

Chapter 1 : Language Planning in Multilingual Countries: The Case of the by Hayri Arceno on Prezi

Language Planning in Multilingual Contexts Selection of Official Language Language Planning in Multilingual Contexts Selection of Official Language Bilingualism.

Language gives a sense of identity to an individual as well as a social group and, in the process, creates multiple identities. The maintenance, merger, clash and change in identities based on and reflected in the language change has prompted linguists, philosophers, psychologists, sociologists, anthropologists and political scientists to study language in its multifarious dimensions. Since economic and societal planning have to, of necessity, take into account the context of planning, there is no wonder that worldwide attention has been drawn towards language planning. Language is an asset and a primary instrument of human communication. However, language can become a problem and a barrier to communication, sometimes symbolically so, under conditions of multiplicity of ethnic groups, languages, dialects, styles, registers and scripts. These conditions may lead to one or more of the following situations which necessitate language planning: There is an urgent need for serious attention to language planning in a country like India. The following examples are illustrative of situations which demand the attention of educationists and planners to the crucial importance of language in society. Sometime back, the Physics Department of the Aligarh University administered a standardised creativity test to the high achievers of the University. To their great surprise they found the result absolutely erratic. After hurried consultations among the scientists involved, it was decided to translate the test into HindiUrdu, the mother tongue of the students taking the test. It is only then that the test yielded the expected standard result². A very significant programme, the preparation of a Bridge Course in Kannada, was undertaken by the Central Institute of Indian Languages some years back. From experience and observation the Institute came to a few conclusions: Language teaching, particularly that of teaching the mother tongue in the Indian schools, is defective². What is taught in the name of language is literature. The teaching of literature is restricted to the teaching of ancient and medieval literature and seldom touches the contemporary. Even in literature, more emphasis is given to teaching about literature than really teaching literary sensibility and critical judgment. No attention is paid to the teaching of different registers. As a result, there is a gap between the language attainment at the end of the school stage and the language requirement at the beginning of the college stage, particularly when taught through the mother tongue medium. As a result of this, the students cannot cope with their college studies. Some students selected from three Universities of Karnataka were given a pre-test. A hundred-hour Bridge Course developed by the Institute was offered to an experimental group of about students and a post-test given to all the It was established that the hypotheses suggested by the institute were valid and that, pending revision of the school curriculum, the Bridge Course was of immediate necessity, particularly in the context of switchover to the mother tongue medium at the University stage Upadhyaya and Dave In Nagaland, there are 22 mutually unintelligible Naga languages, of which 16 recognised by the State Government. The language of communication among the people is Pidgin Naga, which is used even in the floor of the Assembly, though not an officially recognised language. In the absence of an acceptable common language, the State Government has adopted English as the State Language Sreedhar This has not only created a wide gulf among the elite and the masses of people, but also deprived the common man from effectively participating in the processes of governance of the State. The widespread radio network in the country has shrunk distances. The growing television network has demonstrated the potential of revolutionising communication in a very short time. However, out of the mother tongues of the country, broadcasting is not done even in Broadcasting in languages other than the 15 major languages is meant mostly either for entertainment, or for purposes catering to peripheral interests of the listeners. The television is much more restricted in the coverage. Under these circumstances, in spite of all the outer-trappings, the message broadcast over the mass media reaches a very restricted audience Pattanayak A study of the language of newspapers and that of the film is bound to reinforce the above conclusion. Illiteracy is a major problem of the country Pattanayak Out of million illiterates in the world, India is credited to have million. Literacy in a multilingual must be based on the

expressed needs of a people³. Secondly, the language of literacy has to be determined keeping in view the various contexts of language use and strategies linking the languages of literacy with that of education and administration. It would thus be quite clear that whether it is in the field of language use in education, language use in administration or in mass media, there is a constant need to weigh alternatives and plan action. The examples cited above are as true of any multilingual country as they are of India. Such examples not only establish the necessity for language planning, but also the need to analyse its process and product. Before talking about language planning, one must understand the motivation and mechanisms of planning. Planning is not merely a catalogue of resources and the organisation and mobilization of these resources to reach a certain defined goal. Since the technocrat is seldom the decision maker, it is important that the planner provides alternatives and options are given, the goal is stated and the strategies are spelled out the politician-decision maker can take a decision. The two aims of planning are growth promotion and environment amelioration. Here, environment is not used merely in the physical ecological sense, but is used in the sense of sociocultural context of the individuals in society. It is most unfortunate that the pre-occupation with economics as the only discipline of concern of planning blinded the planners to its equally important second aspect of planning. Those who are obsessed with growth and economic development take the social and cultural imperatives for granted. Like the textbook and laboratory controlled experiments, where all other conditions being equal a certain conclusion flows out of it, the economic planner takes the context of planning for granted and concentrates on the economic planning. He forgets that in actual life all the conditions seldom remain equal and that the context in which social problems are nurtured is as important as the problems themselves. Planning is not merely a balance sheet of inputs and outputs. That input-output statements of growth have to be checked against cost benefit to the society, need to be emphasised more, if planning is not to defeat its own purpose. Language planning does not merely entail drawing a list of mother tongues spoken in a defined territory, nor does it merely mean listing of their actual and desired domains of use. Whether in a unilingual or in a plurilingual society, language planning is essential to deal with such problems of dialect, language standard, all aspects of language development and the contexts of language use are areas of concern of a language planner. It would be much more meaningful and sensible to talk of relatively unitary and pluralistic societies, as the great divide seems to be unitary and pluralistic rather than developed and developing in the context of language planning. In pluralistic societies, choices, options and alternatives are imperatives of planning, as the basis of pluralism is transparent and easily manipulated. Speaking of language development, Khubchandani

Spoken by dominant majorities.	Spoken by dominant minorities.
Restricted as with vernaculars.	May not be present.
Literary status	With literary traditions.
Social prestige	Standard language, acceptable to the elite.

Following this one can argue that the major scheduled languages of India are both developed and un-developed and they are neither developed nor un-developed. One can say that, barring their restricted domain of use, they fulfill all the criteria of developed language. At the same time, looking at the situation from national and international perspective, one can say that, being diglossic, they have all the features of undeveloped, whereas in Latin America, the major language is developed and the minority such as Indian languages are undeveloped. If one takes the case of English alone, this scheme will lead to untenable conclusions. Actually such a schematic presentation conceals and confuses issues rather than clarifies them. One may wish to give the benefit of doubt by saying that the industrial society probably has developed the most varied registers of the language used. But, in the agricultural society, certain contemplative disciplines have flourished which may not have found place in the industrial society. In any case, there is no reason why value judgement about a society need be bodily transferred into the discussion of language use without establishing its relevance to such discussions. What, then, is language development? Can a language be developed by a language planning society? One popular notion of a developed language is its antiquity. Languages which are older are generally considered more developed. Scholars of history of language and literature in all Indian languages usually devote considerable space and time to this aspect of the question. Another popular notion is linked with the availability of creative literature in a language. Thus, a quarrel whether Bengali or Tamil is more developed has resulted in a lot of unproductive debate. A corollary of this stand is the rejection of spoken languages as languages and give them a grudging recognition as dialects.

Scholars have even gone to the extent of saying that Saora has only words, and therefore it does not deserve the status of a language, thus putting the premium on the vocabulary. Presentation of a norm or standard where competing varieties of a language exist is a primary step in language development. This can be achieved by standardising spelling, writing grammars, dictionaries, textbooks, etc. Developing a script for non-literate languages forms a legitimate concern of language is another major concern of language development. This is best achieved by promoting new registral writing, creating technical terminology, and encouraging translation, etc. In a multilingual society, allocation of domains of use to each language and ensuring its increased or decreased use for specific domains forms part of the study of language development. Language planning agencies, endowed with sufficient technical expertise, and executive power, and certainly do a great deal to influence language development, and, through planning, help reduce conflict and tension. The problems in a linguistically plural society are complex, the options are competitive and the goal is difficult to perceive, because of the volatile nature of the context of language use. It must be understood that no language or culture group is absolutely unitary or monolithic in nature. For example, all persons speaking English do neither speak a uniform language nor do they share a single culture. Even all English speakers in England or America cannot be so classified. Communication facilities, ethnicity, religious grouping, uneven opportunities leading to uneven education and cultural development are some of the parameters which account for regional linguistic differences even where a single language is dominant. In the past, linguists assumed a uniform and invariant structure of language. At the present moment it is generally accepted that the speech matrix of a community is constituted of varieties of varieties of the language. These are generally treated under rubrics of style, register, dialect, sociolect, etc. While in a single dominant language society, the different varieties tend to have specialised functions, in a multilingual society, in addition to varieties of mother tongue, one or more other languages share the communicative domain. When there are people using different languages and different varieties of a language, it is natural that they develop certain attitudes towards each other. These attitudes indicate social ranking and relative status of groups and also intergroup cohesiveness or lack of it within a broad framework. Each person considers his language to be the paragon of beauty and sweetest sounding of all.

This volume examines the sociocultural factors that influence language choices and uses in the multilingual country of Luxembourg. Patterns of language use within and across communities are viewed in terms of interrelationships among language policy intent, implementation, and experience.

Status planning[edit] Status planning is the allocation or reallocation of a language or variety to functional domains within a society, thus affecting the status, or standing, of a language. Language status[edit] Language status is a concept distinct from, though intertwined with, language prestige and language function. Both Kloss and Stewart stipulated four qualities of a language that determine its status. Their respective frameworks differ slightly, but they emphasize four common attributes: French in France and Turkish in Turkey Joint official language e. Igbo in Nigeria ; Marathi in Maharashtra , India Promoted language â€” lacks official status on a national or regional level but is promoted and sometimes used by public authorities for specific functions e. Native American languages in the United States in present day Proscribed language â€” discouraged by official sanction or restriction e. However, they draw the line between classes at different percentages. Stewart defines the six classes are determined by the following percentages of speakers: William Stewart outlines ten functional domains in language planning: Provincial â€” A provincial language functions as an official language for a geographic area smaller than a nation, typically a province or region e. French in Quebec [10] Wider communication â€” A language of wider communication is a language that may be official or provincial, but more importantly, functions as a medium of communication across language boundaries within a nation e. Hindi in India; Swahili language in East Africa [10] International â€” An international language functions as a medium of communication across national boundaries e. English, formerly French as a diplomatic and international language [10] Capital â€” A capital language functions as a prominent language in and around a national capital e. Dutch and French in Brussels [10] Group â€” A group language functions as a conventional language among the members of a single cultural or ethnic group e. Hebrew amongst the Jews [10] Educational â€” An educational language functions as a medium of instruction in primary and secondary schools on a regional or national basis Urdu in West Pakistan and Bengali in East Pakistan [10] School subject â€” A school subject language is a language that is taught as a subject in secondary school or higher education e. Latin and Ancient Greek in English-language schools [10] Literary â€” A literary language functions as a language for literary or scholarly purposes Ancient Greek [10] Religious â€” A religious language functions as a language for the ritual purposes of a particular religion e. First, he creates three sub-types of official functions: A working language is a language that a government uses as a medium for daily activities, and a symbolic language is a language that is a symbol of the state. Corpus planning[edit] Corpus planning refers to the prescriptive intervention in the forms of a language, whereby planning decisions are made to engineer changes in the structure of the language. Graphization[edit] Graphization refers to development, selection and modification of scripts and orthographic conventions for a language. Ferguson made two key observations about the results of adopting a writing system. Although written language is often viewed as secondary to spoken language, the vocabulary , grammatical structures and phonological structures of a language often adopt characteristics in the written form that are distinct from the spoken variety. Written language is viewed as more conservative, while the spoken variety is more susceptible to language change. Isolated relic areas of the spoken language may be less innovative than the written form, or the written language may have been based on a divergent variety of the spoken language. Katakana is designed for a language with a basic CV syllable structure , but Ainu contains many CVC syllables that cannot easily be adapted to this syllabary. As a result, Ainu uses a modified katakana system, in which syllable-final codas are consonants by a subscript version of a katakana symbol that begins with the desired consonant. Though the script was modeled after the Greek alphabet , the original script distinguished Armenian from the Greek and Syriac alphabets of the neighboring peoples. It uses some Latin characters but also introduces new ones. Standardization[edit] The process of Standardization often involves one variety of a language taking precedence over other social and regional dialects of a language. This often reinforces the dominance of the

powerful social group and makes the standard norm necessary for socioeconomic mobility. The standardization process began when William Caxton introduced the printing press in England in 1476. This was accompanied by the adoption of the south-east Midlands variety of English, spoken in London, as the print language. After the creation of grammars and dictionaries in the 18th century, the rise of print capitalism, industrialization, urbanization, and mass education led to the dissemination of this dialect as the standard norm for the English language.

Modernization [edit] Modernization is a form of language planning that occurs when a language needs to expand its resources to meet functions. Modernization often occurs when a language undergoes a shift in status, such as when a country gains independence from a colonial power or when there is a change in the language education policy. Language planners generally focus on creating new lists and glossaries to describe new technical terms, but it is also necessary to ensure that the new terms are consistently used by the appropriate sectors within society. While some languages, such as Japanese and Hungarian, have experienced rapid lexical expansion to meet the demands of modernization, other languages, such as Hindi and Arabic, have failed to do so.

Acquisition planning [edit] Acquisition planning is a type of language planning in which a national, state or local government system aims to influence aspects of language, such as language status, distribution and literacy through education. Acquisition planning can also be used by non-governmental organizations, but it is more commonly associated with government planning. The education sector [edit] The education ministry or education sector of government is typically in charge of making national language acquisition decisions based on state and local evaluation reports. The responsibilities of education sectors vary by country; Robert B. Kaplan and Richard B. To determine the amount and quality of teacher training. To involve local communities. To determine what materials will be used and how they will be incorporated into syllabi. To establish a local and state assessment system to monitor progress. To determine financial costs.

Problems [edit] Although acquisition planning can be useful to governments, there are several problems that must be considered. Some proposed acquisition changes could also be too drastic or instituted too suddenly without proper planning and organization. Acquisition planning can also be financially draining, so adequate planning and awareness of financial resources is essential. It is important therefore that government goals, such as those described above, be organized and planned carefully. Some states prefer instruction only in the official language, but some aim to foster linguistic and thus social diversity by encouraging teaching in several native languages. One reason some states prefer a single language of instruction is that it supports national unity and homogeneity. Although these organizations do not hold official power, they influence government planning decisions, such as with educational materials, affecting acquisition. The Gaelic League was created to promote the acquisition of Irish in schools, thus "de-Anglicizing" Ireland. Irish-speaking teachers were recruited, and preparatory colleges were established to train new ones. The program implementation was mostly left to the individual schools, which did not consistently carry it out. Additionally, educating a generation is a long process, for which the League was not prepared. There was no consensus as to how the Irish language should be reinstated; the League and schools did not develop a system assessment plan to monitor progress. As a result, the movement lost strength, and the number of native Irish speakers has been in steady decline. When the Spanish first arrived in Peru, Quechua served as a language of wider communication, a lingua franca, between Spaniards and Peruvian natives. As the years passed, Spaniards asserted the superiority of the Spanish language; as a result, Spanish gained prestige, taking over as a language of wider communication and the dominant language of Peru. Quechua has officially remained a provincial language since 1975. Today, Quechua also serves a limited international function throughout South America in Argentina, Bolivia, Brazil, Chile, Colombia, and Ecuador; communities of Quechua speakers outside Peru enable communication in Quechua across borders. Recently, Quechua has also gained ground in the academic world, both as a school subject and a topic of literary interest.

Corpus planning [edit] The three main types of corpus planning are all evident in the development of Quechua languages in Peru since the colonial era. Graphization has been in process since the arrival of the Spanish in the region, when the Spanish imperialists attempted to describe the exotic sounds of the language to Europeans. Although most agreed to use the Latin alphabet, linguists disagreed about how to represent the phonological system of Quechua, particularly in regards to the vowel system. They argued that this makes the language easier to learn

for people who are already familiar with written Spanish. However, other Peruvian linguists argued that a three-vowel system was more faithful to the phonology of Quechua. After several years of debate and disagreement, Peruvian linguists proposed the Pan-Quechua alphabet as an accurate representation of the language, and this was adopted in intercultural bilingual education programs and textbooks. However, the Peruvian Academy and the SIL both refused to adopt it and continued to propose new alphabets, leaving the issue unsettled. Another of the primary issues of disagreement was about how to reflect the phonological differences apparent in different dialects of Quechua. Unlike other cases of standardization, in Quechua this has been applied only to the written language, not to the spoken language, and no attempt was made to change the spoken language of native speakers, which varied by region. Rather, standardization was required in order to create a uniform writing system to provide education to Quechua speakers in their native language. Language planners in Peru have proposed several varieties to serve as the supradialectal spoken norm. Some saw Qusqu-Qullaw as the natural choice for a standard norm, as it is recognized to be the variety closest to that spoken by the Incas. Others argued that Ayacucho Quechua is a better option, as the language is more conservative and similar to the proto-language, while Qusqu-Qullaw has been influenced by contact with the Aymara language. This norm has been accepted by many institutions in Peru. Language planners have attempted to create new Quechua words primarily through Quechua morphemes, which are combined in new ways to give new meanings. In general, loanwords from other languages are considered only when there are no possibilities to develop the word through existing Quechua structures. If loanwords are adopted into the language, linguists attempt to phonologically adapt the word to match typical Quechua pronunciation norms. Despite its low prestige, Quechua is still spoken by millions of indigenous Peruvians, a large portion of whom are bilingual in Quechua and Spanish. There is a desire to preserve the uniqueness of Quechua as a language with its own attributes and representations of culture. Some argue that promoting a diverse literacy program gives students diverse perspectives on life, which could only enhance their educational experience. After the education reform, Quechua and Spanish both had standing in bilingual programs, but only in restricted speech communities. These experimental programs were then canceled due to a change in government planning, but again reinstated. Even with national intercultural bilingual education programs, teachers at local schools and members of the community often prefer using Spanish, destabilizing support for bilingual education. It is debatable whether these education programs will benefit education or raise the status of Quechua.

Chapter 3 : Language planning - Wikipedia

*ABSTRACT*In this article, we apply Ruiz's language-as-resource orientation to three international settings: Taiwan, Pakistan, and mainland China. Our guiding question was how different languages (indigenous languages, Chinese, and English) were positioned differently as resources in these contexts.

Language can cause or prevent wars; unite or divide a group; create understanding among people or inflame prejudice among them. In a multilingual context where many languages are existing side by side and are competing for survival and prominence, there is always a need to embark on a goal oriented activity in order to assign functional roles to these languages. This goal oriented activity is called language planning - the systematic, organised pursuit of solutions to language problems. It is usually embarked on for the purpose of solving language or language- related problems in a multilingual context. This study was carried out in order to examine the concept of language planning as a sociolinguistic concept. Language planning variables, in relation to a multilingual context like Nigeria, were examined. Findings indicate that language is an integral part of nation building, and if languages in a multilingual context are allowed to exist without proper planning, the implication could be devastating. Therefore, even though language is a fundamental part of any human society how it aids national unity and development largely depends on the role assigned to it. The first recorded instance of disintegration, as we have in the Holy Bible Genesis In a multilingual context where many languages are spoken by different ethnic groups, there is often language conflict when a crisis is directly or indirectly triggered by language. Some nations have experienced language conflict as well as its negative implication. For instance, language conflict was part of the reasons that led to the civil war in Pakistan in March The war ultimately led to the separation of Eastern Pakistan now Bangladesh from Pakistan in December The language conflict in Belgium was only resolved when the government decided to adopt Flemish, French and German as the official languages and languages of the media. Language conflict arose some time ago in Canada between the French minority speakers and the English majority speakers. The conflict was so severe but was only curbed when the government came up with a policy which states that the medium of instruction in schools for the English majority speakers should be French. The implications of language conflict can sometimes be overwhelming in the case of Pakistan and sometimes not too severe in the cases of Belgium and Canada. But these conflicts are better avoided. Therefore, in order to avoid language and language-related problems in a multilingual context, there is a need to embark on goal oriented activity. This goal-oriented activity is known as language planning, and it is usually undertaken by the government. Language is human specific system of communication. Animals too can communicate with members of their species, but they do not have language. According to Crystal their systems of communication are fixed and rigid. Man is thus the only creature that uses language intentionally and habitually. This is why it has been an object of fascination and object of serious enquiry for more than two hundred years cited in Adedimeji, Crystal defines language as the systematic, conventional use of signs, sounds and written symbols in a human community for communication and self-expression. To Cruse , p. Language, then, is shared, meaningful, symbolic, rule-governed, conventional, arbitrary, systematic and creative, among other features. It is dynamic and runs through all cultures and it is also culturally transmitted. It is a property of man. Language is productive and can account for the experience of its users. All languages are equal; albeit, it does not necessarily mean they are equal functionally. Brown and Yule identify two basic functions of language: Transactional function is observed in the use of language to pass information and give instruction, while interactional function has to do with the use of language to establish and maintain social relationship. These are ideational further divided into logical and experiential , interpersonal and textual functions. The ideational function of language has to do with using language to express content or message in an understandable manner by an individual. The interpersonal function is observed in the use of language for interaction among people. The use of language to create text through which a link is made between language and situation is the concern of the textual function. Adedimeji a, cited in Adedimeji identified four systemic functions of language. He says language forms, language informs, language reforms and language transforms. Ideally, planning precedes

all activities. He who fails to plan is planning to fail; and 4 prior planning, they say, prevents poor performance. Planning is therefore a detailed scheme, method for obtaining objectives. According to Haugen, language planning refers to all conscious efforts that aim at changing the linguistic behaviour of a speech community. Fishman, similarly, says language planning refers to efforts to deliberately affect the status, structure, or acquisition of languages. Language planning, to Akindele and Adegbite, is a deliberate activity systematically designed to select from, organise and develop the language resources of a community in order to enhance the utilisation of such resources for development. Language planning can therefore be described as a deliberate effort to influence the function, structure or acquisition of a language within a speech community. Language planning processes is usually carried out by the government but sometimes by non-governmental organisations or even individuals. In a multilingual context, a government undergo language planning activities in order to determine the educational and linguistic policies of a country. Often, in the language planning process, historical, political, ethnic, racial, social, and economic issues involving the current relationships among groups living in a country are taken into consideration. Before language planning there are usually needs or rather factors that can prompt the government to actually embark on such goal oriented activity. But before looking at the need for language planning, efforts will be made to distinguish between language planning and language policy. These two terms are often used inter-changeably but they do not mean the same thing. These social planning activities include a wide range of public-policy that concerns employment, taxation policies housing, immigration and even foreign policies. Language planning entails a statement of goals as well as a programme plan to achieve those goals. Language policy, according to Tollefson, p. Such guidelines or rules may be explicitly specified in official documents e. Language policy generally refers to the more general linguistic, political and social goals underlying the actual language planning process. It is a deliberate effort to mandate specific language behaviours in particular contexts. Language planning usually precedes language policy formulation. As such language policy depends on language planning for effective implementation. It is after languages are planned that the outcomes of the planning are made policies. Finally, language policy is a deliberate effort; an official and deliberate allocation of roles to languages in a multilingual speech community that speak different language. It is based on the survey of language planners. There is no nation on earth that can pass as a monolingual nation. This is because the world as we have it today is a global village. People from different parts of the globe are in contact. In fact there is no country on earth that has not been in contact with another, and people move migration: However, some countries speak predominantly just one language, while other languages barely exist functionally or perform ancillary function. There are hardly any language related problems there. This is because only one language is predominant in such societies. However, when there is more than one language in a particular society such as Nigeria, Ghana, Cameroon, Canada, Belgium, etc. Such problems include the choice of lingua franca, which language to adopt as a national language, official language, language in education etc. It is the function of the government to allocate functions to the various languages existing in its domain. Therefore, to address the issue of language or language-related problems, government need to make some plans and implement some policies. This is done in the form of language planning. One of the main reasons why language planning is embarked on is to avoid conflicts. When the languages spoken in a particular nation are assigned functional roles, it helps to bring order into the language situation of that nation. Languages in a multilingual context will not struggle for domination and survival; thereby preventing possible language conflict that could hinder national unity and cohesion. Secondly, proper planning helps to avoid the extinction of minority languages. This is because the minority languages will be developed in terms of orthography, metalanguage, modernisation of numerals and literary texts will be created in them. Thereby empowering them functionally and making them a point of reference. Thirdly, language planning will ensure that there is no marginalisation of any group. This is because once functional roles are assigned to all languages in a multilingual context, it means that those groups speaking that language are being carried along in terms of national development. Another implication of an effective language planning policy is that individuals in that society are likely going to be multilingual or at least bilingual. They will be proficient in at least two languages: In any case, the need for a national language plan is also very important especially in newly formed

communities or newly colonised countries that are faced with immediate decisions about which language s to select as the official language, the medium of instruction in schools, the language of the media, language of wider communication etc. Newly independent states in the s e. Nigeria, and s e. Mozambique were faced with such a decision. Majority of these countries however chose to continue with the existing situation, that is, adopting the colonial language which is usually the current official language , English for Ghana and Nigeria, and Portuguese for 7 Mozambique, as the official language. Nigeria for instance adopted English as an official and a national language because of its multilingual nature. This decision was largely adopted because selecting any indigenous language to perform these functions might likely lead to conflict. This explains why so many former British colonies still use English as their official language. Apart from these, Cobarrubias , cited in Wardhaugh, , p. These are linguistic assimilation, linguistic pluralism, vernacularisation and internationalisation. Firstly, there could be a need for linguistic assimilation. This has to do with the belief that everyone, regardless of origin, should learn the dominant language of the society. For instance, in Canada, the government encourage the English majority to learn French, while the French minority speakers who reside mainly in Quebec were encouraged to learn English as well.

Chapter 4 : LANGUAGE PLANNING AS A SOCIOLINGUISTIC VARIABLE: THE NIGERIAN CONTEXT | M

A study investigated the factors that affect language choices and uses within Luxembourg, a multilingual country. Patterns of language use within and across communities are viewed in terms of the interrelationships among language policy intent, implementation, and experience. The study involved.

Chapter 5 : Language Planning and Language development

Most academic work in language planning has focused on national and governmental activities relating to language - macro language planning. Language problems potentially exist at all levels of human activity, including the local contexts of communities and institutions - micro language planning.

Chapter 6 : Language Planning & Policy

Language planning in multilingual contexts: policies, communities, and schools in Luxembourg / Kathryn Anne Davis. P L L94 Language planning and policy in the Pacific.