

**The Oxford Handbook**  
**of**  
**Language Policy and Planning**

**Edited by James W. Tollefson and**  
**Miguel Pérez-Milans**

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## Preface

When Oxford University Press first contacted us about a handbook of language policy and planning (LPP), we wondered “why do we need another handbook?” Later, potential authors asked the same question. Although the proliferation of handbooks in language studies in recent years has created a library of high quality material, handbooks require enormous effort, and the authors’ time required to produce these hefty manuscripts can crowd out basic research that is the foundation for any scholarly discipline. If we were to go ahead with this project, we wanted to offer a different type of handbook, one that is not primarily a retrospective summary of the history of sub-fields within LPP – though such retrospectives are important – but instead one that looks forward, in an effort to articulate and confront important issues underlying the transformations currently taking place in LPP and the social sciences more broadly. Accordingly, this is what we wrote to potential authors:

Our motivation for this effort is to articulate and provide direction for the current theoretical and methodological turmoil in LPP associated with the socio-economic, institutional and discursive processes of change taking place under the conditions of Late Modernity. As an academic discipline in the social sciences, language policy is fraught with tensions between these processes of change and the still-powerful ideological framework of modern nationalism. We believe this is a thrilling time in LPP studies, and we want this project to reflect that excitement. We intend *The Oxford Handbook of Language Policy and Planning* to be a dialogue between the two major historical trends in LPP associated with processes linked to Modernity and Late Modernity: the focus on continuity behind the institutional policies of the modern-nation state, and the attention to local processes of uncertainty, reorganization and

instability derived from the above-mentioned conditions of change. This dialogue is also aimed at overcoming the long-standing division between ‘top-down’ and ‘bottom-up’ analysis in LPP research, and at providing direction for theoretical and methodological innovation in LPP studies.

To our great satisfaction, the response to our call was enthusiastic across the board, and all of our contributors have responded to this challenge with great care and deep professional commitment.

As editors, we divided responsibility for the chapters according to our interests, experience, and expertise, each of us shepherding through the review process about half of the total number of chapters in the volume. Although we divided chapters in this way for administrative purposes, both of us read and fully edited every chapter, at each stage of revision. We also shared equal responsibility for writing the introductory and concluding chapters. This *Handbook*, therefore, is the result of our extensive collaboration during every phase of the project.

Many people helped us to produce this volume, above all the contributors, who responded to our multiple and repeated requests for clarification and revision as we worked to shape the volume into a coherent whole. We would also like to thank our students in our postgraduate class, *Introduction to Sociolinguistics*, which we co-taught at the University of Hong Kong in 2014. It was in this class that we began to elaborate our understanding of the tensions, paradoxes and contradictions in LPP research and practice, in a context in which traditional institutional bodies reposition themselves as other regional and transnational actors, both governmental and non-governmental, gain greater influence in language policy making.

We are grateful as well for the support of our home institutions, including The University of Hong Kong, where we worked together at the time this project was initiated, and our current workplaces: the Department of English at the University of Washington, and UCL Institute of Education at University College London. We also thank Hallie Stebbens and Hannah Doyle, our editors at Oxford University Press, who patiently guided this project to its completion.

Finally, we wish to acknowledge the extraordinary formative impact of our academic mentors. For Jim, they included, at Stanford University: Gilbert Ansre, Eve V. Clark, Joseph H. Greenberg, Eduardo Hernandez-Chavez, Beatriz Lavandera, and especially Charles A. Ferguson. For Miguel, Luisa Martín Rojo (Universidad Autónoma de Madrid), Monica Heller (University of Toronto), Ben Rampton (King's College London), and Angel Lin (The University of Hong Kong).

James W. Tollefson, Seattle

Miguel Pérez-Milans, London

## Contributors

David Block is ICREA Research Professor in Sociolinguistics at the University of Lleida (Spain). He has published on a variety of language-related topics and currently examines issues around class, social movements, multiculturalism and bi/multilingualism, drawing on scholarship in political economy, sociology, anthropology and geography. His two most recent books are *Political Economy and Sociolinguistics: Redistribution and Recognition* (Bloomsbury, 2017) and (with Lúdia Gallego-Balsà) *Minority Ethnic Students in Higher Education: Talking Multilingualism and Identity* (Multilingual Matters, 2017). He is a Fellow of the Academy of the Social Sciences (UK) and editor of the Routledge book series *Language, Society and Political Economy*.

Juan Eduardo Bonnin teaches Semiotics at the University of Moreno and the University of San Martín and is a researcher at the Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET), Argentina. His interests include interdisciplinary research on language, inequality, and access to civil rights. His latest books are *Génesis política del discurso religioso: 'Iglesia y comunidad nacional' (1981) entre la dictadura y la democracia en Argentina* (Buenos Aires, Eudeba, 2012) and *Discurso religioso y discurso político en América Latina: Leyendo los borradores de Medellín (1968)* (Buenos Aires, Santiago Arcos, 2013).

Ildegrada da Costa Cabral was awarded a PhD at the University of Birmingham, in June 2015. She is now a Visiting Lecturer in the School of Education, University of Birmingham. Her doctoral research was a multi-scalar study of language policy processes in Timor-Leste, where Portuguese and Tetum have become co-official languages since 2002. Building on the



growing tradition of Linguistic Ethnography, she combined ethnography of language policy with detailed analysis of multilingual classroom interaction and talk around text. Her research interests include language-in-interaction in institutional settings, linguistic ethnography and ethnography of language policy processes, multilingualism, and language and transnational migration.

Constadina Charalambous is Assistant Professor of Language Education & Literacy at the European University of Cyprus. Her research interests include language education, interactional sociolinguistics, peace education, and more specifically language learning in contexts of conflict. She has conducted research on peace education initiatives in Cyprus and has been involved in teacher-training seminars. She is currently conducting research on Other-language learning classes in Cyprus, investigating the role of language learning in promoting peaceful coexistence (funded by the Levehulme Trust).

Panayiota Charalambous works as a Research Associate at the European University of Cyprus, in collaboration with King's College London, in the project "Crossing languages and borders: Intercultural language education in a conflict-troubled context". Her research centers around the examination of cultural practices in education in divided societies, including literature education, literacy practices, MFL teaching, and intercultural and peace education. In the past she has worked as a researcher in various Cypriot and European projects and as a teacher-trainer on related topics.

Katherine Chen is an assistant professor at the University of Hong Kong. She is a sociolinguist and linguistic anthropologist, specializing in language ideologies, language and identities, multilingualism, ethnography and sociolinguistic documentary film. She produced

*Multilingual Hong Kong: A Sociolinguistic Case Study of Code-switching*, a film that explores issues of bilingualism and prejudice. Her current research includes language and identity of multilingualism in Hong Kong; a study of the multilingual and multicultural Indonesian Chinese diaspora in Asia; and a co-authored project (with Agnes Kang) on gender stereotypes of Hong Kong women.

Eva Codó is Associate Professor of English Language and Linguistics at Universitat Autònoma de Barcelona, Spain. Her research centers on multilingual policy and practice in various social institutions, whether state or non-state, investigated using ethnographic methods. She has carried out fieldwork in a tourist information center, a state immigration office, a non-governmental organization and a trade union. She has also researched lifestyle migration to Barcelona, in particular discourses of cosmopolitanism and mobility, and processes of local linguistic insertion with a focus on minority languages. She adopts a critical perspective on language, enquiring into the ways in which language practice is at the heart of processes of (re)production of social inequality. Currently, she is principal investigator of a funded project on the intensification of English language education in different types of secondary schools in Catalonia, and its associated linguistic and educational ideologies. She publishes regularly in scholarly journals and edited volumes, and is author of a monograph published in 2008. She has been a visiting professor at the University of Toronto.

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Alfonso Del Percio is Lecturer in Applied Linguistics at the Institute of Education, University College London. His research deals with the intersection of language and political economy and focuses on language, migration and governmentality, and the links between language, work, and social inequality. His recent publications include “A Semiotics of Nation Branding” (Special Issue of *Signs and Society*, 2016), “Discourses of Diversity” (co-edited special issue with Zorana Sokolovska, *Language and Communication*, 2016) and “Language and Political Economy” (with Mi-Cha Flubacher and Alexandre Duchêne, *The Oxford Handbook of Language and Society*, 2017).

Billy Fito’o, thus far one of only two PhD holders in his tribal group of Kuarafi, hails from a small rural village in the Solomon Islands. He was a school teacher and an education

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Kellie Frost is a PhD student and researcher at the Language Testing Research Centre in the School of Languages and Linguistics at the University of Melbourne. Her PhD research is investigating the impact of language test requirements on migrants seeking permanent residency in Australia. Her research interests include language testing and immigration policy, test impact, and the relationship between social justice and test validity.

Xuesong (Andy) Gao is an associate professor in the Faculty of Education, the University of Hong Kong. His teaching and research interests include language education policy, reading, second language acquisition, sociolinguistics, and teacher education. His recent research includes a project on “Language policy and the mass media in Hong Kong, Guangzhou and Arizona” (with James Tollefson, 2014-2017) (RGC Ref No. HKU 17402414H).

David Gegeo, originally from the Solomon Islands, undertook university studies in the United States, graduating with a B.A in Anthropology, an M.Ss in Mass Communication and Public Relations, and a PhD in Political Science/Political Philosophy. He has taught at the university level in the United States, New Zealand and Fiji in the South Pacific. His research has been mostly on his own Kwara‘ae culture in the Solomon Islands, where for three decades he and Karen Ann Watson-Gegeo have studied children's language acquisition, the impact of colonization on indigenous culture and languages, development, education and

Kwara'ae indigenous epistemology among many other subjects. His research and teaching has recently focused more specifically on indigenous epistemology, indigenous methodology, indigenous pedagogy and indigenous ontology. When asked what he values most as an indigenous academic, David proudly replies, "Having been taught by Karen, an anthropologist, to respect who you are, your people and your culture."

Monica Heller is Professor at the Ontario Institute for Studies in Education and the Department of Anthropology at the University of Toronto. She is a Fellow of the Royal Society of Canada and a Past President of the American Anthropological Association. She has published in such journals as the *Journal of Sociolinguistics*, *Language in Society*, *Langage et Société* and *Anthropologie et Sociétés*. With Bonnie McElhinny, she published *Language, Capitalism, Colonialism* (2017, University of Toronto Press), and with Sari Pietikäinen and Joan Pujolar, *Critical Language Research: How to Study Language Issues that Matter* (2017, Routledge).

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Peter Ives is Professor of Political Science at the University of Winnipeg, Canada. He is author of *Gramsci's Politics of Language: Engaging the Bakhtin Circle and the Frankfurt School* (University of Toronto Press, 2004); *Language and Hegemony in Gramsci* (Pluto Press, 2004); co-editor, with Rocco Lacorte, of *Gramsci, Language and Translation* (Lexington, 2010); and with Thomas Ricento and Yael Peled, *Language Policy and Political Theory* (Springer, 2015). His articles have appeared in the journals *Language Policy*, *Political Studies*, *Educational Philosophy and Theory*, *Rethinking Marxism* and the *Review of International Studies*. His writings have been translated into Spanish, German, Italian, Portuguese and Turkish.

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Kamran Khan is currently an Associate Lecturer at the Universitat de Lleida in Catalonia, Spain and holds a Visiting Academic position at King's College London. He was previously the ESRC (Economic and Social Research Council) Research Associate in Sociology on the project titled *The UK Citizenship Process: Exploring Immigrants' Experiences* at the University of Leicester. He completed his joint PhD at the University of Birmingham (UK) and University of Melbourne (Australia) on linguistic practices and forms of becoming within the citizenship process. His research interests include citizenship, security, multilingualism, and language testing.

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*Diaspora: Latino Practices, Identities, and Ideologies*, 2014, co-edited with Rosina Márquez-Reiter). Currently she is exploring the interplay between urban spaces and linguistic practices in new global protest movements (*Occupy: The Spatial Dynamics of Discourse in Global Protest Movements*, 2016). She is also a member of the editorial boards of the journals *Discourse and Society*, *Journal of Language and Politics*, *Spanish in Context*, *Critical Discourse Studies*, and *Journal of Multicultural Discourses*.

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Ronice Müller de Quadros is a professor and researcher at the Federal University of Santa Catarina in Brazil and researcher at CNPQ (*Conselho Nacional de Desenvolvimento Científico e Tecnológico*, the National Council for Scientific and Technological Development), focusing on research related to the study of sign languages. Prof. Quadros

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Yael Peled is a Postdoctoral Research Fellow in Language and Health at the Institute for Health and Social Policy and the Faculty of Law, McGill University. Her main research interests examine the complex interrelations between morality and language, ranging from the identity politics of multilingual societies to the linguistic encoding, expression and transformation of political ethics. Alongside her work in the normative and applied ethics of language, she is also interested in the phenomenon of interdisciplinarity in the social sciences and humanities, and in the application of complexity theory (particularly complex adaptive systems) to public policy research. Her work has appeared in journals such as the *American Political Science Review*, *Language Policy*, the *Journal of Language and Politics*, and *Science*. Her monograph *Normative Language Policy: Ethics, Politics, Principles* (with Leigh Oakes) is forthcoming with Cambridge University Press.

Miguel Pérez-Milans is Senior Lecturer in Applied Linguistics at the Centre for Applied Linguistics in UCL Institute of Education, University College London, and is currently linked to The University of Hong Kong as Honorary Associate Professor in the Faculty of Education. His latest research projects involve the ethnographic and sociolinguistic study of language ideology, identity and social interaction in institutional spaces in London, Madrid, Mainland China and Hong Kong, with specific attention to instability, social change and inter-personal collusion under conditions of late modernity. He is author of the book *Urban*

*Schools and English Language Education in Late Modern China: A Critical Sociolinguistic Ethnography* (Routledge Critical Series in Multilingualism, 2013). He has also edited the following monographs in the form of special issues: *Multilingual Discursive Practices and Processes of Social Change in Globalizing Institutional Spaces* (International Journal of Multilingualism 11[4], 2014), *Language Education Policy in Late Modernity: Insights from Situated Approaches* (Language Policy 14[2], 2015), and *Reflexivity in Late Modernity: Accounts from Linguistic Ethnographies of Youth* (AILA Review 29[1], 2016).

Joan Pujolar received his *Llicenciat* in Anglo-Germanic Philology (1987) and Catalan Philology (1988) at Universitat Autònoma de Barcelona), and his MA in Language Studies (1991) and PhD (1995) at Lancaster University. He is currently Associate Professor and Director of the Doctoral Program in Information and Knowledge Society at the Universitat Oberta de Catalunya, Director of the Research Group on Language, Culture and Identity in the Global World, President of the Catalan Society of Sociolinguistics, and Vice-chair of the ISCH COST Action IS1306 “New Speakers in a Multilingual Europe: Opportunities and Challenges”. His research focuses on how language use is mobilized in the construction of identities and its implications for access to symbolic and economic resources. He has conducted research on the use of Catalan among young people in informal contexts, in language classes for adult immigrants, and on the commodification of language in the economic sector, particularly in tourism. He has also examined the interplay between multilingualism and gender. He now leads a project on “new speakers” and the experience of people who ordinarily speak a language that is not their native one.

Ben Rampton is Professor of Applied and Socio Linguistics and Director of the Centre for Language Discourse and Communication at King's College London. He does interactional

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Thomas Ricento is Professor and Research Chair, English as an Additional Language, in the Werklund School of Education, University of Calgary, Canada. His recent publications include *Language Policy and Planning: Critical Concepts in Linguistics* (Routledge, 2016); *Language Policy and Political Economy: English in a Global Context* (Oxford University Press, 2015); and *Language Policy and Political Theory: Assessing Breaches, Building Bridges* (Springer, 2015). He is founding co-editor of the *Journal of Language, Identity, and*

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Kristof Savski completed his PhD in linguistics at Lancaster University and is currently a lecturer at Prince of Songkla University in Hat Yai, Thailand. His main research interests include historical and critical sociolinguistics and language policy, with a particular focus on the social impact of linguists in Slovenia since the nineteenth century, as well as on contemporary language policies in Thailand.

Qing Shao is a research student in the Faculty of Education, The University of Hong Kong. His doctoral study is based on a research project entitled “Language policy and the mass media in Hong Kong, Guangzhou and Arizona” which is funded by the Research Grants Council of the Hong Kong Special Administrative Region, China (RGC Ref No. HKU 17402414H).

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