

Contents

Acknowledgments — V

Preface — XI

List of Acronyms — XXIII

1	Language, society, and the state: Defining the terrain — 1
1.1	Introduction — 1
1.2	Language — 2
1.2.1	Language, communication, and evolution — 2
1.2.2	Naming and un-naming languages — 4
1.2.3	Measuring linguistic diversity — 5
1.2.4	Language, thought, and culture — 7
1.3	The state and society: The analytical terrain of political sociology — 9
1.3.1	On the relative autonomy of the state — 10
1.4	The state — 12
1.4.1	Institutions, means, and ends — 13
1.4.2	Characteristics of the state — 15
1.5	Society — 22
1.5.1	Civil society — 24
1.5.2	The civil society argument — 26
1.5.3	The public sphere — 29
1.6	Conclusion — 31
2	Towards a political sociology of language — 33
2.1	Introduction — 33
2.2	Language and the state — 34
2.2.1	Language planning and policy: An overview — 35
2.2.2	The administrative bureaucracy and the business of rule — 39
2.2.3	Literacy — 40
2.3	Language and colonization — 42
2.3.1	Colonization and LPP — 42
2.3.2	Administrative monolingualism — 43
2.3.3	Administrative bilingualism — 44
2.3.4	Elite bilingualism — 45

2.3.5	Decolonization — 46
2.4	Language and nationalism — 48
2.4.1	Monolingualism and national identity — 48
2.4.2	Minority languages and multilingual nationalism — 51
2.5	Language and globalization — 52
2.5.1	The spread of English — 53
2.5.2	Superdiversity — 56
2.6	Language, rights, and transitional justice — 57
2.6.1	Language-based rights — 58
2.6.2	Language policy and transitional justice — 62
2.7	Language, society, and democracy — 66
2.7.1	Minority languages and the public sphere — 67
2.7.2	Multilingualism, pluralism, and civil society — 71
2.7.3	Language movements and language revitalization — 72
2.8	Conclusion — 73
3	The coming of the state: Taiwan encounters China and Europe — 75
3.1	Introduction — 75
3.2	Early Chinese encounters with indigenous Taiwan — 76
3.3	Dutch encounters with indigenous Taiwan (1624–1662) — 80
3.3.1	Multilingualism and political organization — 82
3.3.2	The missionary-colonial complex — 84
3.3.3	Vernacular literacy — 89
3.3.4	Dutch-spread policy — 91
3.4	Chinese influences on Taiwan (1624–1895) — 93
3.4.1	Chinese settlement and co-colonization — 93
3.4.2	The Zheng era (1662–1683) — 96
3.5	The liminal state: Qing rule (1683–1895) — 97
3.5.1	Interpreters and middlemen — 98
3.5.2	Chinese immigration and indigenous assimilation — 101
3.6	Conclusion — 107
4	State against society: The Japanese and KMT regimes — 109
4.1	Introduction — 109
4.2	Japanese rule (1895–1945) — 110
4.3	Language and political reform in Meiji-era Japan — 110
4.3.1	<i>Genbun’itchi</i> : Unifying speech and writing — 111
4.4	Japanese rule of Taiwan: The contemporary modern state — 113
4.4.1	The early years (1895–1919) — 114

4.4.2	The doka period (1918–1937) — 120
4.4.3	The kominka period (1937–1945) — 125
4.5	KMT Rule and Martial Law (1945–1987) — 128
4.5.1	The rise and fall of Nationalist China (1911–1949) — 130
4.5.2	The sociolinguistic context of Mandarin — 131
4.5.3	KMT rule on Taiwan (1945–1949) — 134
4.5.4	Language policy under Governor Chen Yi — 135
4.5.5	The 22–8 Incident and its aftermath — 139
4.6	Martial law and the ROC in exile (1949–1987) — 141
4.6.1	Language, the state, and nationalism — 141
4.6.2	Language and the public sphere — 145
4.7	Conclusion — 147
5	Democratization, pluralism, and multilingualism — 150
5.1	Introduction — 150
5.2	The context of democratic reform (1979–1987) — 151
5.3	Language and democratization (1987–2000) — 152
5.4	On the campaign trail — 156
5.5	DPP language policies (2000–2008) — 158
5.5.1	The cultural politics of <i>bentuhua</i> : Equality without independence — 158
5.5.2	Status planning and transitional justice — 161
5.5.3	Language-in-education policies — 173
5.6	KMT policies (2008–2016) — 183
5.6.1	De-Taiwanization and re-Sinicization — 184
5.6.2	The social consensus — 185
5.6.3	The Hakka Basic Law — 187
5.6.4	Language-in-education policies: The twelve-year national curriculum — 188
5.7	Conclusion — 189
6	Globalization, neoliberalism, and immigration — 191
6.1	Introduction — 191
6.2	English for all? Globalization, neoliberalism, and education — 192
6.2.1	Between localism and globalism: The context of DPP English language policy — 192
6.2.2	English as capital — 196
6.2.3	The-earlier-the-better argument — 204

X — Contents

- 6.2.4 The future of English — 211
 - 6.3 Foreign spouses, new immigrants, and
“othered” languages — 212
 - 6.3.1 Metrolingual Taipei: Visible and invisible languages — 213
 - 6.3.2 Foreign workers and linguistic capital — 215
 - 6.3.3 Foreign spouses, language “problems”, and
language policy — 219
 - 6.4 Conclusion — 227
- Epilogue — 228**
- Appendix: Languages in Taiwan — 237**
- Bibliography — 239**
- Index — 262**