

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTION – MA ELE 312

Course title	Language Planning
Category	<p>a. Existing course without changes</p> <p>b. Existing course with approximately 10% revision. Revision with regard to including</p> <p>i. more recent discussions on language planning with reference to language-in-education policies in multilingual contexts</p> <p>ii. more recent discussions on interdisciplinary perspectives on language rights, language contact, language policies</p> <p>e. New course</p>
Course code	ELE 312
Semester	IV
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 2pm to 4pm & Wednesday 11am to 1pm
Name of the teacher/s	Dr. Asma Rasheed
Course description	<p>i) A brief overview of the course</p> <p>Language planning as an academic discipline established itself around the middle of the twentieth century. An early definition described it as “...the activity of preparing normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community...” (Haugen, 1959). A few decades later, the field underwent a shift with an ecological turn in the study of languages. Its significance, especially in multilingual societies, is widely acknowledged today when on the one hand mother-tongue based education is important for accessing education and on the other, the aspirational status of English remains undeniable.</p> <p>The Course will offer an introduction to some definitions and frameworks of language planning. It will look at language planning in terms of literacy and pedagogical practices, particularly in multilingual contexts. The Course will draw on discussions from interdisciplinary perspectives on language rights, language contact, language policies to help understand the impact of English on world languages in general and on English language teaching in particular.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>At the end of the Course, students will be able to</p> <p>a. Develop an awareness of language planning, its historical context as well as more recent shifts in the field.</p> <p>b. Gain an understanding of factors in language planning such as</p>

	<p>linguistic ecology, linguistics rights, language-in-education, multilingualism as a resource, etc.</p> <p>c. Compare various linguistic contexts and think critically on the relationship between English as a language of aspiration and the challenges of English language teaching.</p> <p>iii) Learning outcomes—</p> <p>a. Domain specific outcomes Develop an awareness of language planning, its historical context and its significance for language-in-education policies, especially with regard to English language teaching.</p> <p>b. Value addition Compare various linguistic contexts and think critically on the relationship between English and various languages, particularly with regard to accessing education.</p> <p>c. Skill-enhancement Gain an understanding of how languages are studied in an ecological framework and relate it to linguistics rights, multilingualism as a resource, and English language teaching.</p> <p>d. Employability quotient Train a student of M.A. in TESL/ELT/English in appreciating the value of multilingual resources for teaching and learning English in a classroom context.</p> <p>(Please highlight the portion that subscribes to a/b/c/d)</p>
Course delivery	<p>Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)</p> <p>Seminar mode of learning : 100%</p>
Evaluation scheme	<p>Internal (modes of evaluation) : 40%</p> <p>End-semester (mode of evaluation) : 60%</p> <p><i>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</i></p>
Reading list	<p>Essential reading(tentative)</p> <ol style="list-style-type: none"> 1. Basu, V. (2000). ‘Be quick of eye and slow of tongue’: An analysis of two bilingual schools in New Delhi. In Hornberger, N. (ed.), <i>Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings</i>, pp. 291-311. Multilingual Matters. 2. Cooper, R.L. (1989). Four examples in search of a definition. In Cooper,

R.L., *Language planning and social change*, pp. 3-28. Cambridge University Press.

3. Daniels-Fiss, Belinda. (2008). Learning to Be a Nêhiyaw (Cree) Through Language. *Diaspora, Indigenous, and Minority Education* 2(3): 233-245.
4. De Costa, P., Park, J. & Wee, L. (2016). Language learning as linguistic entrepreneurship: Implications for language education. *The Asia-Pacific Education Researcher* 25(5-6), 695-702. DOI 10.1007/s40299-016-0302-5
5. Hornberger, N.H. (2006). Frameworks and models in language policy and planning. In Ricento, T. (Ed.), *An introduction to language policy: Theory and method*, pp. 24-41. Blackwell.
6. Kaplan, R.B. & Baldauf, R.B. Jr. (2005). Language-in-education policy and planning. In Hinkel, E. (Ed.), *Handbook of research in second language teaching and learning*, pp. 1013-1034. Lawrence Erlbaum.
7. Liddicoat, A.J. & Curnow, T. J. (2014). Students' home languages and the struggle for space in the curriculum. *International Journal of Multilingualism* 11(3), 273-288. doi.org/10.1080/14790718.2014.921175
8. Mühlhäusler, P. (2001). Babel revisited. In Fill, A. & Mühlhäusler, P. (Eds.), *The ecolinguistics reader: Language, ecology and the environment*, pp. 159-164. Continuum.
9. Nettle, D. & Romaine, S. (2004). Where have all the languages gone? In Nettle, D. and Romaine, S. (Eds.), *Vanishing voices: The extinction of the world's languages*, pp. 1-25. Oxford University Press.
10. Spolsky, B. & Shohamy, E. (2000). Language practice, language ideology and language policy. In Lambert & Shohamy (Eds.), *Language policy and pedagogy: Essays in honor of A. Ronald Walton*, pp. 1-41. John Benjamins.

Additional reading(tentative)

1. Cooper, R.L. (1989). *Language planning and social change*. Cambridge University Press.
2. Fill, A. & Mühlhäusler, P. (Eds.). (2001). *The ecolinguistics reader: Language, ecology and the environment*. Continuum.
3. Hornberger, N.H. (Ed.). (2003). *Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings*. Multilingual Matters.
4. Johnson, D.C. (2013). *Language policy*. Palgrave Macmillan.
5. Kaplan, R.B. & Baldauf, R.B. (1997). *Language planning from practice to theory*. Multilingual Matters.
6. Kirkpatrick, A. & Liddicoat, A.J. (Eds.). (2019). *The Routledge international handbook of language education policy in Asia*. Routledge.
7. Lambert, D. & Shohamy, E. (Eds.). (2000). *Language policy and pedagogy: Essays in honor of A. Ronald Walton*. John Benjamins.
8. Liddicoat, A.J. (Ed.). (2007). *Language planning and policy: Issues in language planning and literacy*. Multilingual Matters.
9. May, S. & Hornberger, N.H. (Eds.) (2008). *Encyclopedia of language and education, Volume 1: Language policy and political issues in education*.

2nd Edition. Springer.

10. Ricento, T. (Ed.). (2006). *An introduction to language policy: Theory and method*. Blackwell.
11. Spolsky, B. (2021). *Rethinking language policy*. Edinburgh University Press.
12. Tollefson, J. W. (Ed.). (2013). *Language policies in education: Critical issues*. 2nd edition. Lawrence Erlbaum.