

Language Education Policy

Course Profile

Course Summary

This course is designed for Applied Linguistics/TESOL students at postgraduate level. It provides a comprehensive overview of language education policy at both theoretical and practical levels.

The course covers the scope, categories and domains of language policy, as well as the actors, motives, contexts, and processes involved in language education policy. Building upon current literature, policy documents, excerpts from classroom teaching, as well as other print and digital resources, the course takes a comparative approach to language education policy issues related to Applied Linguistics/TESOL to cover case studies from a range of international contexts including Australia, Bangladesh, Brazil, the Caribbean, China, India, Indonesia, Spain, South Korea, Thailand, Uganda, Sweden, and the United States. It tackles topics relevant to policymaking and planning at macro-, meso-, and micro-levels in those contexts and beyond where policies on bilingual education, Content and Integrated Language Learning (CLIL), English as a medium of instruction (EMI), and English as a subject in basic education (ESBE) have proliferated. Topics relevant to how teachers can play a role in language policy issues in the school and classroom and how language education policies are intertwined with the nation state, national development goals, globalisation, language revitalisation, as well as the lives of immigrants, refugees, and indigenous minorities, are also explored.

Assumed Background

The course makes no assumptions about previous training in linguistics, education studies, or cultural studies. Knowledge of one or more languages other than English is an advantage, but it is not essential.

Delivery Mode

Lecture (2 hours) and tutorial (1 hour)

Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to:

1. Examine real language education policy problems
2. Understand and describe language education policy at macro-, meso-, and micro-levels
3. Critique language education policy at a certain polity
4. Develop international understanding of language education policy issues
5. Recognise the dynamic and evolving nature of language education policy and its connection with Applied Linguistics/TESOL
6. Design a micro language education policy for a selected entity and situation
7. Critically analyse the literature and present an argument using evidence from language education policy research

Learning Activities

Week	Topic	Content
1	Introduction to the course	<ul style="list-style-type: none"> • Objectives • Learning activities • Study requirements • Assessments • Introduction to language policy and education
Readings: <ul style="list-style-type: none"> • Course Profile • Ricento, T. (2000). Historical and theoretical perspectives in language policy and planning. <i>Journal of Sociolinguistics</i>, 4(2), 196-213. 		
2	Language policy structure: Scope, categories, domains	<ul style="list-style-type: none"> • Scope: language ideologies, language practices, language management • Categories: status planning, corpus planning, acquisition planning, revitalisation planning • Domains: families, schools, religions, polities, workplaces, supra-national groups
Readings: <ul style="list-style-type: none"> • García, O. (2015). Language policy. In J. D. Wright (Ed.), <i>International encyclopedia of the social and behavioral sciences</i> (2nd ed. Vol. 13, pp. 353-359). Amsterdam: Elsevier Science. doi:10.1016/B978-0-08-097086-8.52008-X • Hornberger, N. H. (2006). Frameworks and models in language policy and planning. In T. Ricento (Ed.), <i>An introduction to language policy: Theory and method</i> (pp. 27-51). Malden, MA: Blackwell. • Spolsky, B. (2004). <i>Language policy</i>. Cambridge: Cambridge University Press – Chapter 1 (Beliefs, practices, management and planning) 		
3	Language education policy framework: Agency, motives, contexts, processes	<ul style="list-style-type: none"> • Macro- and micro-level actors • Motives: Identity, Integration, Instrumentality • Contexts within linguistic culture • Processes: Formulation, Interpretation, Enactment, Appropriation
Readings: <ul style="list-style-type: none"> • Ager, D. (2001). <i>Motivation in language planning and language policy</i>. Clevedon: Multilingual Matters. – Introduction • Liddicoat, A.J., & Baldauf, R. B., Jr. (2008). Language planning in local contexts: Agents, contexts and interactions. In A. J. Liddicoat & R. B. Baldauf Jr. (Eds.), <i>Language planning and policy: language planning in local contexts</i> (pp. 3-17). Clevedon: Multilingual Matters. • Schiffman, H. F. (1996). <i>Linguistic culture and language policy</i>. New York, NY: Routledge. – Chapter 1 (Language policy and linguistic culture) 		

4	Language education policy and the nation state	<ul style="list-style-type: none"> • Language objectification • Monolingual mindset and monolingual polities • Language education and national unity • Education and linguistic diversity
<p>Readings:</p> <ul style="list-style-type: none"> • Lo Bianco, J. (2014). A celebration of language diversity, language policy, and politics in education. <i>Review of Research in Education</i>, 38, 312-331. • Spolsky, B. (2004). <i>Language policy</i>. Cambridge: Cambridge University Press – Chapter 4 (Monolingual polities under pressure) • Zhang, L., & Tsung, L. T. H. (2019). Tibetan bilingual education in Qinghai: Government policy vs family language practice. <i>International Journal of Bilingual Education and Bilingualism</i>, 22(3), 290-302. 		
5	Language education and national development goals	<ul style="list-style-type: none"> • Language, conflict mitigation, and social cohesion • Language for poverty eradication and economic development • Language education, technology transfer and good governance
<p>Readings:</p> <ul style="list-style-type: none"> • Bruthiaux, P. (2002). Hold your courses: Language education, language choice, and economic development. <i>TESOL Quarterly</i>, 36(3), 275-296. • Bangbose, A. (2014). The language factor in development goals. <i>Journal of Multilingual and Multicultural Development</i>, 35(7), 646-657. • Draper, J. (2012). Reconsidering compulsory English in developing countries in Asia: English in a community in Northeast Thailand. <i>TESOL Quarterly</i>, 46(4), 777-811. 		
6	Language education policy and globalisation	<ul style="list-style-type: none"> • Language and globalisation • Social mobility and linguistic competence • Neoliberalism and language policy • Language and internationalisation of education
<p>Readings:</p> <ul style="list-style-type: none"> • Hamid, M. O. (2016). The politics of language education in a global polity. In K. Mundy, A. Green, B. Lingard, & A. Verger (Eds.), <i>The handbook of global education policy</i> (pp. 259-274). Chichester, MA: John Wiley & Sons. • Jeon, M. (2009). Globalization and native English speakers in English Programme in Korea (EPIK). <i>Language, Culture and Curriculum</i>, 22(3), 231-243. • Ricento, T. (2018). Globalization, language policy, and the role of English. In J. W. Tollefson (Ed.), <i>The Oxford handbook of language policy and planning</i> (pp. 221-235). Oxford: Oxford University Press. 		
7	Language education for immigrants, refugees, and indigenous minorities	<ul style="list-style-type: none"> • Linguistic human rights • Linguistic assimilation and cultural injustice • Tackling social inequality and racism • Community engagement

Readings:

- Groff, C. (2018). *The ecology of language in multilingual India: Voices of women and educators in the Himalayan foothills*. London: Palgrave. – Chapter 3 (National-level language and education policies in India: Kumaunis as linguistic minorities)
- Liddicoat, A. J. (2013). *Language-in-education policies: The discursive construction of intercultural relations*. Bristol: Multilingual Matters. – Chapter 3 (Languages in the education of immigrants)
- Skutnabb-Kangas, T., & Phillipson, R. (2008). A human rights perspective on language ecology. In A. Creese, P. W. Martin, & N. H. Hornberger (Eds.), *Encyclopedia of language and education: Ecology of language* (2nd ed., Vol. 9, pp. 3-13). New York, NY: Springer.

8	Education for language revitalisation	<ul style="list-style-type: none"> • Language shift and endangerment • Prior ideological clarification • Curriculum design for endangered languages • Models of multilingual education
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Readings:

- Hornberger, N. H., & De Korne, H. (2018). Is revitalization through education possible? In L. Hinton, L. Huss, & G. Roche (Eds.). (2018). *The Routledge handbook of language revitalization* (pp. 94–103). New York, NY: Routledge.
- Coronel-Molina, S. M., McCarthy, T. L. (2012). Language curriculum design and evaluation for endangered languages. In P. K. Austin & J. Sallabank (Eds.), *The Cambridge handbook of endangered languages* (pp. 354-370). Cambridge: Cambridge University Press.
- Zein, S. (2020). *Language policy in superdiverse Indonesia*. New York, NY: Routledge. – Chapter 5 (Revitalisation planning)

9	Policies on bilingual education	<ul style="list-style-type: none"> • Bilingual education typology • Bilingual education as: policy, pedagogy, politics • Discursive disjunction • Bilingual education, identity, and empowerment
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Readings:

- Baker, C. (2010). Bilingual education. In R. B. Kaplan (Ed.). *The Oxford handbook of applied linguistics* (pp. 294-304). Oxford: Oxford University Press.
- Fortes, L. (2017). The emergence of bilingual education discourse in Brazil: Bilingualisms, language policies, and globalizing circumstances. *International Journal of Bilingual Education and Bilingualism*, 20(5), 574-583.
- Wigglesworth, G., & Lasagabaster, D. (2011). Indigenous languages, bilingual education and English in Australia. In C. Norrby & J. Hajek (Eds.), *Uniformity and diversity in language policy: Global perspectives* (141-156). Bristol: Multilingual Matters.

10	Policies on Content and Integrated Language Learning (CLIL)	<ul style="list-style-type: none"> • Language policy, plurilingualism, and CLIL • CLIL in bilingual education policies • CLIL policies across the world • Navigating ideology and pedagogy
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Readings:

- Cenoz, J. (2013). Discussion: Towards an educational perspective in CLIL language policy and pedagogical practice. *International Journal of Bilingual Education and Bilingualism*, 16(3), 389-394.
- Coyle, D. (2018). The place of CLIL in (bilingual) education. *Theory Into Practice*, 57(3), 166-176.
- Sylvén, L. K. (2013). CLIL in Sweden – why does it not work? A metaperspective on CLIL across contexts in Europe. *International Journal of Bilingual Education and Bilingualism*, 16(3), 301-320.

11	Policies on English as a medium of instruction (EMI)	<ul style="list-style-type: none"> • EMI: From education for all to late capitalism • EMI and internationalisation of education • The discourse of elitism • Countering English hegemony
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Readings:

- Abiria, D. M., Early, M., & Kendrick, M. (2013). Plurilingual pedagogical practices in a policy-constrained context: A northern Ugandan case study. *TESOL Quarterly*, 47(3), 567-590.
- Jahan, I., & Hamid, M. O. (2019). English as a medium of instruction and the discursive construction of elite identity. *Journal of Sociolinguistics*, 23, 386-408.
- Tollefson, J. W., & Tsui, A. B. M. (2018). Medium of instruction policy. In J. W. Tollefson (Ed.), *The Oxford handbook of language policy and planning* (pp. 257-279). Oxford: Oxford University Press.

12	Policies on English as a subject in basic education (ESBE): Focus on ASEAN	<ul style="list-style-type: none"> • Language policies in ASEAN • English: elective or compulsory? • Curricular allocations • Sociolinguistic profile and instructional balance
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Readings:

- Low, E. L., & Ao, R. (2018). The spread of English in ASEAN: Policies and issues. *RELC Journal*, 49(2), 131-148.
- Kirkpatrick, A. (2012). English in ASEAN: Implications for regional multilingualism. *Journal of Multilingual and Multicultural Development*, 33(4), 331-344.
- Zein, S. (2021). *English as a subject in basic education in ASEAN: A comparative study into policy and practice*. London: British Council. – Chapter 1 (Introduction)

13	Language policy in the school and classroom	<ul style="list-style-type: none"> • Governmentality, the school, and language policy • School-based research for language policy • Teachers as language planners • Teachers' classroom discourse
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Readings:

- Blackledge, A., & Creese, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94, 103-115.
- Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators*. Mahwah, NJ: Lawrence Erlbaum. – Chapter 3 (Fact gathering for school language policy)

- Johnson, D. C. (2012). Positioning the language policy arbiter: Governmentality and footing in the school district of Philadelphia. In J. W. Tollefson (Ed.), *Language policies in education: Critical issues* (2nd ed., pp. 128-148). New York, NY: Routledge.

Assessments

Online Quiz: 10%

Essay: 40%

Micro language education policy: 30%

Presentation: 20%

1. Online Quiz

Weighting: 10 % over 10 weeks

Mode: Individual work

Format: Multiple choice, true or false, fill in the blank

Description: Students are required to complete an online quiz (10 questions each) every week based on required weekly readings from weeks 2-11. The quiz is available every Wednesday in a given week until the day of the lecture the following week. The quiz must be completed before the lecture of the designated week. Students are not allowed to complete the quiz after the lecture.

Submission: Blackboard

2. Essay

Weighting: 40%

Mode: Individual work

Description: An essay of 2500 words (excluding references) is required for submission on Turnitin in Week 10. A list of essay topics relevant to language education policy issues will be distributed in Week 2. Students have to choose a topic from the list and critically examine it using relevant literature. Appointment can be made to consult about the topic, how to approach it, etc.

Submission: Turnitin

Criteria and marking: Available on Blackboard

3. Micro language education policy project

Weighting: 25%

Mode: Pair work

Description: Throughout the course, students will be given examples of language education policies from various contexts around the world. They will be encouraged to critically examine them in ways that are relevant to the actors, processes, contexts and motives of language education policy. Students will work in pairs to develop a language education policy at micro level for an entity such as a school, language course, teachers' group, or university; for example, an indigenous school community in Tianjin (China), a boy's only school in Guadalajara (Mexico). Students will need to outline the background and context of the entity and identify language problems and needs of its population. Students are required to develop policies which will address the problems or needs and suggest ways to implement them. The project is due for submission in Week 13.

Although the project is practical in nature, it has to be informed by theoretical knowledge drawn from sources relevant to language policy. Appointment can be made to consult about the micro language education policy, how to approach it, etc.

Submission: Turnitin

Criteria and marking: Available on Blackboard.

4. Presentation

Weighting: 25%

Mode: Group work

Description: Students are to form a group (3-4 members) and work collaboratively on a presentation project. They must critique a language education policy at a certain polity; for example, bilingual education policy in Canada, revitalisation planning in Cambodia, ESBE policy in Nepal. Students must create a PowerPoint file consisting of no more than 25 slides (including references) and do a presentation of about 20 minutes. Each member must present in roughly equal amount of time. Presentations are distributed across tutorial sessions from weeks 3-12. Detailed presentation procedures are available on Blackboard.

Criteria and marking: Available on Blackboard.

Recommended sources:

- Ager, D. (2001). *Motivation in language planning and language policy*. Clevedon: Multilingual Matters.
- Ammon, U. (2010). World languages: Trends and futures. In N. Coupland (Ed.), *The handbook of language and globalization* (pp. 101–122). Malden, MA: Blackwell Publishing.
- Austin, P. K., & Sallabank, J. (Eds.). (2012). *The Cambridge handbook of endangered languages*. Cambridge: Cambridge University Press.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.
- Baldauf, R. B. (2005). Language planning and policy research: An overview. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 957-970). Mahwah, NJ: Lawrence Erlbaum.
- Baldauf, R. B. Jr. (2008). Rearticulating the case for micro language planning in a language ecology context. In A. J. Liddicoat & R. B. Baldauf (Eds.), *Language planning and policy: Language planning in local contexts* (pp. 18-41). Bristol: Multilingual Matters.
- Brown, P. (1990). The third wave: Education and the ideology of parentocracy. *British Journal of Sociology of Education*, 11(1), 65–85.
- Bruthiaux, P. (2008) Language education, economic Development and participation in the Greater Mekong Subregion. *International Journal of Bilingual Education and Bilingualism*, 11(2), 134-148.
- Brutt-Griffler, J. (2002). Class, ethnicity and language rights. *Journal of Language, Identity, and Education*, 1, 207-234.
- Canagarajah, A. S. (2005). *Reclaiming the local in language policy and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Crandall, J. A., & Bailey, K. M. (Eds.). (2018). *Global perspectives on language education policies*. New York, NY: Routledge.
- Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators*. Mahwah, NJ: Lawrence Erlbaum.
- Cooper, R. (1989). *Language planning and social change*. Cambridge: Cambridge University Press.
- Bigalke, T. W., & Sharbawi, S. (Eds.). (2015). *English for ASEAN integration: Policies and practices*

- in the region*. Bandar Seri Begawan: Universiti Brunei Darussalam.
- Blommaert, J. (1996). Language planning as a discourse on language and society: The linguistic ideology of a scholarly tradition. *Language Problems and Language Planning*, 20(3), 199-222.
- Blommaert, J., & Rampton, B. (2011). Language and superdiversity. *Diversities*, 13(2), 1-22.
- Bourdieu, P. (1991). *Language and symbolic power*. Cambridge, MA: Harvard University Press.
- Coleman, H. (Ed.) (2011). *Dreams and realities: Developing countries and the English language*. London: British Council
- Combs, M. C., & Penfield, S. D. (2012). Language activism and language policy. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp.461-474). Cambridge: Cambridge University Press.
- Deuber, D. (2013). Towards endonormative standards of English in the Caribbean: A study of students' beliefs and school curricula. *Language, Culture and Curriculum*, 26(2), 109-127.
- de Zarobe, Y. R. (2013) CLIL implementation: From policy-makers to individual initiatives. *International Journal of Bilingual Education and Bilingualism*, 16(3), 231-243.
- Duncan, D. (2016). Language policy, ethnic conflict, and conflict resolution: Albanian in the former Yugoslavia. *Language Policy*, 15, 453-474.
- Dupré, J-F. (2014) The mother tongues as second languages: Nationalism, democracy and multilingual education in Taiwan. *Current Issues in Language Planning*, 15(4), 393-408.
- Enever, J. (2018). *Policy and politics in global primary English*. Oxford: Oxford University Press.
- Fenton-Smith, B., & Gurney, L. (2015). Actors and agency in academic language policy and planning. *Current Issues in Language Planning*. doi:10.1080/14664208.2016.1115323
- García, O. (2012). Ethnic identity and language policy. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 79-99). Cambridge: Cambridge University Press.
- Gill, J. (2016). English language education policies in the People's Republic of China. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (pp. 49-89). Dordrecht: Springer.
- Hamid, M. O., & Nguyen, H. T. M. (2016). Globalization, English language policy and teacher agency: Focus on Asia. *International Education Journal: Comparative Perspectives*, 16(1), 26-44.
- Hamid, M. O., Nguyen, H. T. M., & Baldauf, R. B. (Eds.). (2014). *Language planning for medium of instruction in Asia*. New York, NY: Routledge.
- Hayati, A. M., & Mashhadi, A. (2010). Language planning and language-in-education policy in Iran. *Language Problems and Language Planning*, 34(1), 24-42.
- Herrera, L. M., & Wedin, A. (2010). Bilingualism and bilingual education in a complex context. *Language, Culture and Curriculum*, 23(3), 235-249.
- Hinton, L., Huss, L., & Roche, G. (Eds.). (2018). *The Routledge handbook of language revitalization*. New York, NY: Routledge.
- Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy*, 1(1), 27-51.
- Hornberger, N. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 155-171.
- Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, 14(3), 509-532.
- Hult, F. M. (2017). More than a lingua franca: Functions of English in a globalised educational language policy. *Language, Culture and Curriculum*, 30(3), 265-282.
- Huguet, A. (2007). Minority languages and curriculum: The Case of Spain. *Language, Culture and Curriculum*, 20(1), 70-86.
- Irvine, J. T., & Gal, S. (2000). Language ideology and linguistic differentiation. In P. Kroskrity (Ed.), *Regimes of language: Ideologies, politics and identities* (pp. 35-83). Santa Fe, NM: School of American Research Press.
- Johnson, D. C. (2010). Implementational and ideological spaces in bilingual education language policy. *International Journal of Bilingual Education and Bilingualism*, 13(1), 61-79.
- Johnson, D. C. (2013). *Language policy*. London: Palgrave MacMillan.
- Kanno, Y., & Varghese, M. M. (2010). Immigrant and refugee ESL students' challenges to accessing four-year college education: From language policy to educational policy. *Journal of Language, Identity, and Education*, 9(5), 310-328.

- Kaplan, R. B. & Baldauf, R. B. (1997). *Language planning from practice to theory*. Clevedon: Multilingual Matters.
- Kaplan, R. B., & Baldauf, R. B. (2003). *Language and language-in-education planning in the Pacific basin*. Dordrecht: Springer.
- Kaplan, R. B., & Baldauf, R. B. (2005). Language planning and policy research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 957-970). New Jersey: Lawrence Erlbaum.
- Kaplan, R. B., & Baldauf, R. B. (2008). An ecology perspective on language planning. In A. Creese, P. Martin, & N. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed. Vol. 9, pp. 41-52). New York, NY: Springer.
- King, K. A., & Bigelow, M. (2018). Multilingual education policy, superdiversity and educational equity. In A. Creese & A. Blackledge (Eds.), *The Routledge handbook of language and superdiversity* (pp. 459–472). New York, NY: Routledge.
- Kirkpatrick, R. (Ed.). (2016). *English language education policy in Asia*. Cham, Switzerland: Springer.
- Kirkpatrick, A. (2011). English as a medium of instruction in Asian education (from primary to tertiary): Implications for local languages and local scholarship. *Applied Linguistics Review*, 2, 99-120.
- Kirkpatrick, A., & Liddicoat, A. J. (Eds.). (2019). *The Routledge international handbook of language education policy in Asia*. New York, NY: Routledge.
- Kymlicka, W. (2001). *Politics in the vernacular: Nationalism, multiculturalism, and citizenship*. Oxford: Oxford University Press.
- Kymlicka, W. (2007). *Multicultural odysseys: Navigating the new international politics of diversity*. Oxford: Oxford University Press.
- Lee, S. (2007). Language policy in a Korean-English two-way immersion setting. *Language, Culture and Curriculum*, 20(2), 109-125.
- Leung, C. (2016). English as an additional language – A genealogy of language-in-education policies and reflections on research trajectories. *Language and Education*, 30(2), 158–174.
- Liddicoat, A. J., & Taylor-Leech, K. (2014). Micro language planning for multilingual education: agency in local contexts. *Current Issues in Language Planning*, 15(3), 237-244.
- Lin, A. M. Y. (2015). Conceptualising the potential role of L1 in CLIL. *Language, Culture and Curriculum*, 28(1), 74-89.
- Lo Bianco, J. (2010a). The importance of language policies and multilingualism for cultural diversity. *International Social Science Journal*, 61(199), 37-67.
- Lo Bianco, J. (2010). Language policy and planning. In N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 143-176), Bristol, England: Multilingual Matters.
- Lo Bianco, J. (2012). National language revival movements: Reflections from India, Israel, Indonesia and Ireland. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 501-522). Cambridge: Cambridge University Press.
- Makoni, S., & Pennycook, A. (2005). Disinventing and (re)constituting languages. *Critical Inquiry in Language Studies: An International Journal*, 2(3), 137-156.
- Majhanovich, S. (2014). Neo-liberalism, globalization, language policy and practice issues in the Asia-Pacific region. *Asia Pacific Journal of Education*, 34(2), 168-183.
- Mammadov, A. (2009). The issue of plurilingualism and language policy in Azerbaijan. *International Journal of Sociology of Language*, 198, 65-73.
- May, S. (2012). *Language and minority rights: Ethnicity, nationalism and the politics of language* (2nd ed.). New York, NY: Routledge.
- May, S. (2016). Globalization, language(s), and mobility. In M. Gazzola & B.-A. Wickström (Eds.), *The economics of language policy* (pp. 383-401). Cambridge: MIT Press.
- May, S. (2017). Language, education, pluralism and citizenship. In T. L. McCarty & S. May (Eds.), *Language policy and political issues in education* (3rd ed., pp. 31-46). Cham, Switzerland: Springer.
- McCarty, T. L., & May, S. (Eds.). (2017). *Language policy and political issues in education*. Cham, Switzerland: Springer.
- McGroarty, M. (2008). The political matrix of language ideologies. In B. Spolsky & F. M. Hult

- (Eds.), *The handbook of educational linguistics* (pp. 98-112). Hoboken, NJ: John Wiley & Sons.
- Moore, E. (2016) Conceptualising multilingual higher education in policies, pedagogical designs and classroom practices. *Language, Culture and Curriculum*, 29(1), 22-39.
- Mühlhäusler, P. (1996). *Linguistic ecology: Language change and linguistic imperialism in the Pacific region*. London: Routledge.
- Pennycook, A. (2017). Language policy and local practices. In O. García, N. Flores, & M. Spotti (Eds.), *The Oxford handbook of language and society* (p. 125-140). New York, NY: Routledge.
- Phillipson, R. (1992). *Linguistic imperialism*. Cambridge: Cambridge University Press.
- Phillipson, R. (2009). *Linguistic imperialism continued*. New York: Routledge.
- Phillipson, R. (2017). Myths and realities of global English. *Language Policy*, 16, 313-331.
- Reagan, T. (2004). Objectification, positivism and language studies: A reconsideration. *Critical Inquiry in Language Studies: An International Journal*, 1(1), 41-60.
- Ricento, T. (2008). Models and approaches in language policy and planning. In M. Hellinger & A. Pauwels (Eds.), *Handbook of language and communication: Diversity and change* (pp. 211-40). Berlin: De Gruyter Mouton.
- Ricento, T. (Ed.). (2015). *Language policy and political economy: English in a global context*. Oxford: Oxford University Press.
- Skutnabb-Kangas, T. (2013). Today's Indigenous education is a crime against humanity: Mother-tongue-based multilingual education as an alternative? *TESOL in Context*, 23, 1 & 2, 82-124.
- Skutnabb-Kangas, T. (2012). Indigenousness, human rights, ethnicity, language and power. *International Journal of the Sociology of Language*, 213, 87-104.
- Spolsky, B. (2009). *Language management*. Cambridge: Cambridge University Press.
- Spolsky, B. (2012a). What is language policy? In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 1-15). Cambridge: Cambridge University Press.
- Spolsky, B. (2012b). Family language policy - The critical domain. *Journal of Multilingual and Multicultural Development*, 33(1), 3-11.
- Spolsky, B. (2018). A modified and enriched theory of language policy (and management). *Language Policy*, 1-16. doi:10.1007/s10993-018-9489-z
- Spolsky, B., & Shohamy, E. (2000). Language practice, language ideology and language policy. In R. D. Lambert & E. Shohamy (Eds.), *Language policy and pedagogy: Essays in honor of A. Ronald Walton* (pp. 1-41). Amsterdam: John Benjamins.
- Tollefson, J. W. (1991). *Planning language, planning inequality: Language policy in the community*. London: Longman.
- Tollefson, J. W. (2008). Language planning in education. In S. May & N. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 1, pp. 3-14). New York: Springer.
- Tollefson, J. W., & Pérez-Milans, M. (Eds.). (2018). *The Oxford handbook of language policy and planning*. Oxford: Oxford University Press.
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