

Language Policy

Zia Tajeddin
Carol Griffiths *Editors*

Language Education Programs

Perspectives on Policies and Practices

 Springer

Language Policy

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The last half century has witnessed an explosive shift in language diversity involving a rapid spread of global languages and an associated threat to small languages. The diffusion of global languages, the stampede towards English, the counter-pressures in the form of ethnic efforts to reverse or slow the process, the continued determination of nation-states to assert national identity through language, and, in an opposite direction, the greater tolerance shown to multilingualism and the increasing concern for language rights, all these are working to make the study of the nature and possibilities of language policy and planning a field of swift growth.

The series publishes empirical studies of general language policy or of language education policy, or monographs dealing with the theory and general nature of the field. We welcome detailed accounts of language policy-making - who is involved, what is done, how it develops, why it is attempted. We will publish research dealing with the development of policy under different conditions and the effect of implementation. We will be interested in accounts of policy development by governments and governmental agencies, by large international companies, foundations, and organizations, as well as the efforts of groups attempting to resist or modify governmental policies. We are interested in work that explores new sites of language policy development, new approaches to its analysis and effects, and while critique is important we are also interested in documentation of its intentions and practices, including historical examinations and contemporary analyses. We will also consider empirical studies that are relevant to policy of a general nature, e.g. the local effects of the developing European policy of starting language teaching earlier, issues to do with global languages, language and power and resistance, developments in post-colonial settings, de-colonial thinking and practice, all the way to programmatic issues such as the numbers of hours of instruction needed to achieve competence, selection and training of language teachers, the language effects of the Internet. Other possible topics include the legal basis for language policy, the role of social identity in policy development, the influence of political ideology on language policy, the role of economic factors, policy as a reflection of social change.

The series is intended for scholars in the field of language policy and others interested in the topic, including sociolinguists, educational and applied linguists, language planners, language educators, sociologists, political scientists, and comparative educationalists.

Book proposals for this series may be submitted to the Publishing Editor:

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All proposals and manuscripts submitted to the Series will undergo at least two rounds of external peer review.

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Series Editor's Foreword

Language Policy Book Series: Our Aims and Approach

Recent decades have witnessed a rapid expansion of interest in language policy studies as transcultural connections deepen and expand all across the globe. Whether it is to facilitate more democratic forms of participation, or to respond to demands for increased educational opportunity from marginalized communities, or to better understand the technologization of communication, language policy, and planning has come to the fore as a practice and a field of study. In all parts of the world, the push for language policy is a reflection of such rapid and deep globalization, undertaken by governments to facilitate or diversify trade, to design and deliver multilingual public services, to teach less commonly taught languages, and to revitalize endangered languages. There is also interest in forms of language policy to bolster new and more inclusive kinds of language-based and literate citizenship.

Real-world language developments have pushed scholars to generate new theory on language policy and to explore new empirical accounts of language policy processes. At the heart of these endeavors is the search for the resolution of communication problems between ethnic groups, nations, individuals, authorities and citizens, and educators and learners. Key research concerns have been the rapid spread of global languages, especially English and more recently Chinese, and the economic, social, and identity repercussions that follow, linked to concerns about the accelerating threat to the vitality of small languages across the world. Other topics that have attracted research attention have been persisting communication inequalities, the changing language situation in different parts of the world, and how language and literacy abilities affect social opportunity, employment, and identity.

In the very recent past, language diversity itself has been a popular field of study, to explore particular ways to classify and understand multilingualism, the fate of particular groups of languages or individual languages, and questions of literacy, script, and orthography. In this complex landscape of language change, efforts of sub-national and national groups to reverse or slow language shift have dominated

concerns of policymakers as well as scholars. While there is a discernible trend toward greater openness to multilingualism and increasing concern for language rights, we can also note the continued determination of nation states to assert a singular identity through language, sometimes through repressive measures.

For all these reasons systematic, careful and critical study of the nature and possibilities of language policy and planning is a topic of growing global significance.

In response to this dynamic environment of change and complexity, this series publishes empirical research of general language policy in diverse domains, such as education, or monographs dealing with the theory and general nature of the field. We welcome detailed accounts of language policymaking which explore the key actors, their modes of conceiving their activity, and the perspective of scholars reflecting on the processes and outcomes of policy.

Our series aims to understand how language policy develops, why it is attempted, and how it is critiqued, defended, and elaborated or changed. We are interested in publishing research dealing with the development of policy under different conditions and the effect of its implementation.

We are interested in accounts of policy undertaken by governments, but also by non-governmental bodies and international corporations, foundations, and the like, as well as the efforts of groups attempting to resist or modify governmental policies.

We will also consider empirical studies that are relevant to policy of a general nature, for example the local effects of transnational policy influence, such as the United Nations, the European Union, or regional bodies in Africa, Asia, and the Americas. We encourage proposals dealing with practical questions of when to commence language teaching, the numbers of hours of instruction needed to achieve set levels of competence, selection and training of language teachers, the language effects of the Internet, issues of program design and innovation.

Other possible topics include non-education domains such as legal and health interpreting; community- and family-based language planning, and language policy from bottom-up advocacy; and language change that arises from traditional forms of power alongside influence and modeling of alternatives to established forms of communication.

Contemporary language policy studies can examine the legal basis for language policy, the role of social identity in policy development, the influence of political ideology on language policy formulation, and the role of economic factors in success or failure of language plans or studies of policy as a reflection of social change.

We do not wish to limit or define the limits of what language policy research can encompass, and our primary interest is to solicit serious book-length examinations, whether the format is for a single-authored or multi-authored volume or a coherent edited work with multiple contributors.

The series is intended for scholars in the field of language policy and others interested in the topic, including sociolinguists, educational and applied linguists, language planners, language educators, sociologists, political scientists, and comparative educationalists. We welcome your submissions or an enquiry from you about ideas for work in our series that opens new directions for the field of language policy.

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Preface

The effectiveness of learning and teaching is underpinned by an effective language education program dealing with policies and practices. Hence, this book, titled “*Language Education Programs: Perspectives on Policies and Practices*,” aims to describe and discuss effective or innovative policies and programs for language education developed and enacted in different international contexts. These include programs for general English instruction, English for specific purposes (ESP), English as a lingua franca (ELF) instruction, English-medium instruction (EMI), and content and language integrated learning (CLIL).

This book aims to make new contribution to research on language education programs in many respects. First, it deals with effective language education programs from the perspectives of both macro and micro policymaking. Second, there seem to be few books focused on language education programs across international contexts. Third, the book addresses different dimensions of language education programs, including good language education policies, curriculum and syllabus, effective teaching materials, effective ESP, EMI, CLIL, and ELF-informed instruction, effective school/institute-university partnership, effective use of technology, effective teacher recruitment and professional development policies, and effective policies for learner assessment, among others. Fourth, the chapters in this book are data-driven, including a report on an empirical study, and informed by effective language education program data from different contexts. While many other books on language education programs are descriptive and conceptual not data-driven, our book aims to unravel features of good language programs and how these programs are enacted in different international contexts.

The book can be used for both course and reference usage by students in Applied Linguistics, TESOL, TEFL, and Teacher Education. As such, it can be used by a wide range of readership, including specialists and researchers in language education programs and curricula, language education practitioners and student teachers, language education policymakers and administrators, curriculum developers, syllabus designers, and materials developers in language education, teacher educators and policymakers involved in international and national teacher certificate

programs such as CELTA and DELT, and postgraduate students in TESOL, TEFL, SLA, and Language Education.

This book consists of fourteen chapters, each of which is organized into five parts: introduction, background and literature review, an empirical study, implications for language education programs, and conclusion and directions for further research. The chapters are organized into two sections: (1) policies and language education programs (Chapters 1–8) and (2) practices and language education programs (Chapters 9–14).

Section one consists of eight chapters dealing mainly with the policies of effective language education programs. In chapter one, Hashimoto and Disbray address the need for well-designed programs as the basis of effective language education. This, as they argue, can be achieved by the integration of university-school partnerships in secondary and tertiary programs. They report on this partnership for an internship program for university students in high schools. Chapter two, authored by Hayes, is based on a case study of the policy and practice of language education in Thailand. It critically analyzes macro-level educational policies and their impacts on practice and outcomes at the micro-level of schools. The findings indicate the effect of educational policies on practice in classrooms and policymakers' failure to collaborate with teachers for the effective implementation of educational policies. The author suggests that the problem of students' under-achievement in English in Thailand should be solved in view of the inequity recognized in Thai successive National Development Plans. Loh, Renandya, Pang, and Aryadoust, the authors of chapter three, evaluate a language education program named STELLAR (STrategies for English Language Learning And Reading), selecting a sample of nine schools in Singapore representing a range of socio-economic profiles. The focus of this study is to examine how STELLAR is enacted in different school environments. Their findings show that the participating teachers across the nine schools adapted STELLAR curriculum materials regardless of the school profile. The study indicates the need for guidance in enacting curricular adaptations. The aim of chapter four, authored by Tajeddin and Tavassoli, is to examine the effectiveness of language education programs at private language institutes. Drawing on a framework for evaluating language teacher education programs, they found that the programs mainly embodied the pedagogy dimension, and that most of the other dimensions were underspecified. However, the teacher knowledge of the content, i.e., the language, was underspecified. Their suggestion is that effective teacher education programs should include all five dimensions of content, teaching force, learners, pedagogy, and teacher education to help the construction of the teachers' knowledge base and professional development.

Moore, in chapter five, analyzes sociohistorical and extant data to shed light on mechanisms for identifying, preparing, and placing well-qualified multilingual educators. Her findings show that each of the three approaches described in the study to increase and enhance educators resulted in the proper preparation of workforces of language educators for working in dual and multilingual settings. In chapter six, Tajeddin and Khanlarzadeh report on their findings about the perceptions of macro-level policymakers of intercultural language education and the related policies