

Leitner, Gerhard (2002):

"Cooper, R., E. Shohamy, J. Walters, eds.: New Perspectives and Issues in Educational Language Policy. A Festschrift for Bernard Dov Spolsky."
Zeitschrift für Australienstudien / Australian Studies Journal 16: 111

Rezension / Review

Veröffentlichte Version / published version

<https://doi.org/10.35515/zfa/asj.16/2002.23>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY NC ND 4.0 Lizenz (Namensnennung - Nicht kommerziell - Keine Bearbeitung) zur Verfügung gestellt. Nähere Auskünfte zu dieser Lizenz finden Sie hier:

<https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.de>

Terms of use:

This document is made available under a CC BY NC ND 4.0 License (Attribution - NonCommercial - NoDerivates). For more information see:

<https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode>

Cooper, Robert L., Elana Shohamy, Joel Walters, eds, 2001. *New perspectives and issues in educational language policy. A festschrift for Bernard Dov Spolsky*. Amsterdam: Benjamins. ISBN 90 272 2561 3. vi+307 pp. € 88.49.

Reviewed by Gerhard Leitner, Freie Universität Berlin

New perspectives and issues in educational language policy is a festschrift for Spolsky, whose career started in Australia before he moved to the US and Israel and became one of the prominent policy developers in educational linguistics. The close link between language policy and language education needs little elaboration except to say that policy issues arise at all levels of education, in teaching, testing, choosing languages for teaching/learning, usage, etc., and as a result all papers are of interest to Australianists. The section on case studies has two papers of special interest, viz. one by Clyne on "Micro language policy as a barometer of change: a university language policy as an example", the other by McNamara and Lo Bianco on "The distinctiveness of applied linguistics in Australia: A historical perspective". Richard Lambert's "Adult use and language choice in foreign language policy" makes passing remarks on Australia.

Clyne's study of a university's involvement in language planning within its institutional and the national context is interesting for its own sake but also because of comparisons with Germany. In the 90s universities debated themes like cross-cultural communication training, academic English, available language resources and status of languages, non-English languages at all faculties, non-discriminatory language, academic discourse inside the university, cultural aspects of plagiarism, and sign language. Clyne's proposal for a free-standing language policy at Monash University first met with a positive reply and was referred to various university bodies—top-level Educational Policy, Professional Development Centre, Discipline and Equal Opportunity Committees, faculties, for discussion so that a University Language Policy blueprint could be put to Deans of Faculties. Their response—now in a different intellectual and financial climate—was unfavourable and internal changes frustrated all further efforts. What survived were regulations on (*deculturized*) plagiarism, non-discriminatory language, changes to English scores for university entry, and postgraduate teacher training courses for non-English languages. Academic discourse remained filled with, Clyne says, the (biased) metaphors of economic rationalism or, as PM Howard put it, *ethical* capitalism. Low-level planning mirrored macro-level trends that were unfavourable to broad, inclusive policies.

MacNamara/Lo Bianco's history of applied linguistics (AL) explains that AL was not a response to English language teaching needs, as it was in the USA and the UK. Thus the first postgraduate Diploma of Applied Linguistics at the University of Edinburgh (1957) was to provide well trained English languages teachers in former colonies. The authors cut a long story short and ignore the 19th century beginnings, e.g. the Cambridge and Oxford certificates and the Reform Movement in modern languages. In Australia AL emerged as a part of modern language teaching (especially French) and the efforts of the Australasian Universities Languages and Literature Association which triggered led to the foundation of the Australian Applied Linguistics Association (AALA, 1976). Somewhat later, a link with English was established as the needs of migrants led to the Adult Migration Education Program. Michael Halliday, a prominent linguist with strong roots in teaching English as a second language, and others addressed such issues and strengthened the role of English in AL. But its broad and multidisciplinary root enabled AALA to act as a key player in Australia's language policies in the 1980s. Given the low key assigned to non-English languages in universities, one wonders how AL will fare in the future and whether it will, after all, shift to the Anglo-American model with its emphasis on Teaching English as a Second or Other Language. The book provides refreshing articles that provide background to educational, applied linguistic courses on Australian Studies.