction in schools, along with the national language, Pilipino. The two languages are compulsory for learning from a very early age. Science, math and some other subjects are taught

in English. Simple instructions are given in what we call "Taglish". It is a mixture of Tagalog, the main Filipino language in Metro Manila and some major cities, and English. It is an accepted phenomenon, a linguistic device used even in formal situations. In other regions, English is also taught as a subject, but instead of Tagalog, they use their own dialects for instruction. For instance, if you live in Cebu, which is an island province in the Visayas, you are instructed in Cebuano.

According to one of my former teachers, English is the most difficult language to learn, because it has so many elements and so many transfigurations. So she says if you have survived English in grade school, you will definitely succeed anywhere from then on.

The real problem of the government, or shall I say the Department of Education and other similar institutions is not primarily the educational system, but poverty. A lot of children cannot afford to go to school because they are just too poor. So they are deprived of the opportunity to learn not only English but other subjects as well. This is a very serious problem.

**Ms. Hamidah Ahmad (Hamidah):** In Malaysia all subjects, except English, are taught in Malay language, our mother tongue, in public schools at present. Some schools, private schools or international schools, use English for all subjects but not many. In Malaysia, government agencies like Dewan Bahasa dan Pustaka is promoting the Malay language. So, we produce new terminology in Malay in many fields like law, business, etc. Dewan Bahasa has a department of terminology. For textbooks, the Ministry of Education has to follow what Dewan Bahasa has produced, because it is the official version. But there are a lot of technical terms that are difficult to put into Malay language. So some terminology is in Malay but some is borrowed from English.

However, starting next year, science and math will be taught in English in primary schools. Some academic people don't like this because it may be disadvantageous to people in rural areas if these two subjects are taught in English. There will be a gap between children in rural areas and urban areas.

*How about the situation of terminology in science and math in other countries?*

**Ani:** Some academicians and scholars say that Filipinos are becoming too "American". Scholars at the University of the Philippines promote instructions in Pilipino in formal education, just like in Malaysia. They are trying to translate technical terms especially in science and math subjects into Pilipino. I think they have started to write a dictionary of terms. However, there is a lot of debate on how to translate scientific terms and until now they still have not come out with an official dictionary of scientific terms in Pilipino. What is confusing is that there are other entities doing their own different versions.

In any case, textbooks in scientific subjects are now all in English. Teachers have tried to produce Pilipino instructions but they are still compelled to use terms in English. There are also not many people who think it is important, because teachers will translate the contents of the books during discussions for children at school anyway.

**Karen:** When new concepts are introduced to us, such as ballet or computers, we don't know how to describe them in our own languages. Subjects in science and math came from developed countries and the language they used was English.

Most complex terms such as hydrogen and oxygen in equations and some basic terms in mathematics such as add, subtract, etc., and science cannot be explained or simplified in mother tongues.

When I got my teaching qualification English was a foundation course for the first year of study. This course was known as *English for Teachers*. So I studied mathematics and science as majors and also took up *English for Teachers*. This enabled me to confidently present lessons in English.

*How about media and social trends?*

**Ani:** The influence of media is also great. In the Philippines most of the programmes even advertisements on radio and TV, perhaps around 80%, are in English. As for newspapers, except for tabloids, no national daily newspaper is published in Pilipino. One major publisher tried to do it a couple of years back, but it just didn't work.

Casually and socially the language at home is still Pilipino. But Taglish is booming its way into daily life. It is English almost everywhere in the country. If you speak English, it means you have a brighter future, that's why speaking and writing it is encouraged all the time.

Books in the Philippine market produced by commercial publishers are mostly in English, more than those in Tagalog and other dialects. Because that's what people want. It is a sad fact. Everything they need to read is available mostly in English. Some books are imported but they are all in English, mostly American English.

However, there is a little niche in the Philippine book market; romance novelettes that cater to people who are not really good in English but can read Pilipino. General information books are mostly in English. Books in Pilipino for general interest are like a fad. As a publisher, we want to endorse and encourage its reading more, but fear those kinds of books might end up languishing in our warehouse.



Ms. Annaleah V. Habulan (Philippines)



Ms. Hamidah Ahmad (Malaysia)

**Hamidah:** With regard to English books, most books are imported from abroad. 90% of books published by Dewan Bahasa dan Pustaka are in Malay language. Some of them are not original, but translated from world-known authors.

Television programmes are mostly in Malay. I think it is our policy to have 70 to 75 % programmes in Malay.

English is important because after graduation from school, those who don't speak English have difficulties to find good jobs except in the governmental sector, because the private sectors use English more than Malay. For formal occasions we use Malay, but in business, it is English. Regarding the future prospects, I think we will use English more for communication in the multi-media environment.

*How do you relate English with your mother tongue?*

**Karen:** In the past we were exposed to Dutch in some parts of our country and German as well. In wartime Australians came and took over Papua New Guinea. In a way it united our country quickly. And the language they used became our number one tongue. Now people who live far apart within the country can talk to each other in English. Another national language, Tokpisin, is a kind of dialect that is a mixture of English and mother tongues. It doesn't belong to us, but is also widely used for common communication and understanding among us.

When the Health Department embarked on a major media campaign against the spread of AIDS, the languages used were English, Tokpisin and Motu. But some people insisted that some terminologies in Tokpisin and Motu are offensive and sensitive for the general public, especially children. So we had to look for milder terms. This doesn't happen in case of English.

I think we can use our mother tongues as much as possible in chatting as well as formal discussion, and at the same time use English for wider communication.

**Ani:** All of us want to speak and think in our own language, because this is how we will be distinct from the rest of the world.

In my mother tongue, I can describe my thoughts and feelings and the words hold much more meaning to me. For example, if I say "I love you", it's OK, but if I say it in Tagalog instead, it becomes extra special. English is not mine. There is more pride in using one's mother tongue.

I think everyone will admit that English is a very convenient tool, but it's different and definitely detached from one's own language. So the practical direction will have to be to keep one's mother tongue for the preservation of one's identity and to use English as a device for communication globally.

*Ms. Hamidah Ahmad, Textbook Division, Dewan Bahasa dan Pustaka, Malaysia  
Ms. Tito Karen Fabila, Department of Education, Papua New Guinea  
Ms. Annaleah V. Habulan, Anvil Publishing Inc., Philippines*

### Publishing Circumstances

All articles in *Publishing Circumstances*, some in more detail, are available on-line at "Trends in Books and Reading" section (<http://www2.accu.or.jp/02/02-02/02.html>) of APPREB Internet Website (<http://www.accu.or.jp/appreb>).

#### Australia

##### **The Uncertain Future of Novels**

It is well known that most mainstream publishers in Australia have moved away from publishing poetry, leaving it to smaller independent publishers who can survive on the short print runs that the genre's limited readership necessitates.

What's less well appreciated is that novels too face an uncertain future. Fortunes are made by a few best-selling novelists but, for many others, the pickings are slim. And unpublished authors have very little chance of even having their manuscripts read—very few publishers accept unsolicited novels, preferring to receive them by way of a literary agent. Unfortunately for new writers, finding an agent is very nearly as difficult as finding a publisher.

Some say publishers are playing safe with the novels they choose because their marketing departments don't feel able to promote a novel unless it has an 'angle' or deals with a pressing issue. At least partly, however, it's because many readers, even dedicated booklovers, are turning to other literary genres—history, biography and essays—to find the pleasure and stimulation they once sought in fiction. The award-winning Australian writer Drusilla Modjeska thinks it "has to do with changes in ideas and practices of writing. We have to face the possibility that in this time of moral and political confusion, it's non-fiction that's more likely to have something to say that readers want to hear."

#### Bangladesh

##### **Banglapedia**

Bangladesh for the first time will publish a unique national encyclopedia (Banglapedia) in early 2003. Published by the Asiatic Society Bangladesh (ASB) both in Bengali and English, the full range of knowledge about Bangladesh with more than 6,000 alphabetical entries are included. It covers comprehensively Bangladesh's history and heritage, arts and humanities, society and economy, state and governance and science and technology. This is 11,000 page book in 10 volumes with write-ups of 1,300 writers and researchers from home and abroad with 800 maps and 3,000 pictures and graphics. A total of 10,000 sets, 5,000 each in Bengali and English is to be published.

2002 Book Year logo theme: "Present books to your nearest and dearest ones in every occasion" (Bangladesh)



ASB took up the Banglapedia project in 1998 at a cost of BDT 80 million, to which UNESCO made a modest contribution under the participation programme through Bangladesh National Commission for UNESCO. Professor Sirajul Islam is the Project Director and Chief Editor. Contact: Banglapedia Marketing Officer (Asiatic Society of Bangladesh, 5, Old Secretariat Road, Nimtali, Dhaka 1000), fax: (880) 2 9560500, e-mail: [info@banglapedia-bd.org](mailto:info@banglapedia-bd.org), URL: <http://www.banglapedia-bd.org>

#### Bhutan

##### **Copyright and Related Rights Seminar**

A seminar on copyright and related rights was organised by the WIPO (World Intellectual Property Organization) in cooperation with the Ministry of Trade and Industry, in Thimphu on 23 and 24 May 2002. The seminar was attended by government employees and people from private sector working in fields related to copyright and related rights. The participants were informed about the Copyright Act of the Kingdom of Bhutan 2001, which had been passed by the 79th session of the National Assembly. Further, the participants were also made aware of the Copyright and Related Rights and how these rights worked. This is indeed a very significant development as copyright violations and infringements are a serious threat to the growth of creative arts industry.

#### Cambodia

##### **Training Course on Teaching Methods and Using the Textbook**

To enhance the capacity of NFE (Non Formal Education) staff to understand clearly and be able to use the textbook "Combating Trafficking in Women and Children", the NFE Department organized a training workshop financially supported by UNIAP. It was held from 8-10 August 2002.

Those who participated were provincial NFE personnel, heads of CLCs, contracted literacy teachers, personnel of NFE department, personnel of concerned ministries and some organizations, 42 persons in all.

This training course aimed to build up the participants' ability to conceptualize deeply on teaching methodology and



China College Teaching Material Network (China)

have a foundation and capacity for teaching and using this textbook.

Contents of the course included: Combating the trafficking of women and children in Cambodia, the region, and the world; Strategies and the measures to prevent human trafficking; etc.

#### China

##### **China College Teaching Material Network Opens**

On 16 August 2002, China College Teaching Material Network (<http://www.sinobook.com.cn>), the common website co-managed by hundreds of university presses, opened.

China Renmin University Press is responsible for its concrete implementation and management. It is sponsored by the University Press Association of China and the National Colleges and Universities Press, and also is under the direct guidance of the Education and Administration Sector. Aiming to serve advanced education, the university press, and the mass of consumers, it is a unique network which provides information about teaching materials and academic works and deals with education books.

The network is made up of Macro Guidance, Publishing House World, and others, carrying out the three functions of the release of publishing news of national colleges and universities, teaching material books review, connecting the network issuing centres and business to business book e-commercial centres of hundreds of university presses.

##### **Sampling Investigation Report on Reading and Buying Inclinations of People across China (2002)**

Organized by the Chinese Institute of Publishing Science, this project is the first large-scale sampling investigation report on reading and buying inclinations with basic knowledge, carried out continuously across the whole nation.

The investigation is carried out through multilayer sampling. Over 2 million data are collected from all the aspects concerned. Data processing is finished through SPSS analyzing software, which is universally popular.

It covers various forms of publishing and is a comprehensive analysis for Chinese people's reading habits and

buying activities, as well as the market capacity for various publications. Meanwhile, it predicts the future developing trends of various publication markets.

The investigation results are of great reference value for national publishing administrative institutions. They are a strategic basis for publishing units to work out their topic selection, marketing plan and future developing direction.

### Fiji

#### Conference on Print Culture across the South Pacific

The Bibliographical Society of Australia and New Zealand held a conference on Print Cultures across the South Pacific, in Dunedin, New Zealand, on 10 September 2002. Papers given were: Sydney Shep (Australian beer labels); Wal Kirsop (Australian commercial circulating libraries in the 1800s); Sarah Jones (Maori moko—facial tattoos), Ian Morrison (Capt. Cook's tapa cloth books); Ross Harvey (where NZ newspapers got their copy in the late 1800s); Paul Hunt (serial fiction in the *Otago Witness* 1861–1906); Susan Woodburn (Melanesian Mission Press, Norfolk Island and London Mission Press, Gilbert Islands); Linda Crowl (Introduction of text culture in the Pacific Islands); Paul Eggert (Books and politics: Dutch-Westralian poet-anarchist Willem Siebenhaar meets D. H. Lawrence in 1922); and John Ross (Compiling a descriptive bibliography of Harold Pinter's writings).

As part of the conference, the Society held its annual general meeting, and displayed and sold copies of the Society's and other publishing houses' publications. Otago University, which hosted the conference, also gave a guided tour of its state-of-the-art library and its latest exhibition of prints in books of ancient ruins.

### India

#### Piracy in India

According to Indian Copyright Law, piracy is a cognizable offence, yet a large number of books are being pirated, thereby depriving the publisher of Indian Rupees 30,000 million (approx. US\$625 million) annually and approximately Rupees 1,000 million (approx. US\$21 million) from the exchequer, which the Indian Government could have earned by way of corporate tax. The International Intellectual Property Alliance (IIPA), which represents the global copyright industry, estimates piracy in India to be costing the international publishers US\$40 million.

This growing menace of piracy is adversely affecting authors and publishers. When the painstaking work of an author being pirated, he is deprived of royalty and the publisher loses because the buyers have access to low-priced pirated editions. Such editions are feasible in the absence of their development, overheads, royalty, promotion and other expenses.

Large-scale photocopying by the student and teaching community, who should have otherwise purchased their desk copies, also deprives the authors and publishers of their rightful dues.

In order to combat the menace of piracy and violation of reprographic rights, the Federation of Publishers and Booksellers Association in India (FPBAI) has organised a number of seminars involving students, teachers, printers, publishers, police and legal luminaries to raise awareness and also to find out ways and means to combat this threat.

With the help of the police, FPBAI has also conducted a number of raids to unravel the organised racket. FPBAI has also engaged Akash Chittranshi, a full-fledged copyright lawyer, to interact with the various agencies, including the Government, to advise the Federation on preventive steps to control the piracy.

### Indonesia

#### The New Board of IKAPI

Opening the 15th Congress of IKAPI (The Indonesian Book Publishers Association), the President of the Republic of Indonesia, Ms. Megawati Sukarnoputri encouraged the organization to do its best to make books low-priced by printing them on cheap paper, and fought unflinchingly against book piracy.

Taking place from 23–25 September 2002, in Jakarta, the congress selected the new board of IKAPI for the period of 2002–06. Makfudin Wirya Atmadja was elected IKAPI President, assisted by six chairpersons, namely, Awod Said, Kartini Nurdin, P. M. Winarno, Arianto T, Yos Paguno Amir, and Fahmi Umar. The other personnel on the board are Robinson Rusdi (General Secretary), Syaiful Zein (Secretary), and Muharizal (Treasurer). The Congress also elected a new IKAPI Council Board consisting of Rozali Usman, Alfons Taryadi, Arselan Harahap, Sahar L. Hasan, Setia Dharma Madjid, Firdaus Umar, Fauzi Lubis, Zulkifli Lubis, and Agus Winarno.

**Monthly Magazine on Book Publishing**  
In August 2002, Gramedia Literary Agent, in cooperation with Indonesia Tera book

Magazine on publishing  
*Matabaca* (Indonesia)



publishing company, launched a monthly magazine on book publishing, called *Matabaca* (Reading Eyes). In its first edition, the Chief Editor of the magazine, T. Jacob Koekeritz declared that it was intended to be a kind of response to the enthusiasm which has been brewing in the world of Indonesian book publishing these last few years. *Matabaca*, the only magazine on book publishing now existing in Indonesia, provides various columns, featuring different aspects of book publishing such as book reviews, profiles of book people, the launching of ideas, news on events in book publishing, data resulting from survey or research on the visitors to bookshops or book fairs, and so forth. Contact: Jalan Palmerah Selatan 26-28, Jakarta 10270, phone: (62) 21 5483008, fax: (62) 21 5357044

### Iran

#### 12 New Libraries Opened in 2001

Twelve new libraries were established in 2001, said the Director of Library Affairs affiliated to Tehran's Municipality, Maziar Nilchi. During the spring in 2002, Nilchi said Iranian youth and young adults spent some 1.5 billion hours at libraries. "We are still in need of 1,000 more libraries," he continued, saying he hoped that with the cooperation of the Management and Planning Organization and further private contributions, more libraries would be built in Tehran.

He added that at present there are 52 libraries in Tehran, of which 12 are open 24 hours. Nilchi announced that the total number of library staff and personnel, which stood at 23,786 in 2001, reached 101,194 in 2002, and that the number of people attending libraries increased by about 100 percent compared to the last year.

"Although we have progressively had to compete with cinema and satellite for people's time and attention, books still remain the most credible source of information for most people and a good friend to the youth in their leisure time," Nilchi explained, and added that financial problems of some families prevent them from including books in the household's shopping list. He said he considered building new libraries a cultural investment, and that the government must provide adequate subsidies in order to make it possible for all people in Iran to have access to books.



Mayram Akaeva presents books to librarians (Kyrgyzstan)



Exhibition of Children's Book Illustration (Mongolia)



MWJA Conference (Myanmar)

**5,812 Titles Published in March–June**  
5,812 titles of books were published in the first three months of the current Iranian year (started 21 March 2002), according to the Public Relations Department at "Khane Ketab" (Book House).

The department said that publication of books in the period showed a growth of 5% compared to the figure for the same period last year. It said the number of books published amounted to 26,839,304 volumes. A major portion of the publications were literary books. 1,502 titles of literary books were published in the period under study. Some 17% of the books were for children.

Japan

**Keen Competition among Online Bookstores**

Competition among online bookstores has been increasing. They belong to certain groups such as publishing companies, wholesale distributors, ordinary bookstores, transport companies, other newly developing independent companies and foreign-owned companies. Each has its own characteristics and competes with others to get more users. The ordinary bookstore group is in the lead so far, as they were first to enter the field.

In fact, the business of online bookstores has been active since 2000. Among them, the foreign-owned Amazon.co.jp has recently developed rapidly, based on its gross capital strength and worldwide information network. Its most featured point is free delivery to users.

Following this trend, the independent group has also made delivery free of charge. As books cannot be sold cheaper than marked price by the law of Resale Price Maintenance, charge and swiftness of delivery, and ease of ordering are regarded as most important. In short, this business could not succeed without sales of large quantities.

It is not clear yet how online bookstores can survive if they continue delivery free of charge.

Kyrgyzstan

**Charitable Action of Meerim Foundation**  
Charitable action "Kitep Bilim Bulagy" (the Book is a source of knowledge) has developed since its launch on 8 June

2001. This action was initiated by the head of "Meerim" Foundation, Mayram Akaeva. Only for 16 months of the Charitable action activity over 50 thousand books were collected by dint of joint efforts, among which over 16 thousand books were distributed through oblasts and regions.

Moreover, the Children's Education Museum Project is one of the main activities of the Meerim Foundation in the education and training for the youth of Kyrgyzstan, in order to prepare them for life in a new democratic society.

Lao PDR

**Children's Library in Children's Home for Culture and Education**

The Children's Home for Culture and Education (CH) was established in 1996 in central Vientiane. Every weekend, about 700 children come there for training and to play in the field of culture and education.

One section in CH, the favourite for the children, is the library named "True Friend". There are more than 10,000 books for children, including reading books, picture books, kamishibai, etc., about 80% of them in Lao language. Each year, the members of the library have been borrowing around 20,000 books. Besides the reading service, the children also enjoy such interesting and creative activities as storytelling, drawing, toy making, and drama.

The library has organized a mobile team on reading promotion for children in remote areas. At weekends and on holidays the promoters have travelled to schools, villages and children's cultural centres throughout the country, which are utilized by 6,000 children per year.

Mongolia

**Exhibition of Children's Book Illustrations**

Mongolian Children's Book Illustration Art attained an advanced level of development in 2001. The Art Exhibition "Galaikhan" held by Damba Odgerel confirms this advancement. Researchers estimated that 108 illustrations made for a book "Tales on Horseback" by Dashdondog, a children's writer, are creations displaying a new level of abstract thinking. Damba Odgerel is an artist who has been awarded a second prize in the

State Competition of Children's Book Illustration for his works made for a story "Talk Among Cow, Sheep and Goat" by Agvaankhaidav, a 19th century writer.

Myanmar

**Third Myanmar Writers and Journalists Association Conference**

The Third Conference of the Myanmar Writers and Journalists Association (MWJA) which is a four-yearly affair, was held in Yangon. More than 200 delegates attended the three-day occasion.

During the Conference, 6 central executive members presented papers on promotion of writing and journalism. They were "Active participation of journalists in carrying out tasks for development of literature under the leadership of MWJA", "Preserving national heritage, classical literature and contemporary Myanmar literature widely exposing them to local and international spheres", etc.

The Conference then unanimously nominated 5 new central executive members and elected 25 central executive committee members, for the coming four-year term.

Nepal

**Nepalese Journalist Bags Magsaysay Award**

Bharat Dutta Koirala, senior journalist of Nepal with a professional career of over forty years received the Ramon Magsaysay Award, 2002, for his contributions to the field of Journalism, Literature and Creative Communication Arts. Mr. Koirala was one of the founders of Nepal Press Institute, a pioneering media training institution in Nepal, and has worked in several prominent media organisations of Nepal. He is credited with introducing reporting on development of rural Nepal and launching an advocacy through the media for the improvement of the living conditions of the ignorant people of the rural areas. He also pioneered the publication of *Wall Newspapers*, a low cost and convenient medium of expression, which became very popular among the new literates in the rural areas. In the post-democracy era, he advocated de-licensing of air waves and himself took the initiative in the establishment of the first independent private FM radio station in Nepal in 1997. Presently, he has been



Mr. Bharat Dutta Koirala (Nepal)

putting his efforts into helping to create a "free, independent and pluralistic media and promoting public debate in democracy".

Mr. Koirala is presently the Secretary-General of Nepal Press Institute, Chairman of Media Services International and Chairman of Himal Association.

New Zealand

**Survey Shows Popularity of Books and Reading**

The recent 2002 Cultural Experiences Survey conducted by Statistics New Zealand for the Ministry for Culture and Heritage showed that 93% of New Zealanders aged 15 and over had recently experienced at least one of the cultural activities asked about. It showed the most popular activities were purchasing books or music, using public libraries, and visiting art galleries or museums.

The survey, conducted in the first quarter of 2002, asked which, if any, cultural activities people had experienced over either a four-week or 12-month period. It asked how often they had experienced these activities, how interested they were in New Zealand content in each activity, and whether any barriers had prevented them from experiencing these activities.

The most popular cultural activity over the four weeks prior to the survey was purchasing books. An estimated 43% of the adult population said they had purchased at least one book during this period. Book buying was most common among women, people aged 25 to 44 years, and those with tertiary qualifications.

The popularity of books is also evident in the use of public libraries by an estimated 39% of the adult population over a four-week period. Library use was also more common among women than men but, unlike many cultural activities, it was most popular among older people, and those who were not employed or were on lower incomes.

Most people who participated in the various cultural activities were interested in New Zealand content. Major reasons for not participating in cultural activities were income, cost, and lack of time. A detailed report analysing results from the survey is to be released at a later date.

Pakistan

**Brief of Readers Club Scheme**

The National Book Foundation is running highly innovative book promotional schemes, one of the most popular being the Readers Club Scheme. The project aims to provide books to the masses at 50% discount. The scheme is successfully operative at 37 stations of Pakistan, playing an effective role in developing reading habits in the society. At all existing stations the response of the readers is very positive and there is increasing demand to extend the activities of the Readers Club to other cities of the country. The project is confined to developing reading habits by providing supplementary material at subsidized rates to the public, excluding textbooks, magazines/journals and obscene/cheap literature.

The attraction in the scheme to buy books at half price has gained so much popularity in the cities where it is in operation that the booksellers of small cities have now started showing interest in it. This change has taken place only after the successful implementation of the scheme in major cities of the country.

Pakistan is among those countries which have the lowest literacy rates and inadequate educational facilities, resulting in a higher drop-out rate, yet it is trying to squarely meet the situation. In such circumstances, this scheme has been an excellent motivating factor for all segments of society to divert their habits towards reading. As a result affordable knowledge will be made available at their doorsteps.

The scheme has the history of successful experiences with best academic benefits at the most economical rates, earning the Government a good name at minimal cost. It encourages readership, which ultimately encourages writers, booksellers and all those connected directly or indirectly with the production of books. It helps in creating a literate society with outstanding social benefits in the border spectrum. The scheme initially started with five major cities of Pakistan and today it has extended to 52 cities.

Papua New Guinea

**Adult Literacy**

"Adult literacy is most vital and must be seriously addressed for the benefit of the country's adult population who are illiterate." Member for Lae in the National Parliament, the Hon. Bart Philemon, made these remarks during a presentation of classroom materials to an adult

literacy class at the Tent City in Lae. The Tent City adult literacy class took deliveries of materials worth K4,189.00 for its school at a time when the school needed such materials the most. The school has in operation two Tok Pidgin classes and an English class. More than 80 women are currently enrolled in this school including elementary school aged children.

Mr. Philemon told the gathering that more than two million adult Papua New Guineans were illiterate and it was important to support the work of adult literacy in the country. He also took time to acknowledge the contribution from the Australian High Commission and thanked Australia for the assistance.

Philippines

**Proposed Legislation**

The private publishers through the Philippine Educational Publishers Association (PEPA) in coordination with the other organizations concerned presented a proposed bill to the Senate and the House of Representatives. The bill which had already sought sponsorship by at least two legislators is entitled "An Act Mandating that Educational Curriculum and the Consequent Preparation of Textbooks and Related Materials Should Have Continuity and Stability and that the Same Should Not Be Affected by Any Change Within the Government During the Period of at Least Six Years Amending for the Purpose R.A. 8047 of the Book Publishing Industry Development Act."

**The Philippine Book Fair**

The annual Philippine Book Fair was held from 31 August to 8 September 2002 in Mandaluyong City. About 80 exhibitors participated in more than 200 booths.

In 2002, the Fair celebrated its 13th anniversary. This is considered the biggest and most successful industry event in the country, as proven by its increasing exhibitors' sales and fair visitors. It showcased a wide assortment of publications and state-of-the-art educational materials.

The Fair aimed to promote good reading habits that would thereby create opportunities for personal growth and enhancement. It also aimed to provide a venue where an exchange of ideas could take place among publishers, booksellers, academicians, writers, manufacturers, distributors of educational materials and journals and magazines, e-marketing industries on educational materials and all those connected with book development, publishing, printing and related

trade within and outside the country. The theme of the Book Fair was "Building Strength through Reading."

Rep. of Korea

**Publishing and Printing Promotion Bill Approved**

In an attempt to promote the publishing and the printing industry systematically in the knowledge and information society of the 21st century, the Korean government prepared a bill of the "Publishing and the Printing Industry Promotion Law" and it was approved at the Korean National Assembly on 31 July 2002. This law will take effect from 26 February 2003.

Main features of the law are as follows:

1. The government shall prepare and enact support measures for the publishing and the printing industry such as support for publishing of good quality books, international exchanges, etc. every 3 years.
2. Every publication must have an ISBN for the establishment of a desirable publication distribution system.
3. The registration system of a new publishing house will change into the notification to its concerned district office.
4. Indication of the fixed price of a publication is mandatory. Online bookstores are allowed to give a discount within 10% on publications which have been published within the past one year.
5. The administrative right to control illegal reproductions will be endowed to concerned organizations for a sound publication distribution system.

Sri Lanka

**2002 Colombo International Book Fair**

The 2002 Colombo International Book Fair organized by the Sri Lanka Book Publishers' Association with the participation of the SWRD Bandaranaike National Memorial Foundation was held from 10 to 15 September. The Fair had over 180 exhibition booths, and drew over 130,000 visitors who purchased books to the value of over Rs.40 million when compared to 100,000 visitors who purchased books to the value of Rs.30 million in the 2001 Book Fair from 120 exhibition booths.

The principal sponsor of the Book Fair was Weerodara Enterprises, a leading stationer in Sri Lanka, with the co-sponsors being Hatton National Bank (official banker). Sri Lanka Rupavahini Corporation and Sri Lanka Broadcasting



Signing of the Memorandum of Understanding (Sri Lanka)



Education Fair poster (Thailand)

Corporation (electronic media co-sponsors), and "Island" and "Divaina" (print media co-sponsors).

The Ministries of Education and Cultural Affairs sponsored various educational and cultural events and film shows, while Sybil Wettasinghe's "Let's draw with Aunty Sybil," held for 2 days was also a highlight, as was the daily photographic and Art Exhibition along with cultural items and musical shows by Isipathana Vidyalaya.

Another important feature of the fair was the signing of a Memorandum of Understanding between the Federation of Book publishers and Booksellers Associations of India with the Sri Lanka Book publishers' Association and the Booksellers Association of Ceylon. This was aimed to facilitate the introduction of Sri Lankan books to the Indian market.

Thailand

**Thailand Education Fair 2002**

The Thailand Education Fair 2002 was organized by the Ministry of Education from 15 to 20 August 2002, with the theme "Opening the World of Basic Education". It was organized on the occasion of the three-year implementation of the Basic Education Act B.E. 2542 (A.D. 1999), and the implementation of Basic Education Curriculum B.E. 2544 (A.D. 2001).

The purposes of this fair were to prepare education personnel for education reform and basic education curriculum management, to gather knowledge and experiences of education personnel to analyze the condition of basic education management, and to provide activities in order to make education administrators, teachers, supervisors, education institute administrators, parents, students, and the public clearly understand and gain knowledge related to the management of basic education.

There were exhibitions of educational institution curricula and learning plan of 8 subject groups and other activities, i.e. Information Technology Library Project, The Development of IT System for the Disabled Project, and The Development of Computer Aid Instruction for Primary and Secondary School Level Project, as well as symposiums, seminars and discussions.

Uzbekistan

**International Scientific Conference**

The fourth International Scientific Conference devoted to "Information and Communication Systems in Publishing: Technology and Technics in the Market Economy" was held at the "Sharq" publishing house on 12-13 September 2002.

During the two days of the conference, participants first of all visited the workshops of the "Sharq" publishing house and exchanged their experience with the chiefs of these workshops and departments. The Conference was specially enriched by the visits to special education institutions of Tashkent and reports by representatives of national and foreign publishing companies in Tashkent.

On the second day of the Conference participants travelled to Andijan to visit local staff of regional publishing houses and to participate in the official installation of modern publishing machines. Contact: Mr. Odil Rahimov, Chief Engineer, "Sharq" publishing house, phone: (998) 71 1335815, fax: (998) 71 1394317, e-mail: adroz dov@online.ru

Viet Nam

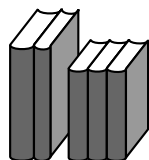
**Reformed Textbooks for Primary Education**

The Department of Primary Curriculum, Ministry of Education and Training together with the ad-hoc experts on educational issues have been launching reformed textbooks for primary schools to be used nationwide from this school year beginning September.

This event has created a big debate in the country, since a new beginning was created for the first grade children: i.e. E is the first vowel instead of O as well as many changes in text and exercises. A lot of criticism has been published in the mass media in general.

However, this is the first year for it to be implemented, and according to the experts, the aim is to help children to have an easy beginning, so that they can have a real childhood instead of being loaded down by books, classes and extra classes. Vietnamese teachers will reach a conclusion at the end of the year.





## Outstanding New Books

### Australia

#### Number 2 Home

The author tells the poignant stories of Japanese people who migrated to Western Australia before 1901, some as early as the 1870s. They included families, farmers and fishermen, businessmen and itinerants. They worked hard to establish themselves in their chosen country. Many applied to become citizens but most were rejected, and the few who succeeded lost not only their citizenship but also their property and possessions—and often their freedom—when World War II began.

*Number 2 Home: A Story of Japanese Pioneers in Australia* by Noreen Jones, Fremantle Arts Centre Press (Locked Bag 199, Annandale, NSW), 2002, 371 pages, A\$24.95 (approx. US\$14), ISBN: 1-86368-368-2

### Bhutan

#### Dzongkha-English Dictionary

This dictionary is the result of twelve-years of research work tirelessly carried out by the Dzongkha Development Commission. It is one of the first dictionaries to be officially published. The dictionary has 13,000 words with a lot of new words included. The terminology, spellings and word order are arranged alphabetically. Intended for the general user, it is not only authentic but also very simple to use as there is no information on grammar and phonetics. The dictionary makes an important contribution to the standardization and popularity of the national language, Dzongkha, especially since publications in Dzongkha are limited and the Dzongkha language itself is relatively new and still evolving.

*Dzongkha-English Dictionary* by Dzongkha Development Commission (PO box 122, Thimphu), 2002, 200 x 100 mm, US\$4.00, ISBN: 99936-15-00-5

### China

#### Old Suzhou: Changes over the Last Hundred Years

This is a picture history of change in Suzhou City from 1895 to 2000. The book portrays characters, reflects events, and represents folk customs through precious photos, which record the difficulties and hardships the ancient city went through in the 20th century.

*Lao Suzhou: Bai Nian Li Cheng*, Jiansu Ancient Book Publishing House (165, Zhongyang Lu, Nanjing 210009), 408 Pages, RMB198.00 (approx. US\$24.00), ISBN: 7-80643 641-3/K. 186



Number 2 Home (Australia)



Dzongkha-English Dictionary (Bhutan)



The Orange Twilight (Indonesia)

### Indonesia

#### The Orange Twilight

In this romance, the author, a veteran journalist and poet, working as an editor in UI Press, tries to portray a certain quarter called Patrajayan in the town of Sala, Central Java, which at the beginning of the 20th century was known as a den of gamblers, thieves, opium smokers, drunkards and hookers. There occurred all sorts of suspect activities, such as the tricking of gullible young people into signing unknowingly a contract to work in Deli plantation in North Sumatra, the illicit sexual transaction between the members of a popular wayang group and their male or female admirers, and many other depravities, including those committed by persons of noble birth. This moving story is told in standard Javanese language, with a very rich vocabulary.

*Candikala Kapuranta* by Sugiarta Sriwibawa, Penerbit PT Dunia Pustaka Jaya, (Jalan Kramat Raya, No. 5-K, Jakarta 15450), 2002, 140 x 200 mm, 173 pages, approx. US\$2.00

### Iran

#### Father, Love, Son

This is a rewriting of the events of "Ashura"; the 10th day of the 1st month in the Islamic Calendar which is one of the important events in Islamic history. The writer describes a part of the events of the martyrdom of Imam Hossein. He uses the animal point of view in place of the human. An important point of this story is the loving relationship between father and son that because of love they sacrifice themselves for the religious faith.

*Father, Love, Son* by Shonae, Seyed Mehdi, The Institute for the Intellectual Development of Children & Young Adults, 1998, translated into English in 2002, 210 x 150 mm

### Japan

#### Newscaster

The author is one of the most famous newscasters in Japanese TV. After working at the Asahi Shimbun, one of the three Japanese major newspapers, he has been the anchorman of *Chikushi Tetsuya News 23* since 1989. Consisting of 13 chapters, this book is written in essay

form on the basis of his 13 years of memories and experience as a newscaster.

In his programme, he discusses various current events objecting to the tendency of Japanese in general to follow others blindly, and his timely comments are persuasive. Reflecting his basic attitude, the philosophy of the popular newscaster is found in many pages of this book.

*Newscaster* by Chikushi Tetsuya, Shueisha Inc. (2-5-10, Hitotsubashi, Chiyoda-ku, Tokyo 101-8050, URL: <http://www.shueisha.co.jp/>) 2002, 175 x 110 mm, 221 pages, ¥660 (approx. US\$5.50), ISBN: 4-08-720145-7

### Lao PDR

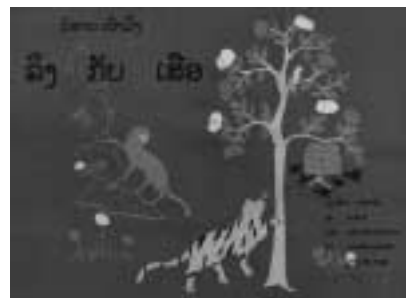
#### The Monkey and the Tiger

Lao people consists of many ethnic groups who have rich traditional folktales including Hmong. This book is based on one of the Hmong's famous tales printed with good quality of format and content.

It describes about a tiger which was lied by a monkey for hitting the wasps' nest, pinched by a crab, falling a hole, etc. Each part gives reader to have joy and wisdom. There were many kinds of animals in the folktales such as the bees, birds, deer, turtles, peacocks, guinea fowls, etc., which children can learn about.

The highlight of this picture book is written, illustrated and knitted by Hmong people's hands translated into Lao language by Lao and Japanese linguistic experts.

*Ling Kab Seu* by Yang Xang, illustrated by Dua Lee, Yang Long and Yang Ying, translated by Douangdeuane Bounyavong and Yasui Kiyoko, National Library (PO box 122, Vientiane), Fukuinkan Shoten Publishers, Inc. (Tokyo, Japan), 2001, 190 x 265 mm, 32 pages, not for sale



The Monkey and the Tiger (Lao PDR)



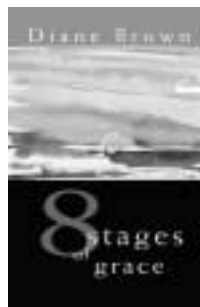
History of Yuan Dynasty (Mongolia)



Bank of Knowledge Series 1 (Myanmar)



Human Rights and Press (Nepal)



8 Stages of Grace (New Zealand)



The String Figures of Nauru Island (Pacific Islands)

Mongolia

**History of Yuan Dynasty**

*History of Yuan Dynasty* (Yuan Shi) is a great historical Mongolian work of the 13th and 14th century, which is an essential source in Chinese language. Officials led by Wan Wei and Sung Lian wrote this book under the guidance of King Ju Yuan Jan, of Min State. It contains a chronicle of Mongolian history for 165 years, from the era of Genghis Khan to that of Togoontemur Khan. Authors started to write the history in Hung U's second year in February (1369) and finished it in July, Hung U's third year, so it took 331 days to complete.

This book was translated at the Mongolian Central Library.

*History of Yuan Dynasty* transliterated from Mongolian script by A. Alimaa, D. Borolzoi, S. Munkhsaikhan and Turshintugs, Bembi San Publishing House (Ulaanbatar), 2002, 170 x 250 mm, 150 pages, US\$9.00, ISBN: 99929-5-627-5

Myanmar

**"Bank of Knowledge" Series**

A collection of papers read by scholars, writers, historians and educationists, conducted by Myanmar Writers and Journalists Associations, was published in two volumes, to honour the recent Third Conference of the Association in June, 2002. (see p.14) The papers are meant to facilitate the needed background information for writers and budding authors in their professions. The fortnightly paper-reading sessions were held under the auspices of the Association, aptly named the "Bank of Knowledge Series" to enable the coverage of different pursuits of knowledge for people in the field of writing. The papers are a selected collection of the above programme totaling 14 in two volumes.

The titles are *History of Education Development, Environmental Awareness in Traditional Literature, Governance in the Days of Myanmar Kings*, etc.

The two volumes are distributed free to the Conference delegates and township writers branches and libraries.

*Thuta Sarpay Sar-dan Vol. I & Vol. II*, Myanmar Writers and Journalists Association, 2002, 300 pages in each, 120 x 185 mm

Nepal

**Human Rights and Press**

There was paucity of reading materials informing the public on the international covenants and the status of their implementation in Nepalese context. This book in Nepali language has served a long felt need of indigenous language readers in knowing more about human rights, its scope and application to the welfare of peoples in democratic societies. One of the authors Mr. Sushil Pyakurel is the member of Human Right Commission, Nepal and the second author Mr. Kundan Aryal is a journalist.

The book is ramified into 10 chapters and include such topics as United Nations and Human rights, the Institutional Framework for the enforcement of Human Rights, the Fundamental Rights, Rights Against Discrimination, Human Rights in Nepal's Constitution and Human Rights in Mass Communications.

*Manav Adhikar Ra Press* by Sushil Pyakurel and Kundan Arya, Nepal Press Institute (PO Box 4128, Kathmandu) with the grant assistance from Danish Cooperation Agency (Danida), 2002, 168 pages, Rs. 175 (approx. US\$2.25)

New Zealand

**8 Stages of Grace**

Poet and novelist Diane Brown has combined the two strands of her writing talent to create New Zealand's first verse novel.

The story follows critical stages in the lives of two neighbours in an Auckland suburb. Ruth is coming to terms with the death of her ex-husband, while Grace, a newcomer from Korea married to an insensitive local man, is trying to adapt to her new life. The two women become tentative allies in their difficulties. Ruth's other friendships with women, and her problematic relationship with Chris, her teenage son, twine through the verses. The poetry is luminous, and the narrative compelling. Brown won the Jessie Mackay Award for the Best First Book of Poetry in 1997.

*8 Stages of Grace* by Diane Brown, Vintage, Random House NZ (18 Poland Road, Glenfield, Auckland New Zealand), 2002, 197 x 127 mm, 220 pages, approx. US\$14.00, ISBN: 1-86941-525-6

Pacific Islands

**Footprints in the Tasimauri Sea: A Biography of Dominiko Alebua**

Born in the remote Tasimauri area on the Weather Coast of Guadalcanal around 1905, Dominiko Alebua grabbed the opportunities of his time. Trained as a catechist for the Roman Catholic Church, he built important alliances with European missionaries, and was Headman for the British colonial administration for 16 years. Alebua did much to change his society as Solomon Islands became independent. This is a 20th century story of weaving different practices, ideas, and customs to evolve new ones and to establish and maintain position in society.

*Footprints in the Tasimauri Sea: A Biography of Dominiko Alebua* by Tarcisius Kabutaulaka, Institute of Pacific Studies (University of the South Pacific, Suva, Fiji), 2002, 147 x 210 mm, 121 pages, \$16, ISBN: 982-02-0336-8

**The String Figures of Nauru Island**

Nauru, with its tiny population on a single uplifted island in the middle of the Pacific Ocean, has more *ekawada*, string figures, than any other place on earth. The art of string figure making survives today through knowledge passed from generation to generation. This book is the definitive work on Nauruan *ekawada* as well as a commentary on Nauru's history and society. This fine volume comes in two formats: wire bound for practitioners of string figures and spine bound for libraries and students of Nauruan culture.

*The String Figures of Nauru Island*, by Honor Maude with members of the International String Figure Association, University of the South Pacific Centre on Nauru and Institute of Pacific Studies, 2001, 294 x 210 mm, 200 pages, \$37, ISBN: 982-02-0148-9

Pakistan

**Pakistan Colours**

This is a collection of paintings by different painters. The main theme of these paintings is Pakistan. Various artists have paid a visual tribute to the stunning lie of the land in varied colours and contours. Some have painted the identifiable to replicate it and others have



Pakistan Colours (Pakistan)



Sindhi Diaspora in Manila, Hong Kong, and Jakarta (Philippines)



In Search of 1000 Years of Eurasia (Rep. of Korea)



Sinhala Alphabet with a Difference (Sri Lanka)



Micro-economics in Context (Viet Nam)

transformed the observable into a subjective response. These individual responses, informed by historical, geographic and architectural insights, exalt the collective to form an extraordinary explanation.

The book is sub-divided into four sections for the four provinces of Pakistan. In each section the author has highlighted the artists and their works of the provinces, thus covering 146 paintings of 65 artists. These paintings have shown the hidden aspects of many beautiful sights of Pakistan.

*Pakistan Colours* by M. Athar Tahir, Tanabana Publications (Lahore), 2001, 148 pages, 292 x 228 mm, US\$31.00

Philippines

**Sindhi Diaspora in Manila, Hong Kong, and Jakarta**

When India was partitioned in 1947, the whole province of Sindh was annexed to Pakistan. Sindhi Hindus, about 25 percent of the Sindh population, moved to India and other parts of the world. The features of this diaspora—their community life, business dealings, religion and family life—are what Thapan engagingly talks about in her book.

Through questionnaires and interviews, documentary and audiovisual material, participation in the community's social activities in the three cities, Thapan shows how sociological research findings can be presented in an informative, reader-friendly way, not just serving to document a whole community's way of life, but allowing readers to find "similarities, rather than difference, in people."

*Sindhi Diaspora in Manila, Hong Kong, and Jakarta* by Anita Raina Thapan, 2002, Ateneo de Manila University Press (Katipunan Avenue, Loyola Heights, Quezon City, phone: (63) 2 4265984; fax: (63) 2 4265909; e-mail: unipress@admu.edu.ph), 152 mm x 228 mm, 268 pages, US\$28.00, ISBN: 971-550-406-X

Rep. of Korea

**In Search of 1000 Years of Eurasia**

The four co-authors, who are professors of oriental and the occidental history respectively, began to concentrate on issues such as exchanges, conflicts and

interactions between oriental and the occidental civilization before the discussions on the clash and the coexistence of civilizations took off in Korea. Their main concern is the Mongolian Empire which conquered most of Europe as well as Asia and at the same time provided chances for encounters of remote civilizations. This book is about the influences of the Mongolian Empire on the world history and civilizations.

*Eurasia Cheonnyeoneul Gada* by Park, Han Je et al, Sakyajul Publishing Co., Ltd., 2002, 148 mm x 210 mm, 288 pages, 13,800 won (approx. US\$11.50), ISBN: 89-719-6892-3

Sri Lanka

**Sinhala Alphabet with a Difference**

"Akuru Mihira 2" is the second book in a series dedicated to those who are learning Sinhala for the first time in their lives. The title of the book itself means first taste of Sinhala letters (akuru) brings sweetness (mihira) to the life of little children. This is a book that makes little children sing and dance as they learn how to read and write Sinhala, the language spoken by the Sinhalese. Children will treasure the memories of these pleasant experiences as they grow up and they will begin to love to read and write in Sinhala.

This is a book meant for little children and is thus designed on the basis of certain principles that govern their psychology of learning.

*Akuru Mihira 2* by J. B. Dissanayake, S. Godage & Brothers (661, Pde S Kularatna Mawatha, Colombo 10), 2002, 210 x 275 mm, 38 pages, SLRs 250, ISBN: 955-20-5499-0

Thailand

**The Panorama of Bangkok in the Reign of King Rama IV: a New Discovery**

This book is a collection of important panoramic photographs of Bangkok in the reign of King Rama IV taken by Francis Chit (1830–91), a Thai-Christian, who learned photography from M. Pallegoix and M. Larnaudee who were French missionaries. Mr. Chit was a court photographer until the middle period of King Rama V.

This book received the Honorable Mention Award for the most beautiful book of the 2002 National Book Contest.

It is written in both English and Thai language and accompanied by excellent photographs in black and white.

*The Panorama of Bangkok in the Reign of King Rama IV: a new discovery* by Pipat Pongrapeeporn, photographs by Francis Chit, Muang Boran Publishing House (under the Viriyah Business Co., Ltd., phone: (66) 2 281 1988-9, fax: (66) 2 282 7504), 250 x 350 mm, 160 pages, 650 Baht (approx. US\$15.00), ISBN: 974-7383-00-4

Uzbekistan

**For Peace and Security in Afghanistan**

In this collection, the endeavours of President of Uzbekistan Islam Karimov towards establishing peace in Afghanistan and decisively fighting against terrorism were included. It is intended for educational-ideological agitations, students of higher and secondary schools, teachers and the general public. It was published in cooperation with the Jizzakh regional department of the Republican Centre for Spirituality and Enlightenment.

*President Islam Karimov: for Peace and Security in Afghanistan*, Tashkent Islamic University, 2002

Viet Nam

**Micro-economics in Context**

This book explains the basic content of micro-economics in general, and in the context of the transitional period of Viet Nam. This has been co-authored for the first time by Vietnamese and American economics professors, orientating readers to acknowledge that there will never be perfect happiness for one person or a group of people, but happiness belongs to everybody, so happiness mainly depends on the ecological environment, that is, a sustainable economic development with proper strategy.

*Kinh te vi mo trong nen kinh te chuyen doi* co-authored by Neva Goodwin, Pham Vu Luan, Thomas Weisskopf, Frank Ackeman, Kelvin Lancaster, Thomas Gottschang, Nguyen Bach Khoa, Hoang Van Kinh, Vu Duc Minh and Vu Thi Minh Phuong, National Politics Publishing House, 150 x 220 mm, 654 pages, 72,000 VND (approx. US\$4.00)

# GATHERINGS



The Kansai-kan of the National Diet Library brochure (Japan)

Date	Title	Country (City) Organisers	Content
2002 July 3	<b>Book Exhibition on Myanmar Women's Day</b>	Myanmar (Yangon)	The Book Exhibition 2002 included current publications on the state of women in Myanmar and many old books related to culture, education and traditional status of the Myanmar feminine world.
Oct. 2 -6	<b>Grand Book Festival</b>	Rep. of Korea (Seoul) Ministry of Culture and Tourism of Korea	Organized by the Ministry of Culture and Tourism of Korea in association with the Korean Publishers Association and Kyobo Book Centre, the aim of this event was to raise people's awareness of the necessity and importance of reading and thus to materialize the reading culture in daily life. It consisted of two parts, exhibitions and events. New titles as well as old classics, North Korean publications, excellent books for children and youth, e-books, Braille books and magazines were exhibited.
Oct. 4 -6	<b>Brisbane Writers Festival</b>	Australia (Brisbane)	An opportunity for book lovers to meet and hear writers from Australia and overseas. contact: URL: <a href="http://www.brisbanefestival.com.au">www.brisbanefestival.com.au</a>
Oct. 7	<b>New National Library Open</b>	Japan (Kyoto)	The Kansai-kan, a new branch of the National Diet Library whose main library is located in Tokyo, was opened to the public. It was newly constructed in Kyoto (Kansai area) to secure additional stack space and for a new facility serving as a "digital library". Contact: URL: <a href="http://www.ndl.go.jp/en/index.html">http://www.ndl.go.jp/en/index.html</a>
Oct. 8	<b>Awards Ceremocy</b>	Nepal Madan M. Trust	Hariram Joshi, a scholar in Culture received the Madan Memorial Literary Award for his treatise "Abhinav Sanskriti Kosh" (Abhinav Dictionary of Culture). Similarly, the eminent novelist Diamond Shumser Rana received the Jagadambashri Award for his contributions to literature and arts for over a century.
Oct. 10 -20	<b>2002 Book Fair</b>	Viet Nam (Hanoi) Ministry of Culture and Information	Participated by more than 100 Vietnamese and 22 foreign companies, this is the biggest book fair so far in Viet Nam. Two seminars on the Amendment of Publication Laws and Printing Technology and Materials were held. contact: Pham Xuan Sinh, Director of the International Relations Department, fax: (84) 4 8267101
Oct. 11	<b>World Book Day Aotearoa</b>	New Zealand	A New Zealand-wide celebration of the joy of books and reading, with key events in most centres. contact: Jayne Wasmuth, Booksellers New Zealand, level 1, East Wing, Survey House, 21-29 Broderick Road, Johnsonville, Wellington, phone: (64) 4 4785511, fax: (64) 4 4785519, e-mail: <a href="mailto:jaynewasmuth@booksellers.co.nz">jaynewasmuth@booksellers.co.nz</a> , URL: <a href="http://www.booksellers.co.nz">www.booksellers.co.nz</a>
Oct. 31 -Nov. 2	<b>Training Course on Printed Matter Design</b>	Thailand (Bangkok) Sukhothaihammathirat Open University	Training Course on Printed Matter Design was provided for publishers, printed matter design personnel and interested people with the aims of helping the participants to gain experience and knowledge on the principle of printed matter design, the art of design, colour technique and picture selection, as well as advertisement design. contact: National Printing Technology Training Center, phone: (66) 2 5034909
Nov. 17 -20	<b>The Library and Information Association of New Zealand Aotearoa (LIANZA) Annual Conference</b>	New Zealand (Wellington)	The conference included the presentation of the LIANZA Children's Book Awards on 18 November. contact: Steve Williams, LIANZA, Old Wool House, Level 5 139-141 Featherston Street, Wellington, New Zealand. phone: (64) 4 4735834. fax: (64) 4 4991480, e-mail: <a href="mailto:steve@lianza.org.nz">steve@lianza.org.nz</a> , URL: <a href="http://www.lianza.org.nz">www.lianza.org.nz</a>
Dec. 5	<b>Myanmar Poets' Day</b>	Myanmar	Poets' Day falls on 5 December this year. The programme of the Day includes the National Literary Awards Ceremony and Paying Homage to Veteran Writers of the country and several literary talks held on the same day in different cities all over the country. Myanmar Poets' Day now encompasses writers', journalists', poets' and cartoonists' professions.
2003 Sep.	<b>Colombo International Book Fair</b>	Sri Lanka (Colombo)	The 2003 Colombo International Book Fair will be held in connection with the literary month, September, when many book exhibitions and fairs are held every year.
Oct.	<b>International Congress</b>	Iran	International Congress of "Seda-ye Pa-ye Ab" (Foot Step of Water) will be held to commemorate the 75th birth anniversary of contemporary poet and painter, Sohrab Sepehri. The secretariat invites prose and art works on Sohrab Sepehri for the congress. Deadline: 5 January 2003. contact: e-mail: <a href="mailto:info@sohrab-sepehri.org">info@sohrab-sepehri.org</a> , URL: <a href="http://www.sohrab-sepehri.org">http://www.sohrab-sepehri.org</a>



## New Director-General of ACCU Appointed

Mr. Sato Kunio was newly appointed as Director-General of ACCU on 1 October 2002 to succeed Mr. Kusaba Muneharu.

Born in Aichi Prefecture, Japan, in 1937, and after having completed the graduate course of Kyoto University, Mr. Sato joined the Ministry of Education, Culture, Sports, Science and Technology, and assumed several important posts in the Ministry, as well as in UNESCO Headquarters and UN Relief and Works Agency for Palestine Refugees. Since 2001, he has been Professor of National Graduate Institute for Policy Studies, Tokyo.

Based on all the experience he has acquired in the fields of educational and cultural cooperation in international setting, he is determined to do his best to develop ACCU activities in Asia and the Pacific, in close linkage with UNESCO and its Member States in the region. He sincerely hopes that ACCU would serve as a small but effective instrument to promote mutual understanding and co-operation among the people in the region.



Grand Prix, "Happy Childhood" © Fan Jiashan (China)

## Winning Works for 2002 ACCU Photo Contest Depicting "Joy of Sport" Selected

The 2002 ACCU Photo Contest in Asia and the Pacific was organised under the theme "Joy of Sport". ACCU received 2,153 photographs from 21 countries, many of which depicted scenes of children enjoying themselves immensely.

The Jury Meeting was held from 2 to 4 September 2002 in Tokyo, with 7 jury members from China, India, Japan, the Philippines, and ACCU. After careful consideration, the jury selected the 100 prize-winning works including 3 Grand Prix and 10 Special Prizes.

For the promotion of international understanding through photographs, these prize-winning works will form the Travelling Photo Exhibition which will be available for display upon request from each of the Member States in Asia and the Pacific. The first exhibition will be held in Tokyo in 2003.

## Prize Winners and Winning Works

**Grand Prix** (3 works)

**Md. Shahid Faruquee** (Bangladesh)  
*The Muddy Foot-Ballers*

**Fan Jiashan** (China)  
*Happy Childhood*

**Ito Yoshinori** (Japan)  
*Man with his Child just before the Goal*



Special Prize, © Korenchuk Valery (Kazakhstan)



Special Prize, © Mohammad (Shabab) Golchin (Iran)

#### Special Prize (10 works)

**Hu Tong** (China)

*Go All Out!*

**Hua Wei** (China)

*The Two Giving Starting Orders*

**Dines Mukherjee** (India)

*Celebration*

**Mohammad (Shabab) Golchin** (Iran)

*Untitled*

**Chiba Seiji** (Japan)

*Day of Wheelchair Marathon*

**Korenchuk Valery** (Kazakhstan)

*Untitled*

**Goh Chee Seng** (Malaysia)

*Game on Water*

**Pacita Tiong** (Philippines)

*Determination*

**Damrong Juntawonsup** (Thailand)

*Sport on the Hill*

**Nguyen Phi Hai** (Viet Nam)

*Vying for the Ball*

#### Information Communication Technology in Non-Formal Education

With an emphasis on effective information communication technology (ICT) use in non-formal education (NFE), the 2002 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific was jointly held by ACCU and UNESCO Asia-Pacific Programme of Education for All (APPEAL), in cooperation with the Japanese National Commission for UNESCO, in Tokyo from 9 to 13 July 2002.

23 governmental representatives from 20 countries in Asia and the Pacific, 5 representatives of partner organisations, and one resource person, had active discussions on the following objectives.

1. To discuss and share NFE initiatives of the participating countries
2. To review and plan ACCU and/or APPEAL NFE regional programmes
3. To consult the participating countries in the planning of regional NFE programmes for ICT application in NFE



Participants of 2002 ACCU-APPEAL Joint Planning Meeting, Tokyo



Literacy Prize Award Ceremony, UNESCO, Paris

4. To discuss future regional NFE strategies to achieve Education for All (EFA) goals

Effective ICT use in NFE was the common agenda through discussions and presentations, cutting across all the objectives. The participants shared their ideas on how ICT could better contribute to the activities of their national programmes. The discussion was a good indicator as to how the future ICT-related programmes in the region should be.

One of this year's specific meeting agendas was the UN Literacy Decade. The decade was adopted in the 59th session of the UN General Assembly in 2001, and announced for the period between January 2003 and December 2012. Just half a year ahead of the inauguration of the UN Decade, the aims, concept and planned activities were explained by a delegate of UNESCO headquarters, followed by an active exchange of views among participants.

Another feature of this Meeting was Afghan participation. After almost 6 years' absence since 1996, two Afghan delegates returned to ACCU's programmes and were welcomed by all the participants. They reported to the Meeting on the war-battered educational system of Afghanistan and stressed the necessity of NFE projects. Promotion of literacy/NFE in Afghanistan was taken up as an agenda. UNESCO, ACCU and the participants agreed to bring in regional resources and wisdom to assist the promotion with the Afghan authorities in the field of material development and capacity building.

The meeting was closed with many fruitful results and concrete recommendations regarding on-going and future NFE programmes by ACCU and APPEAL.

#### ACCU Rewarded UNESCO's International Literacy Prize of the Year 2002

On a large screen on the stage of Room 1, UNESCO Headquarters building, the smiling face of Mina was projected before the audience. In the digest version of ACCU's literacy promotion video *Mina Smiles*, an illiterate village woman, Mina, having realized the harsh reality of not being able to read or write, goes to literacy class, gains confidence in herself, and begins to have a positive impact on her own family and even on the whole village.

It was 10 September 2002, at the Literacy Prize Award Ceremony. The Master of Ceremonies, Mr. John Daniel, Assistant Director-General for Education, introduced ACCU's Asia-Pacific Regional Co-operative Literacy Programme, commenting that ACCU's way of working—concrete, easy to understand, and appealing to the audience—is well exemplified by such work as *Mina Smiles*.

ACCU was one of the nine laureates of the UNESCO Literacy Prizes 2002, together with government/non-government organizations of such countries as Eritrea, Uganda, Pakistan, Egypt, Canada, Thailand, Spain, and Cuba.

A diploma of the Honourable Mention of the King Sejong Literacy Prize was personally presented by Mr. Matsuura Koichiro, Director-General of UNESCO, to Mr. Miyauchi Mitsuyoshi, Director-General a.i. of ACCU.

Mr. Miyauchi, in his speech, stressed the unique "joint working mechanism" of ACCU, under which participating countries jointly conduct planning, implementation, evaluation and sharing of results, thus nurturing the sense of ownership of "Our Programme." It characterises, he said, ACCU activities not only in the literacy programmes in the field of materials and human resource development and network building, but also in culture and book development.

He also emphasized the need for ACCU to take on new challenges, while keeping up the good tradition. As one example, he indicated cooperation in Afghanistan under the leadership of UNESCO for the promotion of literacy/non-formal education in that country.

ACCU, with the renewed determination inspired by this international recognition, will further strengthen its regional literacy and non-formal education activities.



## Readers' Voices to ABD 33-1

### Books for Children by the Locals

Here at the University of the South Pacific (USP) "a dream come true" is being realised. The 12 member countries of USP can now enjoy books for children written and illustrated by the locals and published by the Institute of Education (IOE), USP. The series is called the Waka Series. APPREB have also funded two book production workshops held at the IOE/USP. The stories published have been widely distributed in this region. Children can now read and relate to things that are closer and dear to them and those that they encounter daily. This has been a long struggle also but we now are benefitting from the realisation of the dream, having children read and enjoy books of their cultures. The joy and privilege this gives, particularly to someone from a non-book background, is immense and fulfilling.

Some countries like the Solomons and Vanuatu have worked further with other organisations to develop their own stories for their children.

The experience in the Middle East with the youths writing their own feelings, comments, opinions and judgements on the realities in their part of the world is also something that is new in our part of the world. The *Crossing Borders* is an excellent innovation to the reconciliation process...To start the process with adolescents and youths is to start building a better world. Let us persevere with our dreams. They will be realised if we work diligently with respect, patience, understanding and tolerance.

(Sereima Lumelume, Fiji)

### Library Project for Refugee Camps in Iran

*Fourteen children's libraries in Iraqi and Afghan Refugee Camps in Iran were established between 1995 and 1998, with the co-operation of the Bureau of Aliens and Foreign Immigrants Affairs (BAFIA), United Nations High Commissioner for Refugees (UNHCR) and the Children's Book Council of Iran (CBCI).*

The CBCI is a registered nongovernmental organization well known for conducting research on children's literature and the promotion of reading through volunteer work in Iran. CBCI was invited by UNHCR as the implementing partner to select/prepare the library collection, to provide a one-day training and to establish the libraries in each camp location.

After establishment of libraries, many recommendations addressed to the parties concerned were recorded in the reports. Some of the major ones are as follows:

1. Due to the lack of space in the camps, CBCI's original aim of establishing public libraries for children had turned into school library project with the great possibility of its being closed during the summer and other holidays. On the other hand there are many literate boys and girls who are no longer attending school who cannot use the library. Therefore its very important that a special room be provided as a public library in the camps.
2. Considering the number of literates in the camps, their expressed interest, and the bimonthly reports received by some of the libraries, and other programs with educational or cultural aims carried out by UNHCR, provisions should be made

to extend the age limit of the library users and procure reading material suitable for the higher age groups. The library should also act as a resource centre for all other related activities.

3. Once a library is established it becomes a dynamic and ongoing project. It is important that books and other materials be provided on a standing basis for each established library. Fortunately UNHCR made such provisions for the first 5 libraries established in this project.
4. A library's effect on its community depends much on the way it is organized and reports are unanimous on the interest of the refugee volunteers in the libraries, but to keep this interest going and extending, it is recommended that some way of incentive/compensation be worked out. It is only in such a situation that follow-up activities can be carried out with success.
5. Regular contact between the professional group supporting the project—in this case the CBCI—and the camp authorities/refugee librarians is essential. Plans must be made for regular visits, preferably every 4 months, and the duration should be planned according to the distances, to permit more effective work with children and other groups at the camps after the establishments.

(Lili Hayeri Yazdi, Iran)

Write your comments in APPREB Bulletin Boards ([http://www2.accu.or.jp/03/03\\_01.html](http://www2.accu.or.jp/03/03_01.html)), or e-mail to [abd@accu.or.jp](mailto:abd@accu.or.jp), [appreb@accu.or.jp](mailto:appreb@accu.or.jp)

### Additional Comments from Respondents to "English in Education" Questionnaire summarized in back cover

#### Bangladesh

Recently there is a growing feeling among all levels of people about the necessity to learn English. In addition, academic institutions, private teaching centres and coaching centres are providing English language courses.

#### Fiji

Fijian is taught in Fijian schools, Hindi in Indian schools and Chinese in Chinese schools, but the main language of instruction is English.

#### India

In private schools English is taught as a language from primary classes or from pre-school. In the government schools science subjects are taught in English from the grade 4 onwards.

#### Indonesia

As a language of instruction, English is used only in the international schools and in some educational institutions having cooperation with foreign agencies. English as a foreign language in formal school is not adequate so that even after graduating from a university, having studied English for eleven years, students have not mastered the English language.

#### Iran

English is formally introduced to children in 7th grade (junior high school), but many schools offer English classes as an extra activity for children from primary schools. English is not used as a second language and the use of English as a language of instruction is restricted to a few number of universities.

#### Lao PDR

English and French are the two major foreign languages used parallelly in formal education.

#### Malaysia

Regarding English use for instruction in class, some teachers use it because the reference books are written in English. Some subjects (business study, management, law, etc.) are totally taught in English.

#### Mongolia

In secondary education, English is officially taught for 6 years from the 5th through 10th grade. However, private primary schools and some kindergartens offer English from early stages. This is because English has become quite popular among the public.

#### Nepal

The national education policy prescribes English as a compulsory subject from 5th grade in public schools. The private schools have introduced English from 2nd grade.

#### Pakistan

In pre-school and primary level about 20% of schools use English as the medium of instruction.

#### Rep. of Korea

English is getting more and more important with the so-called "globalization". Even though schoolchildren begin to learn English from the 3rd grade, most Korean children begin it as early as kindergarten.

#### Thailand

English is normally taught as a first foreign language and begins in primary school. There are a few educational institutes beginning to use English as a language of instruction at various levels.

#### Viet Nam

There are quite a few international schools and universities, so English is more common.

# English in Education in Asia and the Pacific

Country	National/Official Language(s)	Language(s) Mainly Used in Daily Life	English in Formal Education					Foreign Language Education Other than English	
			as a subject (as a secondary or a foreign language)					major language(s) taught at school	major language(s) learned outside school
			pre-school	primary lower	primary upper	secondary lower	secondary upper		
<b>Australia</b>	English	English	instruction					Japanese, Indonesian, French	Japanese, Spanish
<b>Bangladesh</b>	Bengali	Bengali		subject			Arabic	Arabic, French	
<b>Bhutan</b>	Dzongkha	Dzongkha and dialects of the regions	instruction						
<b>Fiji</b>	Fijian, English, Hindi	Fijian, English, Hindi	instruction					French, Japanese	French
<b>India</b>	Hindi, other 17 officially recognised languages, English*	vernacular languages, regional languages, English		subject		instruction		French, Spanish, German	French, Spanish, German, Japanese, Russian, Portuguese, Arabic
<b>Indonesia</b>	Indonesian	Indonesian, regional languages**			subject		French, German	French, German, Chinese, Japanese, Arabic	
<b>Iran</b>	Farsi	Farsi			subject		Arabic	German, French	
<b>Japan</b>	Japanese	Japanese			subject		Chinese, French, Korean, German, Spanish	Chinese, French, Korean, Spanish	
<b>Kyrgyzstan</b>	Kyrgyz, Russian	Kyrgyz, Russian			subject		German, French	German, French, Japanese, Arabic, Chinese	
<b>Lao PDR</b>	Lao	Lao		subject			French		
<b>Malaysia</b>	Malay	Malay, Chinese, Tamil, English	subject			instruction			Arabic
<b>Mongolia</b>	Mongolian	Mongolian			subject		Russian	Japanese, Korean, German	
<b>Nepal</b>	Nepali	Nepali and other local languages		subject		instruction		Hindi	Chinese, French, German, Japanese, Russian, Spanish
<b>New Zealand</b>	English, Maori	English, Maori	instruction					French, Japanese	French, Japanese
<b>Pakistan</b>	Urdu, English	Urdu, English, Punjabi, Sindhi, Pushto			instruction		Arabic	Arabic, French, Chinese, German, Japanese, Spanish	
<b>Papua New Guinea</b>	English, Tokpisin, Motu	English, Tokpisin		subject		instruction		Japanese	
<b>Philippines</b>	English, Pilipino	English, Pilipino	subject			instruction			Chinese, Japanese, Spanish
<b>Rep. of Korea</b>	Korean	Korean, English		subject			Chinese, Japanese, German, French, Spanish	Chinese, Japanese	
<b>Singapore</b>	English, Mandarin, Malay, Tamil	English, Mandarin, Malay, Tamil	instruction						French, German, Japanese
<b>Sri Lanka</b>	Sinhala, Tamil	Sinhala, Tamil		subject		instruction			Japanese, French, Hindi, German
<b>Thailand</b>	Thai	Thai		subject			French, German, Chinese, Japanese	Chinese, Japanese, French, German, Spanish	
<b>Uzbekistan</b>	Uzbek	Uzbek, Russian			subject		French, German	French, German	
<b>Viet Nam</b>	Vietnamese	Vietnamese, English			subject			French, Japanese, German, Chinese	

The table provides an overview of English use in the education field showing the general situation in countries of Asia and the Pacific. The above information was provided by ABD national correspondents of their respective countries and participants of the ACCU training course on publishing (Malaysia, Papua New Guinea) in October 2002. Refer to additional comments from respondents on page 23.

\* The "recognised" and "official" languages in the Indian Constitution are Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telegu, Urdu, and English.

\*\* Javanese, Sundanese, Madurese, Batak, Dayak, etc.