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Bernard Spolsky was educated at Wellington College and Victoria University and received a Ph.D. in Linguistics from the University of Montreal. He has been the head of the English Department, Dean of the Faculty of Humanities and Director of the Language Policy Research Center at Bar-Ilan University, Israel, where he is currently Professor of English.

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~~Books by Bernard Spolsky (Author of Sociolinguistics)~~

Language management, by Bernard Spolsky, Cambridge, Cambridge University Press, 2009, pp. 320, £60.00 (hardback), ISBN 13: 978-0-5215-1609-9 Use of the expression 'language management' has increased in recent years in the sociolin-guistic literature. The expression's apparent meaning is attractive and (regrettably) tickles

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Language policy is an issue of critical importance in the world today. In this up-to-date introduction, Bernard Spolsky explores many debates at the forefront of

This book was the first book to present a specific theory of language management.

Language policy is all about choices. If you are bilingual or plurilingual, you have to choose which language to use. Even if you speak only one language, you have choices of dialects and styles. Some of these choices are the result of management, reflecting conscious and explicit efforts by language managers to control the choices. This book presents a specific theory of language management. Bernard Spolsky reviews research on the family, religion, the workplace, the media, schools, legal and health institutions, the military and government. Also discussed are language activists, international organisations, and human rights relative to language, and the book concludes with a review of language managers and management agencies. A model is developed that recognises the complexity of language management, makes sense of the various forces involved,

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and clarifies why it is such a difficult enterprise.

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Publisher Description

Over the last 50 years, language policy has developed into a major discipline, drawing on research and practice in many nations and at many levels. This is the first Handbook to deal with language policy as a whole and is a complete 'state-of-the-field' survey, covering language practices, beliefs about language varieties, and methods and agencies for language management. It provides a historical background which traces the development of classical language planning, describes activities associated with indigenous and endangered languages, and contains chapters on imperialism, colonialism, effects of migration and globalization, and educational policy. It also evaluates language management agencies, analyzes language activism and looks at language

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cultivation (including reform of writing systems, orthography and modernized terminology). The definitive guide to the subject, it will be welcomed by students, researchers and language professionals in linguistics, education and politics.

Written by a leading scholar who has been closely involved in language planning in China over many decades, this collection of essays is a critical reflection of the work the Chinese government and academics have undertaken in establishing appropriate policies regarding language standard, language use and language education. The essays contain unique insights into the thinking behind much of the language planning work in China today.

In 1989, Bernard Spolsky published *Conditions for Second Language Learning* (Oxford University Press). At the 2012 Annual Conference of Asia TEFL, a number of senior scholars were invited to comment upon the relevance of the book to the teaching of English in their region, and to make suggestions on how it might be updated. This volume contains revised versions of these talks, and thus provides a survey of the conditions for teaching English in Asia. Most contributors found the Conditions model useful, but there has been a major change in emphasis in the past two decades: whereas the 1989 book emphasized linguistic and psycholinguistic conditions, more recent work generally emphasizes the importance of sociolinguistic and language policy conditions for teaching English in Asia today.

The *Handbook of Educational Linguistics* is a dynamic, scientifically grounded overview revealing the complexity of this growing field while remaining accessible for students, researchers, language educators, curriculum developers, and educational policy makers. A single volume overview of

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educational linguistics, written by leading specialists in its many relevant fields Takes into account the diverse theoretical foundations, core themes, major findings, and practical applications of educational linguistics Highlights the multidisciplinary reach of educational linguistics Reflects the complexity of this growing field, whilst remaining accessible to a wide audience

This book presents the first ever comprehensive overview of national laws recognising sign languages, the impacts they have and the advocacy campaigns which led to their creation. It comprises 18 studies from communities across Europe, the US, South America, Asia and New Zealand. They set sign language legislation within the national context of language policies in each country and show patterns of intersection between language ideologies, public policy and deaf communities' discourses. The chapters are grounded in a collaborative writing approach between deaf and hearing scholars and activists involved in legislative campaigns. Each one describes a deaf community's expectations and hopes for legal recognition and the type of sign language legislation achieved. The chapters also discuss the strategies used in achieving the passage of the legislation, as well as an account of barriers confronted and surmounted (or not) in the legislative process. The book will be of interest to language activists in the fields of sign language and other minority languages, policymakers and researchers in deaf studies, sign linguistics, sociolinguistics, human rights law and applied linguistics.