

Language Planning

Language has an important part in people's lives. Language has a crucial role in representing identities, social values, and cultures as well as being a primary mode of communication. It is also concerned with history, civilization, education, economics, and politics. That is, it is embedded in the social systems in which it functions. Governments prioritize language in nation-building efforts. Indeed, many countries' constitutions place a high value on language, and the function it plays in society is frequently expressed plainly. The lecture explains the concept of language planning. Language planning will be discussed in terms of status, corpus, and acquisition. Important features of language planning and the significance of language planning and multilingualism will be also expounded .

1. Language Planning Definition

Language planning is a field that studies language use in society. This is part of applied linguistics, which analyzes language in use rather than abstracting it from extra-linguistic aspects, as opposed to twentieth-century linguistics. Language planning is frequently seen through a political lens, as political decisions shape language functions in society. However, language form and use are equally important considerations. Language planning is multidisciplinary, combining linguistics, political science, and anthropology. As a result of the many perspectives taken, definitions vary significantly. Cooper (1989,p. 45), for example, states that "language planning refers to deliberate efforts to influence the behavior of others with respect to acquisition, structure, or functional allocation of their language codes." Similarly, it is assumed to be "a future-oriented intervention in language which aims to influence language and language use" (Daoust, 1997,p. 438). In other words, implementing language plans into practice aims to achieve certain future changes in terms of language status, structures, acquisition, and functions. In other words, it is a conscious effort to modify language usage in certain situations. As a result, the discipline has been divided into four main categories.

2. Types of Language Planning

It's crucial to understand the language and language usage features involved in various language planning processes. This study examines three forms of planning: status planning, corpus planning, and acquisition planning.

2.1. Status Planning

Kloss's (1969) status/corpus dichotomy sheds light on language planning objectives. The former focuses on establishing standards and norms for language usage and social roles (Spolsky, nd.). According to Kloss (1969), government activity tries to affect the social standing of certain linguistic variants, either decreasing or increasing them. Bianco suggests that status planning aims to establish the official status of languages and create rules and regulations governing their usage in public administration. Status planning might involve officializing a language or prohibiting its usage in schools (Spolsky, nd.).

Status language planning has been observed in Algeria throughout colonization (1830-1962) and following independence. After independence, the Algerian leadership intended to replace French with Arabic, notwithstanding the French prohibition on Arabic education and administration. Tamazight was proclaimed a national language alongside Arabic in 2002 and then recognized as a second official language in 2016, following cultural campaigns by Amazigh Algerians seeking linguistic rights.

2.2. Corpus Planning

Corpus planning, on the other hand, is concerned with making direct changes to language structures by fixing or altering them. This procedure begins after the language's standing in the country is established for usage in a specific context. Language specialists will be in charge of generating dictionaries, grammar books, textbooks, and other linguistic materials, rather than socio-political factors. In other words, corpus planning refers to any effort that seeks to transform the language itself (Kloss 1969). Corpus planning includes removing Arabic words from Turkish, using a different writing script to represent Turkish, removing English words from French, modernizing Arabic after independence, and reviving classical Hebrew after Israel's settlement.

2.3. Acquisition Planning

It is commonly referred to as language-in-education planning. This is primarily concerned with circumstances in which new language forms gain new significance; for

example, some persons find themselves in a situation in which they must learn an official language that is not their native tongue. Minorities worldwide must learn both the majority's language and their indigenous language, which is often not taught in schools due to its lack of official status. Berbers in North Africa, Maori in New Zealand, Basques on the borders of Spain and France are all examples of this. Another noteworthy example of language-in-education planning is government policies on foreign language education. Another noteworthy example of language-in-education planning is government policies on foreign language education. English has lately been a top focus for foreign language instruction in many nations. at Algeria, for example, it is now overtaking French at universities.

3. Language Ideologies and Orientations

The socio-cultural milieu influences language planning decisions and functions in society. Language ideologies influence context-dependent judgments, rather than universal ones. These linguistic methods are formed by political, economic, and moral concerns, as well as cultural and social contexts. Language planning is driven by certain reasons.

Language ideologies are characterized as "morally and politically loaded representations of the nature, structure, and use of languages in a social world" (Irvin, 1989, cited in Woolard, 2020: 1). As a result, language planning is more than just a linguistic activity; it involves a variety of elements. Cooper (1989) argues that language planning is a political, administrative, and linguistic activity aimed at addressing societal language issues.

The government's fundamental attitudes regarding language and its function in society are thus revealed by the character of language planning initiatives in each given setting (Ruiz, 1984: 15). In reality, perceptions of languages vary depending on the situation. They can be seen as a resource, a problem, or a right, and the type of language planning that is employed relies on these perspectives (ibid). Thus, for example, the idea that multilingualism is a problem and a danger to unity leads to assimilationist language planning. This has been observed in the language planning processes used by post-independence Arabic-speaking nations and Europe in the 20th century. Another example of this type of language planning is Australia, which encourages multilingualism, which is seen as a resource rather than a danger. This is an example of a distinct type of language planning. Lastly, minorities like the Berber populations in North Africa and the Galicians and Basques in Spain frequently demand their linguistic rights as a

kind of cultural and linguistic protest against marginalization in administrations that embrace assimilationist language planning.

4. Language Planning in Education

Education is a crucial component of language planning because, among other things, it is the primary tool used to achieve the intended goals, especially as it is mandated and governed by the state. Additionally, according to Ferguson (2006: 33–34), "schools are one of the key agencies of socialization; school pupils are a captive audience, and the curriculum affords the state unequal opportunities to shape the attitudes and behaviors of the next generation." As previously said, specific orientations dictate the style of language planning. Reforms in education are similar to these approaches in this regard. For example, if the approach is assimilationist, governments will only utilize one language in schools. The increasing influence of globalization has led to a widespread promotion of multilingualism in education.

Education may drive significant social, cultural, political, economic, and linguistic changes. Education, which begins at an early age, has far-reaching repercussions. 'Acquisition planning' can lead to increased usage of specific languages, language displacement, the importance of mother tongues in education, and the inclusion of foreign languages as curricular topics.

Language is more than just a medium of communication; it affects many facets of human existence, as evidenced by language planning and policies. Language planning encompasses social, cultural, economic, and political aspects with a focus on future change.