

# Paradigm Shift on Language Planning and Policy in Great Britain in the 21<sup>st</sup> Century

Maisa Maisa<sup>1,2,\*</sup>

<sup>1,2</sup>English Department

<sup>1</sup> Universitas Swadaya Gunung Jati

<sup>2</sup> Universitas Pendidikan Indonesia

<sup>1</sup> Cirebon, <sup>2</sup> Bandung, <sup>1,2</sup> Indonesia

\*maisaa22230@upi.edu

Didi Sukyadi

English Department

Universitas Pendidikan Indonesia

Bandung, Indonesia

dsukyadi@upi.edu

**Abstract**—This paper reviews the paradigm of Language Planning and Policy (LPP) which has shifted in Great Britain. The sources comes from 30 articles, one book chapter, and one paper presentation. The aim of this paper id to show how LPP has shifted in the Great Britain in the 21st century. LPP has changed into three phases with multiple layers process of LPP. They are structuralism (1950s-1960s); the critic sociolinguistics (1980s-1990s) and; a new modern world order, post-modernism, linguistic human rights (21st century). Beside there are three layers of language planning which is implemented in Great Britain. The finding from the research reports shows that the paradigm of LPP phase in the 21st century education has come to a new modern world order, post-modernism, linguistic human right which focus on multilingualism and multicultural. Beside the influence of LPP in education system is significant, it can be seen from the increasing numbers of language learning policy from the primary, secondary to the higher education level. The positive effect of the language planning and policy in Great Britain is the tolerance of the British language policy makers to change the monolingualism into the multiculturalism. The government leaves the colonialism which involve the English language on it, and becomes the global community in the 21st century. One of the reason of this shift is the soft power advantage in the 21st century will belong to the multilingual citizen and nation.

**Keywords**—*Language Planning and Policy (LPP); multilingualism; multiculturalism; phases of LPP; the layers of language planning*

## I. INTRODUCTION

The languages are much more than a serviceable grounds such as for business, political life, defence and security. So that, language should not be placed as the object of the study only. It should be seen as an object of study and means of accessing knowledge of other fields of study. Language study gives benefits culturally and intellectually because the ability to understand the languages and the culture of others could open and build a global society. As the condition above, the language planner and language policy makers need to develop the study of Language Planning and Policy. LPP in Great Britain has developed since the Second World War. Some researchers of British Academy's language programme has started doing the research of LPP in 2011. This condition

indicates that Great Britain needs languages more to go far beyond the challenges and the competitiveness in the 21<sup>st</sup> century. However, Great Britain still needs to catch up from other European countries by redesigning the language planning and policy based on the global demands in the 21<sup>st</sup> century [1].

There are some challenges of Language Planning and Policy in Great Britain such as the British English as the living language which is being used to as tool of communication from great number of people around the world who have multicultural and multilingual background. For some cases, language has been executed as a compulsory part of their education or the result of living in a diverse-community. Others use languages to improve or stimulating the healthy, mind and life skill. Even some are using languages just for having fun.

Some experts of language has been doing some researches on the study of language planning and policy from the structuralism phase /time into the critic socio linguistics phase/time. There are only 19% of Wales citizens speak Welsh or English [2]. It indicates that many British are not speaking their own language. There are bigger number of multilingual speakers come from multicultural society. Terry Lamb stated that there are 48 different languages in 1994 which spoken in 8.1% of primary schools and 7.5% in secondary schools in Sheffield, England fourth city [2]. Then in 1996, the number of languages spoken increases to 57 languages. In different case, Baroness in Coussin, as the co-Chair of the All Party Parliamentary Group in Modern Languages also has stated that the approach of language planning and policy in Great Britain is inconsistent and fragmentation. As Ricento has categorised that there should be multiple layers of LPP which could be applied [3]. So it needs a coordination among the governments. The priorities of LPP should provide fun participation and the pleasure of being opened up for culture horizons.

For all the current issues described above, the language planning and policy has shifted. The changes begins with the phases and the multilayers of process of language planning and policy in Great Britain which influence the education system. The writer will focus on discussing the changes of the phases of LPP, the multilayers of LPP and the language development in education context in Great Britain.

## II. THEORY AND METHODOLOGY

### A. What is Paradigm Shift of Language Planning and Policy ?

The term paradigm is first introduced by Kuhn at seminar work at "the structure of scientific revolutions" [4]. He defined that scientific paradigm as accepted example of actual scientific practice that include law, theory, application and instrumentation that provide from which particular coherence traditions of scientific research spring." Paradigm as a set of rules and regulations that establishes or defines boundaries and tells how to behave inside these boundaries.

In some cases, the term paradigm concepts are used in other fields of study. In general paradigm shift defined as a framework that has unwritten rules and directs actions. A paradigm shift occurs when one paradigm loses its influence and another take over. The concept defines paradigm and paradigm shift and explains how it can relate to the language planning and policy in countries or community

From the explanation above, the paradigm of language planning and policy defined as theories, law, application, and other unwritten rules and direct actions of language planning and policy in communities or countries. In this paper, it focuses on the study of language planning and policy which has been done in several countries in Great Britain. The discussion include the phases of Language planning and policy, the multilayer language planning process and the application and data of the education rules and condition in four countries in Great Britain such as Northern Ireland, Scotland, Wales, and England

### B. Methods

The paper reviewed the history of policy context in Great Britain and identified key issues for further investigation. This drew on the large number of sources; 30 reputable journal articles, one book chapter, and one paper presentation. As well as reviewing a wide variety of existing published sources. *The aim of this paper* is to show how the language planning and policy in Great Britain has shifted. *Research Design*, the writer uses meta-analysis by doing systematic review to gain the comprehensive point of view of the paradigm of language planning and policy in Great Britain. The steps of doing systematic reviews are identify the aim of the research, define inclusion and exclusion criteria such as the phase of LPP, the layers of LPP and the demand & supply of language development in Great Britain, search and select the sources data (published research), extract the data, and present the result and conclusion.

## III. FINDING AND DISCUSSION

In this part, the writer present her review of the paradigm shift of language planning and policy in some part of discussion; the phases of LPP in Great Britain, new paradigm of LPP on communities in Great Britain : the influence of LPP to the development of education in Great Britain.

### A. The Phases of LPP in Great Britain in the 21<sup>st</sup> Century

Language Planning and Policy has multitude *definition*. Language planning and policy (LPP) as the process of taking control over the use of the status and the structure which comprise government official activities of a given or a union country. The purpose of these activities are to promote an official language. In certain definition, LPP are associated with the field of education especially the best organization of foreign language teaching that lead to multilingualism. While the definition of *Language Planning and Policy Paradigm* is describing by the following features: structuralism phase, post-structuralism phase, and pragmatics (critic sociolinguistics) phase, the process of language use in multilayers (micro, meso, and macro layers.

Kaplan argued that the study of Language Planning and Policy has three phases of time period: Structuralism and Pragmatism (1950s-1960s); the failure of modernization and critic sociolinguistics (1980s-1990s) and; a new modern world order, post-modernism, linguistic human rights (21<sup>st</sup> century) [5].

1) *Structuralism and pragmatism*: It begins with in 1950s-1960s. The phase of In this phase, the study of language planning and policy focus on the form of the language and decolonization. Language as a tool for colonization to other countries. The countries under the British colonial must use English as the one and only language to communicate. Language was becoming the subject of learning and it is still pragmatism. The most famous types of LPP are the type of corpus in form of developing and manipulating language forms such as orthography and grammar. The second types is status which mainly discussed about allocating functions and uses for specific languages. The two types were based on the Premise that linguistics diversity is becoming a problem. However, the premise provokes three important development in the next period of Language Planning and Policy (LPP) .

2) *The critic sociolinguistics ( 1980s-1990s)*: This phase begins in planning 1980s to 1990s. According to Ricento 2000, the focus of LPP in this phase had moved to context, to acquisition type of planning and to the socio political and ideological nature [3]. The premise, that linguistic diversity is a problem, is no longer accepted. The linguistic diversity becomes a problem if it is used to do discrimination. Kaplan explained that the failure of language planning happens for five basic reasons [5]. First, language is commonly dispersed through education system which is usually funded by the government's annual national budget. The government policy must be interfered by the politics. The Second, Language Planning endeavours to make choices among languages, both local and national language; standard and a sub-standard variety; used by superior, equal, or inferior groups, etc. Third, the logistics of the situation and the implementation of language planning. Fourth, determining whether the national language is recognized at the periphery possess an orthography. The last, there is more purely political matters such as the attitudes of dominant political party to the

language and its users. So this phase indicates that there must be further research to avoid those failure reasons in Language Planning.

3) *The new modern world order, post-modernization, linguistic human rights:* This phase is started in the 21<sup>st</sup> century. As it has been discussed in the previous phase, the current study of LPP is based on modern world order and linguistics human rights. The monolingualism ideology, one polity/one language – one state/one culture has been abundant by LPP researchers [5]. Then the emerging research comprises a re-examination of traditional assumption about the cost and the benefit of monolingualism. The linking of multilingualism, multiculturalism and democratization has also become the major part of LPP in any political debates [5]. While the movement for linguistics human rights is offering different point of view. The promotion of the mother-tongue language becomes the implementation of language rights in state formation or international organization. The failure of early post-modernization gives several notes to be noticed such as the fact of economy-language, the national economy development and the fact of social homogeneity and cultural diversity effects [5].

To sum-up the paradigm of LPP in the 21<sup>st</sup> century has significant change from monolingualism into the multilingualism, from decolonialization to the modern world order, and from pragmatics to the linguistics human rights. Great Britain which has many colonial countries in the early

nineteenth century with monolingual and monocultural ideology has significantly shifted into the multilingual and multicultural policy in the 21<sup>st</sup> century. Many reasons are behind this changes such as the global economy demand and the increasing numbers of multilingual citizens.

*B. New Paradigm of LPP on Communities*

The study of language planning and policy (LPP) has transformed and reconceptualized to enrich the field as a whole. As it has been presented at the previous paragraphs, Great Britain has new paradigm of arranging the study of LPP in the 21<sup>st</sup> century. Johnson & Ricento extend the analysis of LPP in the 21<sup>st</sup> century using ethnography of language policy phase with multilayers of LPP [3]. The becomes the new paradigm of Language planning and policy on communities. The following layers are: The Macro layer as the outer layer which refers to the political process of a nation. The meso layer, as the middle one, relates to institution present in a society. The micro layer, the inner one, concerns to the interpersonal level of group of people.

1) *Micro layer and macro layer:* The macro and the micro layers belong to the ethnography of language policy studies which provide the balance between the policy power and interpretative agency [3]. The table below shows the examples of the implementation of micro and macro layers to the process of language planning.

TABLE I. LANGUAGE PLANNING PROCESS

Language Planning Process	Micro analysis ( bottom-up level of planning )	Macro level analysis ( top-down national government policies )
Status Planning	Multilingual discourse practices in classroom Implicit language policy in family Translation in the police office, court, etc	Monolingual ideologies in official policy statement Constitutional provisions for official multilingualism Political self determination in minority language communities
Corpus Planning	Codification Functional and terminological elaboration Linguistic purification programmes New varieties of English and other languages of wider communication	Language Documentation Multimodal literacies The rise of indigenous literatures
Acquisition Planning	Content of curriculum Textbook and material Standardized testing and washback	Movement of indigenous curriculum and pedagogies International cooperation among linguistics right movement

Adapted from Tollefson

2) *Meso Layers.* The study of meso layer of LPP could be seen from the research report of Bilingual education in Wales by Musk in 2010 [6]. The result of the study indicates that the School has a key role in the revitalization of Welsh and the improving number of bilingual Wells-English students. Musk describes on Buttler’s nation of the performative to gender to claim that bilingualism comes from the social construction which is dynamic and non-essentialist categories which is produced by means repeated discursive acts [6]. While discourse relating to the phenomenon of bilingualism. In the meso layer, the promotion of linguistic diversity is recontextualized to the importance of diversity to examination result and commodification.

As the discussion above, it could be summed up that the new paradigm of LPP on communities or nation in Great

Britain promote the linguistic diversity completed in meso layer by developing the bilingualism in any nation’s mother-tongue language with English.

*C. The influence of LPP to the Development of Education in Great Britain*

As it has been agreed that LPP cannot be separated with the development of Education in Great Britain. In this part, the description will capture the paradigm shift of the language policy development in education level at four different nation in Great Britain. The level of education starts from primary, secondary and higher education level.

1) *The paradigm shift of LPP at the primary schools:* The implementation LPP in this level is gradually developing well since 2002 – 2014. The language teaching and learning has

already become the important component in National Language Strategy in 2002. The implementation is increasing rapidly from 56% of primary school in 2007 become 92% of primary schools in 2010, which has implemented language teaching. And since 2014, Language learning has become the part of National Curriculum which is being taught from the first grade of schools. In 2005–2007 Pilot projects including languages in the curriculum were favourably evaluated in Northern Ireland, but they were not included in the curriculum during 2007 revisions. Then, In 2007, 57% of primary schools provided language teaching. Over half did so through extra-curricular activities. In 2008 Primary Languages Programme provided other foreign languages such as Spanish or Irish teachers (Polish added in 2009) to work alongside KS1 teachers. in 2009 247 schools participated in Spanish, 76 in Irish in the Primary Languages Programme.

In other country like Scotland, at the early 1990’s foreign languages teaching introduced across primary schools predominantly for 10–12 year olds, typically in French. This funding is no longer ring fenced. Then In 2011 – 90% of primaries taught a foreign languages in the last years of school. 13% start from the first year of school. This funding is no longer ring-fenced. In 2012 SNP Government adopts policy of ‘mother tongue plus two languages’ to be introduced over two parliaments. Successful pilot projects have been held over recent years. In 2012 Welsh Conservative party and Plaid Cymru are both committed to making languages compulsory. In England, at the early 2000s, there are 20–25% of primary schools teach foreign languages. Since 2002, Rapid implementation of language teaching following National Languages Strategy. In 2007 56% of primary schools offer languages. In 2010 92% of primary schools offer languages. In 2012 Languages on track to become part of primary national curriculum from 2014.

2) *The paradigm shift of LPP at the secondary schools:* In this level, the language policy is developing creatively and increasing rapidly. The program of language learning in most

countries in Great Britain as a compulsory subject include in National curriculum except in Wales. The foreign languages have never been compulsory, New Welsh Bacallaureate becomes the alternative language which is linked the business-education, Most countries increase the number of language learning such as French, German, etc . In Northern Ireland, Languages are compulsory from 11–14 years old, In 2007–2011 Numbers taking French, German and Spanish dropped 19%. In 2012 The Languages Strategy for NI called for post-14 take up of languages to be increased. In Scotland, since 2001 language learning reduced to ‘entitlement only. In 2009 The Curriculum for Excellence includes a language component within a wider strand of languages and literacy. While in Wales, Foreign languages have never been compulsory post-14 years old. Numbers taking languages post-14 have always been lower than the UK average. 2010 ‘Making Languages alternative language qualifications to GCSE level. In England, Languages are compulsory from 11–14 years old, In 2011 43% of the cohort took a foreign language GCSE (down from 78% in 2001). In 2011 The English Bacallaureate requires a good pass in a modern or ancient language GCSE. Evidence.

3) *The paradigm shift of LPP at higher education level:* In this level, most countries has the same language policy to invite the citizens studying in their own university with the reasonable tuition fees. Even in Scotland, the students of the Scottish do not have to pay the tuition fee. See the table 2 for detailed information. In Northern Ireland, 2012–2013 Intake Northern Irish students studying at universities in NI pay tuition fees up to £3,645 p/a. In Scottish students at Scottish Universities do not pay tuition fees. In 2012–2013 Intake Welsh students only pay in effect £3,465 p/a. In England, in 2012–2013 Intake English Students must pay tuition fees of up to £9,000 p/a.

TABLE II. LANGUAGE POLICY IN GREAT BRITAIN

	<b>Northern Ireland</b>	<b>Scotland</b>	<b>Wales</b>	<b>England</b>
<b>Higher Edu</b>	2012–2013 Intake Northern Irish students studying at universities in NI pay tuition fees up to £3,645 p/a	Scottish students at Scottish Universities <i>do not pay tuition fees</i>	2012–2013 Intake Welsh students <i>only pay in effect</i> £3,465 p/a	2012–2013 Intake English Students must <i>pay tuition fees of up to</i> £9,000 p/a.
<b>Sec Edu</b>	Languages are compulsory from 11–14. In 2007–2011 Numbers taking French, German and Spanish dropped 19%. In 2012 The Languages Strategy for NI called for post-14 take up of languages to be increased	Since 2001 language learning reduced to ‘entitlement only’ In 2009 The Curriculum for Excellence includes a language component within a wider strand of languages and literacy.	Foreign languages have never been compulsory post-14 Numbers taking languages post-14 have always been lower than the UK average. 2010 ‘Making Languages alternative language qualifications to GCSE level.	Languages are compulsory from 11–14 In 2011 43% of the cohort took a foreign language GCSE (down from 78% in 2001) In 2011 The English Bacallaureate requires a good pass in a modern or ancient language GCSE. Evidence.

Table 2. Cont.

	<b>Northern Ireland</b>	<b>Scotland</b>	<b>Wales</b>	<b>England</b>
<b>Prim Edu</b>	<p>2005–2007 Pilot projects including languages in the curriculum were favourably evaluated, but languages were not included in the curriculum during 2007 revisions.</p> <p>In 2007 57% of primary schools provided language teaching. Over half did so through extra-curricular activities</p> <p>In 2008 Primary Languages Programme provided Spanish or Irish teachers (Polish added in 2009) to work alongside KS1 teachers</p> <ul style="list-style-type: none"> <li>• 2009 247 schools participated in Spanish, 76 in Irish in the Primary Languages Programme</li> </ul>	<p>Early 1990’s foreign languages teaching introduced across primary schools predominantly for 10–12 year olds, typically in French. This funding is no longer ring fenced</p> <p>In 2011 – 90% of primaries taught a foreign languages in the last years of school. 13% start from the first year of school. This funding is no longer ringfenced</p> <p>In 2012 SNP Government adopts policy of ‘mother tongue plus two languages’ to be introduced over two parliaments</p>	<p>Successful pilot projects have been held over recent years</p> <p>In 2012 Welsh Conservative party and Plaid Cymru are both committed to making languages compulsory</p>	<p>Early 2000s 20–25% of primary schools teach foreign languages</p> <p>Since 2002 Rapid implementation of language teaching following National Languages Strategy</p> <p>In 2007 56% of primary schools offer languages</p> <p>In 2010 92% of primary schools offer languages</p> <p>In 2012 Languages on track to become part of primary national curriculum from 2014</p>

**IV. CONCLUSION**

The positive effect of Language planning and policy in Great Britain to the Indonesian LPP could be categorized into two point of views. At the phase phenomenon when Great Britain has monolingual and monocultural ideology, Indonesian language policy has the effect of this. English as the international language becomes the compulsory subject in junior and senior high schools which it still have debatable language policy. In fact, it gives positive and negative effect. The positive is it could improve the communication skills of the Indonesia people to the global citizen, but the negative effect is some people leave the national language identity and change into the British culture. Like, in Great Britain, the language planning policy in Indonesia should also be based on multilingualism and multiculturalism and linguistics human’s right, so the local language, nation language and foreign language can support the global-socio-economy development. However, the portion of local language should be put as the priority to build strong language identity of the learners or citizens. In addition, the Great Britain LPP which gives free tuition fee for the native language users, is a good program to support compulsory education programs and strengthen the language identity.

As a conclusion to the discussion of paradigm of language planning and policy in Great Britain, there are three issues. First, the paradigm of LPP in the 21<sup>st</sup> century has significant change from monolingualism into the multilingualism, from

decolonialization to the modern world order, and from pragmatics to the linguistics human rights. Second, the new paradigm of LPP on communities or nation in Great Britain promote the linguistic diversity completed in meso layer by developing the bilingualism in any nation’s mother-tongue language with English. The last but not the least, the paradigm of language policy in Great Britain does influence the education policy which is developing well as the global demands.

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