

Chapter 1 : "Multilingual language policy and English language teaching in Sweden" by Francis M Hult

Language Policy, Politics, and Diversity in Education - Review of Research in Education Volume 38 Review of Research in Education (Volume 38) explores the important role of educational language policies in promoting education as a human right.

The first meeting was held on March at the University of Wisconsin-Madison. The proceedings in English are in press. More details as soon as possible. Language Education Policy LEP is the process through which the ideals, goals, and contents of a language policy can be realized in education practices. This website is to help the general public as well as students, researchers, Education administrators and policymakers obtain quickly vast amounts of information on current studies on the crucial issues pertaining to Language Education Policy studies, and make relevant and informed decisions. Each page on a topic has a brief summary, web links, videos, and a list of references. Language policies express ideological processes. Their analysis reveals the perceptions of realities proper to certain sociocultural contexts. LEPs further their ideologies by defining and disseminating the values of policymakers. Because Language Education Policies are related to status, ideology, and vision of what society should be and traditions of thoughts, such issues are complex, quickly evolving, submitted to trends and political views, and they need to be studied calmly. The way to approach them is to get comparative information on what has been done in many settings, which are working or not, which are their flaws and merits, and try to grasp the contextual variables that might apply in specific locations, without generalizing too fast. Policy discourses and curricula reveal the ideological framing of the constructs that they encode and create, project, enact, and enforce aspects such as language status, power and rights through projective texts generated to forward and describe the contexts of their enactments. Policy documents are therefore socially transformative through their evaluative function that frames and guides action in order to achieve language reforms. While temperance and reflection are required to address such complex issues, because moving too fast may create trouble, nonetheless the absence of action in this domain may lead to systemic intolerance, injustice, inequity, mass discrimination and even, genocidal crimes. Postmodern criticism is valid in its realm when it denounces abusive language, when constructs have been reified and are used for actions that betray the initial intent of such normalized expressions. However we need a vocabulary to intervene when language is used to build asocial differences that privilege a few and impose forms of obedience on the many. The position here is transdisciplinary: We are looking for conceptual space in which A can coexist with non-A, as Lupasco suggested. If interested, please register as a member: References will be updated in summer of We recently created many new thematic pages. We appreciate any feedback you may have. You might have additional references that will help us keeping this website complete, balanced, and current. Prolegomenon to a science of contradiction.

Chapter 2 : Language Planning & Policy

integrated education programme. The Language Education Policy addresses a number of issues including the language(s) of education, the use of language for education, the roles of heritage and other languages in education and the determination of a first foreign language.

Need[edit] Increasing globalization has created a great need for people in the workforce who can communicate in multiple languages. Common languages are used in areas such as trade, tourism, international relations, technology, media, and science. However, some countries such as India , Singapore , Malaysia , Pakistan , and the Philippines use a second official language in their governments. According to GAO , China has recently been putting enormous importance on foreign language learning, especially the English language.

History[edit] Ancient to medieval period[edit] The need to learn foreign languages is as old as human history itself. John Amos Comenius was one of many people who tried to reverse this trend. He wrote a complete course for learning Latin, covering the entire school curriculum, culminating in his Opera Didactica Omnia, In this work, Comenius also outlined his theory of language acquisition. He is one of the first theorists to write systematically about how languages are learned and about methods for teaching languages. He held that language acquisition must be allied with sensation and experience. Teaching must be oral. The schoolroom should have models of things, or else pictures of them. The study of Latin gradually diminished from the study of a living language to a mere subject in the school curriculum. This decline demanded a new justification for its study. It was then claimed that the study of Latin developed intellectual ability, and the study of Latin grammar became an end in and of itself. Advanced students continued grammar study with the addition of rhetoric. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and students were instead required to memorize grammatical rules and apply these to decode written texts in the target language. This tradition-inspired method became known as the grammar-translation method. You may improve this article , discuss the issue on the talk page , or create a new article , as appropriate. November Learn how and when to remove this template message Henry Sweet was a key figure in establishing the applied linguistics tradition in language teaching Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each claiming to be a major improvement over the previous or contemporary methods. They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise. Very few students in U. Even the "reading knowledge" required for a PhD degree is comparable only to what second-year language students read, and only very few researchers who are native English speakers can read and assess information written in languages other than English. Even a number of famous linguists are monolingual. This tends to make the research of second language acquisition emotionally charged. Older methods and approaches such as the grammar translation method and the direct method are dismissed and even ridiculed, as newer methods and approaches are invented and promoted as the only and complete solution to the problem of the high failure rates of foreign language students. For example, descriptive linguists[who? Army in World War II. However, there is significant evidence to the contrary. It is also often inferred or even stated that older methods were completely ineffective or have died out completely, though in reality even the oldest methods are still in use e. Proponents of new methods have been so sure that their ideas are so new and so correct that they could not conceive that the older ones have enough validity to cause controversy. This was in turn caused by emphasis on new scientific advances, which has tended to blind researchers to precedents in older work. Examples of researchers on the empiricist side are Jespersen, Palmer, and Leonard Bloomfield , who promote mimicry and memorization with pattern drills. These methods follow from the basic empiricist position that language acquisition results from habits formed by conditioning and drilling. In its most extreme form, language learning is seen as much the same as any other learning in any other species, human language being essentially the same as communication behaviors seen in other species. On the theoretical side are, for example, Francois

Gouin, M. Berlitz, and Emile B. With these methods, students generate original and meaningful sentences to gain a functional knowledge of the rules of grammar. This follows from the rationalist position that man is born to think and that language use is a uniquely human trait impossible in other species. Given that human languages share many common traits, the idea is that humans share a universal grammar which is built into our brain structure. This allows us to create sentences that we have never heard before but that can still be immediately understood by anyone who understands the specific language being spoken. The rivalry between the two camps is intense, with little communication or cooperation between them. In some countries, such as the United States, language education also referred to as World Languages has become a core subject along with main subjects such as English, Maths and Science. In the majority of English-speaking education centers, French, Spanish and German are the most popular languages to study and learn. English As A Second Language is also available for students whose first language is not English and they are unable to speak it to the required standard. Teaching foreign language in classrooms[edit] High school Spanish taught as a second language to a class of native English speakers at an American private school in Massachusetts. Language education may take place as a general school subject or in a specialized language school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights. While sometimes confused, the terms "approach", "method" and "technique" are hierarchical concepts. An approach is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should be implemented into the classroom setting. Such can be related to second language acquisition theory. There are three principal "approaches": The structural view treats language as a system of structurally related elements to code meaning e. The functional view sees language as a vehicle to express or accomplish a certain function, such as requesting something. The interactive view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. This approach has been fairly dominant since the s. Examples of structural methods are grammar translation and the audio-lingual method. A technique or strategy is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. Such are derived from the controlling method, and less directly, from the approach. Audio recordings and books[edit] Audio recordings use native speakers, and one strength is helping learners improve their accent. Others are continuous so the learner speaks along with the recorded voice, similar to learning a song. An alternative is to use sound effects to show meaning of words in the target language. Language books have been published for centuries, teaching vocabulary and grammar. The simplest books are phrasebooks to give useful short phrases for travelers, cooks, receptionists, [13] or others who need specific vocabulary. More complete books include more vocabulary, grammar, exercises, translation, and writing practice. Also, various other "language learning tools" have been entering the market in recent years. Internet and software[edit] Software can interact with learners in ways that books and audio cannot: Some software records the learner, analyzes the pronunciation, and gives feedback. Software can pronounce words in the target language and show their meaning by using pictures [15] instead of oral explanations. The only language in such software is the target language. Websites provide various services geared toward language education. Some sites are designed specifically for learning languages: Some software runs on the web itself, with the advantage of avoiding downloads, and the disadvantage of requiring an internet connection. Some publishers use the web to distribute audio, texts and software, for use offline. For example, various travel guides, for example Lonely Planet, offer software supporting language education. Some websites offer learning activities such as quizzes or puzzles to practice language concepts. Language exchange sites connect users with complementary language skills, such as a native Spanish speaker who wants to learn English with a native English speaker who wants to learn Spanish. Language exchange websites essentially treat knowledge of a language as a commodity, and provide a marketlike environment for the commodity to be exchanged. Users typically contact each other via chat, VoIP , or email. Language exchanges have also been viewed as a helpful tool to aid language learning at language schools. Language exchanges tend to benefit oral proficiency, fluency, colloquial vocabulary acquisition, and vernacular usage, rather than formal grammar or writing skills. There is an annual international Language

Perfect contest held in May. Many other websites are helpful for learning languages, even though they are designed, maintained and marketed for other purposes: All countries have websites in their own languages, which learners elsewhere can use as primary material for study: In a study conducted by the Center for Applied Linguistics , it was noted that the use of technology and media has begun to play a heavy role in facilitating language learning in the classroom. Course development and learning management systems such as Moodle are used by teachers, including language teachers. Web conferencing tools can bring remote learners together; e. Players of computer games can practice a target language when interacting in massively multiplayer online games and virtual worlds. In , the virtual world Second Life started to be used for foreign language tuition, sometimes with entire businesses being developed. Some is ad-supported, such as newspapers and YouTube. Some requires a payment. Learning strategies[edit] Language learning strategies have attracted increasing focus as a way of understanding the process of language acquisition. Listening as a way of learning[edit] Clearly listening is used to learn, but not all language learners employ it consciously. Listening to understand is one level of listening but focused listening [21] is not something that most learners employ as a strategy. Reading as a way to learn[edit] Many people read to understand but the strategy of reading text to learn grammar and discourse styles can also be employed. There are other strategies that also can be used such as guessing, based on looking for contextual clues, spaced repetition with a use of various apps, games and tools e.

Chapter 3 : Language Policy Web Site

Number of States That Reported Offering Dual Language Education Programs in a Particular Partner Language, Exhibit Program Terms and Characteristics Featured in States Definitions of Two-Way Dual Language Programs

Language Education Policy Long-standing goals At the end of the Second World War the determination to lay down strong foundations for a lasting peace between peoples led to the founding of the Council of Europe and this goal was the major priority for its programmes. In this spirit, mutual understanding between countries was to be encouraged, and learning their respective languages and cultures was thought to be one of the most effective measures. Accordingly, under the European Cultural Convention, the Council of Europe has been promoting linguistic diversity and language learning in the field of education since Article 2 of the Convention calls on the signatory states to promote reciprocal teaching and learning of their languages: Each Contracting Party shall, insofar as may be possible: In the spirit of this article, Council of Europe activities in the area of language education policy have since developed in response to the changing needs and priorities of member states. The actions undertaken seek not only to promote language learning but also to secure and strengthen language rights, deepen mutual understanding, consolidate democratic citizenship and contribute to social cohesion. Principle developments There are a number of factors which have brought about major changes in Council of Europe approaches to language policy, particularly following a significant increase in the number of member states since the s: With these approaches, the concepts of plurilingualism and interculturalism have become considerably more important. These concepts now take a holistic, integrated view " but not one that is in any way uniform or standardised " of the linguistic and cultural competences that make up individuals in society. Although variously represented in social, psychological, cognitive, identity and other terms, individual languages and cultures are not considered to be separate entities. In fact, the plurilingual and intercultural abilities of every social agent are put forward as constituting a complex whole " an entire repertoire of varied and, to varying degrees, disparate resources " whose diverse components interact with each other and may be used in different ways depending on the overall context and specific situation. This approach is just as relevant today. However, globalisation and internationalisation raise new challenges for social cohesion, inclusion and integration. While language skills are obviously still important for employment and mobility, they are also necessary if people are to participate actively in the social and political processes that are part and parcel of democratic citizenship in the multilingual societies of member states. A great many resources are therefore available on dedicated websites. Moreover, at the request of states or regions, language education policy profiles have been drawn up nationally or more locally with the assistance of international teams set up by the Council of Europe. Lastly, since its establishment in by the Council of Europe through a Partial Agreement with the initial objectives of teacher training and implementing Council of Europe language policy, the European Centre for Modern Languages ECML in Graz Austria has made a key contribution to European co-operation in the languages field. Through its medium-term programmes, the ECML has facilitated the production and dissemination of innovative work and tools, the setting up of international communities of practice, and the creation of international networks of language professionals which have fostered exchanges in the fields of research and practice. Recognition within Europe With the support and co-operation of its member states, the Council of Europe has over time conceived and shaped itself as one of the most active institutions working to establish a European area of language education. The latter is understood as an education in languages and through languages in societies profoundly characterised by a linguistic and cultural plurality that is gradually becoming broader. It does this to promote values that not only ensure that language education policies will contribute to high educational standards in terms of quality and fairness but also make these policies a fundamental part of democratic citizenship and living together in society.

Chapter 4 : Language education - Wikipedia

This module will show you the correlation between power and ideology and language policies and analyze the factors that contribute to the formation of language policy and planning in education.

Chapter 5 : Council of Europe Language Policy Portal

Successive Council of Europe initiatives in the field of language education policy have led not only to preparation of recommendations adopted by its Committee of Ministers and Parliamentary Assembly (PACE) but above all to the provision of reference material, curriculum guides and directly usable tools for member states and other types of user (trainers, curriculum developers, textbook authors, teachers, national and international organisations, etc.).

Chapter 6 : language education policy, Language Education Policy Studies Home

Reflecting developments in language policy since the publication of the first edition in , all chapters are original and substantial contributions to the study of language policy and exemplify major theories and research methods in the field.

Chapter 7 : Language Education Policy

Language policy, language education, language rights: Indigenous, immigrant, and international perspectives - Volume 27 Issue 4 - Nancy H. Hornberger Skip to main content We use cookies to distinguish you from other users and to provide you with a better experience on our websites.

Chapter 8 : Language Policies in Education: Critical Issues - Google Books

Language policies and tools. On numerous occasions, UNESCO has been invited by its Member States to monitor national and regional policies on language protection and language planning for building multilingual societies and design appropriate language tools for capacity building, content development, and awareness raising among various stakeholders.

Chapter 9 : Language Policies in Education: Critical Issues, 2nd Edition (Paperback) - Routledge

LANGUAGE IN EDUCATION POLICY 14 JULY theinnatdunvilla.com language in education policy documents which follow have been the subject of discussions and debate with a wide range of education stakeholders and role-players.