



Language Planning and Education

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Language Planning And Language Education

Robert B. Kaplan, Richard B. Baldauf



Language Planning And Language Education:

Planning Language, Planning Inequality James W. Tollefson, 1991 An examination of how an individual's native language can affect their lifestyle Topics covered range from maintenance of the mother tongue and second language learning to the ideology of language planning theory to education and language rights

Language Policies in Education James W. Tollefson, 2012-10-02 How do language policies in schools create inequalities among learners How do policies marginalize some students while granting privilege to others How do language policies in education serve the interests of dominant groups within societies How can linguistic minorities further their interests through attempts to change language policies in schools This new edition of *Language Policies in Education* takes a fresh look at these enduring questions at the heart of fundamental debates about the role of schools in society the links between education and employment and conflicts between linguistic minorities and mainstream populations Reflecting developments in language policy since the publication of the first edition in 2002 all chapters are original and substantial contributions to the study of language policy and exemplify major theories and research methods in the field Chapter authors are major scholars in language policy and critical language studies The case studies international in scope present cutting edge analyses of important language policy debates in countries around the world

References for Students of Language Planning Joan Rubin, Björn H. Jernudd, 1979

Language Planning and Education in Australasia and the South Pacific Richard B. Baldauf, Allan Luke, 1990 Includes papers on Aboriginal language planning Aboriginal bilingual education and language and education in the Torres Strait separately annotated

Language Planning and Education Gibson Ferguson, 2006-03-13 Language Planning is a resurgent academic discipline reflecting the importance of language in issues of migration globalisation cultural diversity nation building education and ethnic identity Written as an advanced introduction this book engages with all these themes but focuses specifically on language planning as it relates to education addressing such issues as bilingualism and the education of linguistic minority pupils in North America and Europe the educational and equity implications of the global spread of English and the choice of media of instruction in post colonial societies Contextualising this discussion the first two chapters describe the emergence and evolution of language planning as an academic discipline and introduce key concepts in the practice of language planning The book is wide ranging in its coverage with detailed discussion of the context of language policy in a variety of countries and communities across North America Europe Africa and Asia

Language Planning in Primary Schools in Asia Richard Baldauf, Robert Kaplan, Knonko Kamwangamalu, Pauline Bryant, 2013-09-13 In foreign language education decisions must be taken on what languages to teach who will teach them in which schools i.e. all only urban only rural in which grades the number of hours a week and the cost involved This book explores the answers to these questions across a number of Asian polities It illustrates why some of the efforts undertaken are successful and why some are not why despite significant investments of time and resources some students do not seem to acquire the languages

being taught and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties It suggests some strategies various polities might attempt to achieve their stated language learning objectives This book was originally published as a special issue of Current Issues in Language Planning **Global Perspectives on Language Education Policies** JoAnn (Jodi)

Crandall, Kathleen M. Bailey, 2018-02-01 Presenting research on language policy and planning with a special focus on educational contexts in which English plays a role this book brings readers up to date on the latest developments in research theory and practice in a rapidly changing field The diversity of authors research settings and related topics offers a sample of empirical studies across multiple language teaching and university contexts The fifth volume in the Global Research on Teaching and Learning English series it features access to both new and previously unpublished research in chapters written by TIRF Doctoral Dissertation Grant awardees and invited chapters by respected scholars in the field **Language Policy**

and Language Acquisition Planning Maarja Siiner, Francis M. Hult, Tanja Kupisch, 2018-05-22 In the sociopolitics of language sometimes yesterday s solution is tomorrow s problem This volume examines the evolving nature of language acquisition planning through a collection of papers that consider how decisions about language learning and teaching are mediated by a confluence of psychological ideological and historical forces The first two parts of the volume feature empirical studies of formal and informal education across the lifespan and around the globe Case studies map the agents resources and attitudes needed for creating moments and spaces for language learning that may at times collide with wider beliefs and policies that privilege some languages over others The third part of the volume is devoted to conceptual contributions that take up theoretical issues related to epistemological and conceptual challenges for language acquisition planning These contributions reflect on the full spectrum of social and cognitive factors that intersect with the planning of language teaching and learning including ethnic and racial power relations historically situated political systems language ideologies community language socialization relationships among stakeholders in communities and schools interpersonal interaction and intrapersonal development In all the volume demonstrates the multifaceted and socially situated nature of language acquisition planning **Language Planning from Practice to Theory** Robert B. Kaplan, Richard B. Baldauf, 1997-01-01

Language Planning from Practice to Theory examines and reviews the field of language policy and planning In the first section of the book language policy and planning definitions current practices goals and ways of thinking are discussed as a foundation for understanding current practice in the discipline The central elements of language policy and planning practice are then described from two perspectives In the second section the methodology for collecting language planning data is outlined and the key cross societal issues of language in education planning literacy and economics in language planning are discussed In the third section case studies related to language and power bilingualism and status and specific purpose issues in language planning are covered The final two chapters draw together the critical issues and problems which have arisen

from current practice and which must be considered in building a theory of the discipline A reference appendix to language planning in national situations is included The book provides the only up to date overview and review of the field of language policy and planning and challenges language planners to think more critically about their discipline Since language will be planned there is a need to consider how it will be done Language Planning for Medium of Instruction in Asia M.

Hamid, Hoa Nguyen, Richard Baldauf, 2015-10-16 This volume investigates the policy and practice of medium of instruction at different levels of education in Asian polities including Bangladesh Hong Kong India Indonesia Japan Malaysia the Maldives Nepal Timor Leste and Vietnam The chapters provide an informed understanding of the context process actors goals and outcomes of medium of instruction policies from a language policy and planning perspective The volume has an emphasis on the exploration of medium of instruction in action which brings into focus the perspectives of micro policy enactors including teachers students and parents in the local context generating crucial empirical insights This critical analysis of the goals outcomes and experiences of this trend in global language in education will be of interest to language and education students researchers practicing teachers executives in academia and language studies and to education policymaking authorities in Asia and other parts of the world The volume updates existing research on medium of instruction and takes the field forward in a fast changing world as English medium instruction policies are globalised This book was originally published as a special issue of Current Issues in Language Planning *New Language Planning Newsletter* , **Language and**

Language-in-Education Planning in the Pacific Basin R.B. Kaplan, Richard B. Baldauf, 2003-01-31 This work examines and reviews the ecological context of language planning in 14 countries in the Pacific basin Japan the two Koreas Taiwan the Philippines Indonesia Malaysia Brunei Darussalam Singapore Australia New Zealand Papua New Guinea the Solomon Islands and Vanuatu It provides the only up to date overview and review of language policy in the region and challenges those interested in language policy and planning to think about how such goals might be achieved in the context of language ecology *Language Planning and Policy* Anthony Liddicoat, 2007-01-01 While literacy has always been central to language

planning work there are fewer studies which focus primarily on literacy as a language planning activity This volume investigates the complex issues and social and political pressures relating to literacy in a variety of language planning contexts around the world **Encyclopedia of Language and Education** Ruth Wodak, David Corson, 1997 Made up of eight volumes the Encyclopedia of Language and Education is the first attempt at providing an overview of the subject

Engaged Language Policy and Practices Kathryn A. Davis, Prem Phyak, 2016-12-08 Engaged Language Policy and Practices re envisions language policy and planning as an engaged approach drawing on and portraying theoretical and educational equity perspectives It calls for the right to language policy making in which all concerned communities parents students educators and advocates collectively imagine new strategies for resisting global neoliberal marginalization of home languages and cultural identities This book subsequently emphasizes the means by which engaged dialectic processes can

inform and clarify language policy making decisions that promote equity In other words rather than descriptions of outcomes the authors emphasize the need to detail the means by which local regional actors resist and transform inequitable policies These descriptions of processes thereby provide all actors with ideological pedagogical and equity policy tools that can inform situated school and community policy making This book depicts ways in which engaged language policy embodies the intersection of critical inquiry participant involvement and ongoing engaged language planning processes It further offers an alternative to the traditional top down approach to language education policy making Engaged Language Policy and Practices is essential reading for scholars teachers students communities and others concerned with worldwide language and identity equity Sociopolitical Perspectives on Language Policy and Planning in the USA Thom Huebner, Kathryn Anne Davis, Joseph Lo Bianco, 1999 In the third part some practical issues are raised by looking into the role of language and culture in teaching reading foreign language policy in higher education Hawaiian language regeneration and gender neutralization in American English BOOK JACKET Language Policy and Planning in Universities Anthony J. Liddicoat, 2018-10-18 In a world where higher education is increasingly internationalised questions of language use and multilingualism are central to the ways in which universities function in teaching research and administration Contemporary universities find themselves in complex linguistic environments that may include national level language policies local linguistic diversity an internationalised student body increasing international collaboration in research and increased demand for the use and learning of international languages especially English The book presents a critical analysis of how universities are responding these complexities in different contexts around the world The contributions show that language issues in universities are complex and often contested as universities try to negotiate the national and the international in their work In some contexts universities language policies and the ways in which they are implemented may have a negative impact on their ways of working In other contexts however universities have embraced multilingualism in ways that have opened up new academic possibilities for staff and students Collectively the chapters show that universities language policy and planning are a work in progress and that much further work is needed for universities to achieve their language goals This book was originally published as a special issue of Current Issues in Language Planning *Language Planning and Language Policy* Ping Chen, Nanette Gottlieb, 2013-10-11 Examines the major issues of language planning and policy in Japan Mainland China Hong Kong Taiwan Korea and Vietnam particularly those relating to the selection of official language script and written language **Agency in Language Policy and Planning:** Jeremie Bouchard, Gregory Paul Glasgow, 2018-12-21 This collection brings together theory and ethnographic research from a range of national contexts to offer unique insights into the nature of agency in language policy and planning Situated within a broader sociological framework the book explores agentic processes at work in case studies from around the world engaging in discussions of such key themes as language and identity language ideologies linguistic diversity in education and language revitalization Each chapter

examines the ways in which decisions made at both the local and national level impact language use and in turn the dynamic relationship between language use policy and practice in these contexts Taken together this volume advances our understanding of agency in language policy and planning and directions for future research making this key reading for students and scholars in language and education critical sociolinguistics and applied linguistics **Implications of Language Learning Theory for Language Planning** Christina Bratt Paulston, 1974 This paper examines the contributions of language learning theory to language planning

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Table of Contents Language Planning And Language Education

1. Understanding the eBook Language Planning And Language Education
 - The Rise of Digital Reading Language Planning And Language Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Language Planning And Language Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Language Planning And Language Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Language Planning And Language Education
 - Personalized Recommendations
 - Language Planning And Language Education User Reviews and Ratings
 - Language Planning And Language Education and Bestseller Lists
5. Accessing Language Planning And Language Education Free and Paid eBooks
 - Language Planning And Language Education Public Domain eBooks
 - Language Planning And Language Education eBook Subscription Services
 - Language Planning And Language Education Budget-Friendly Options

6. Navigating Language Planning And Language Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Language Planning And Language Education Compatibility with Devices
 - Language Planning And Language Education Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Language Planning And Language Education
 - Highlighting and Note-Taking Language Planning And Language Education
 - Interactive Elements Language Planning And Language Education
8. Staying Engaged with Language Planning And Language Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Language Planning And Language Education
9. Balancing eBooks and Physical Books Language Planning And Language Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Language Planning And Language Education
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Language Planning And Language Education
 - Setting Reading Goals Language Planning And Language Education
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Language Planning And Language Education
 - Fact-Checking eBook Content of Language Planning And Language Education
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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