Research Seminar: Language Planning and Policy in Education

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Mondays 12-2, Education 322          Appts: Please call Mary Schlesinger at 8-3245

Course description
Seminar participants are introduced to concepts, theories, and methods in the field of language planning and policy, which they then apply in developing their own library-based research on specific language planning cases from around the world. Cases may include: official language decisions, instructional medium choices, literacy initiatives, gender-neutral language reforms, foreign/heritage/second language pedagogy and policy, Indigenous language revitalization efforts, or other language-related decisions and policies at international, national or local levels.

Core required texts

Other related texts:

Course Outline

Part I -- Language Planning and Policy (LPP): Theory and method
1/15 (Wed) Meeting 1 Course overview / Introduction: LPP as a field of research
1/27 (Mon) Meeting 2 Language ideologies / LPP definitions and typologies
2/3 (Mon) Meeting 3 *Van Pelt Introduction - meet in Goldstein Electronic Classroom, Room 114*
2/10 (Mon) Meeting 4 Globalization and multilingualism / Historical, critical, ecological perspectives
2/17 (Mon) Meeting 5 LPP processes and frameworks / Cooper’s accounting scheme
2/24 (Mon) Meeting 6 Ethnography of LPP/Conceptual and methodological perspectives
3/3 (Mon) Meeting 7 Official languages and national identities / LPP policy goals: oficialization, nationalization, standardization
3/10 BREAK
3/17 (Mon) Meeting 8 Minority languages and education / LPP cultivation goals: revitalization, maintenance, spread, shift
3/24 (Mon) Meeting 9 Local languages and local identities / LPP corpus goals: standardization, graphization, modernization, reform, purism
3/31 (Mon) Meeting 10 Endangered languages and LPP / Language rights and language as right

Part II -- LPP Case Studies in a Theoretical Framework
4/7-4/28 Meetings 11-14 Student research presentations
Course Requirements

- Keep up with the readings and participate in a focused and thoughtful way in seminar discussions, panel presentations, and oral reports. There will be times you will individually or in pairs/threes prepare a short synopsis and discussion stimulus for the class on selected articles, in relation to the readings we all do in common, e.g. Meetings 6-9. **(30% of grade).**
- The success of this seminar for all participants depends heavily on each one’s timely and thorough pursuit of your language planning case study. See description below. **(Oral presentation - 35% of grade; paper - 35% of grade).**

The Language Planning Case Study Requirement

Within the first few weeks of the semester, you are expected to identify a language planning case in which you will become expert through library research. We will periodically check in on your projects throughout the course. I encourage you to direct this project toward your dissertation research if you want to.

You should spend the first few weeks exploring available resources on your topic. This syllabus includes some suggested general references on language planning. Please make an appointment to see me on an individual basis if you need help in choosing your case or identifying resources. Part of each of the first several class meetings will be devoted to consideration of your case study topics and any references or resources you have already identified or know about. We will also hold one early meeting at Van Pelt Library, where a reference librarian will introduce you to some of the online resources Van Pelt offers.

*At the meeting one week before your presentation,* you will provide multiple copies of 1 or 2 essential readings for your case for the other seminar members to read in advance of your presentation. Please follow these guidelines when submitting the readings:

- keep the total length of the readings to 30 pages or less
- make sure they are legible all the way through
- make sure they are complete (no pages missing)
- identify the author, source, date, and publisher on the first page of each reading.

**You must keep to the specified time schedule for the sake of the whole seminar.**

Beginning Meeting 11, we will devote our seminar full-time to discussion of the cases you have researched. You will be responsible for leading the class in discussion of your case, **making sure that both your presentation and the discussion draw on the theoretical/methodological frameworks** outlined in the first part of the course.

The written version of your case study is due at our last course meeting. Please follow these guidelines for the paper:

- submit the paper in both hard copy and by email attachment to me
- the paper should be no more than 30 double-spaced typed pages (7500-8500 words) in length, including references
- use a standard style (APA style is the most usual in our field - see the *Publication Manual of the American Psychological Association*)
- be consistent in your reference citation and please give specific page numbers (e.g. Fishman 1983: 117).
PART I. LANGUAGE PLANNING AND POLICY (LPP): THEORY AND METHOD

Meeting 1. Course overview / Introduction: LPP as a field of research

*LP and Social Change*, chapter 1 (LP cases)

Meeting 2. Language ideologies / LPP definitions and typologies

*LP and Social Change*, chapter 2 (LP definitions)

*LP*, chapter 1 (what is language policy?)


Meeting 3. Van Pelt introduction / Research topics explored on databases

Meeting 4. Globalization and multilingualism / Historical, critical, ecological perspectives

*LP*, chapter 2 (theories, concepts, frameworks)


*Reclaiming the Local in LPP*, Lin et al.


Meeting 5. LPP processes and frameworks / Cooper’s accounting scheme

*LP and Social Change*, chapters 3 & 4 (LP frameworks: management of innovation, marketing, pursuit and maintenance of power, decision-making)

*LP*, chapter 3 (example studies)


Meeting 6. Ethnography of LPP / Conceptual and methodological perspectives

*Negotiating LPs in schools*, García & Menken

*Ethnography and LP*, McCarty, Hornberger & Johnson (cf. Johnson & Ricento 2013 IJSL intro)

*LP*, chapters 4, 5 (findings, research approaches and methods)

Choose 2 to represent in class:

*Negotiating LPs in Schools*, Johnson & Freeman

*Ethnography and LP*, Martin-Jones


BREAK

Meeting 7. Official languages and national identities / LPP policy goals: officialization, nationalization, standardization

Choose 3 to represent in class:
| Reclaiming the Local in LPP, Utakis & Pita |
| Negotiating LPs in Schools, Bloch et al., Shohamy |

Meeting 8. Minority languages and education / LPP cultivation goals: revitalization, maintenance, spread, shift

Choose 3 to represent in class:
| Reclaiming the local in LPP, Martin, Mermann et al. |
| Negotiating LPs in schools, Creese, Hélot, Mohanty et al. |

Meeting 9. Local languages and local identities / LPP corpus goals: standardization, graphization, modernization, reform, purism

Choose 3 to represent in class:
| Reclaiming the Local in LPP, Ryon, Souza |
| Negotiating LPs in Schools, Berryman et al. |
| Ethnography and LP, Jaffe, Ramanathan |

Meeting 10: Endangered languages and LPP / Language rights and language as right

PART II. CASE STUDIES IN A THEORETICAL FRAMEWORK
Meetings 11-14. Student research presentation and discussion
Additional References on Language Planning

Reference lists available on course website for
LPP book-length case studies
LPP edited volumes
LPP monographs

External Links on course website to:
LPP journals
LPP internet resources

Language Planning Newsletter (1972-1984) and New Language Planning Newsletter (1980→)
– ask NHH

1 Selected supplementary reading (language ideologies / definitions and typologies):

2 Selected supplementary readings (historical, critical, ecological perspectives):
Cooper (1989). LP and social change, chapters 8 & 9 (social change & concluding summary)

3 Selected supplementary reading (processes and frameworks):

4 Selected supplementary reading (ethnography of LPP/conceptual & methodological perspectives):

5 Selected supplementary readings (status and acquisition policy):

**Selected supplementary readings (status and acquisition cultivation):**


**Selected supplementary readings (endangered languages/linguistic human rights):**

**Linguistic human rights/language rights/language as right**