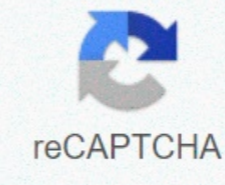




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Theory of Microlanguage Planning in the Implementation of The Curriculum Policy of Foreign Languages in China, Journal of pla plauses of foreign languages, 6(39) :94-101. Page 2 Download full PDF Edition Literature and Truth at Enrique Vila-Matas Vicente Lozano Diaz, Carmen Romero Sánchez-Palencia 459-466 Theory and Practice in Language Studies (TPLS, ISSN 1799-2591)Copyright © 2015-2020 ACADEMY PUBLICATION — All rights reserved from 129.95 euros Add to the cart language policy contribute to the growth of the field through high quality studies that help build a solid theoretical understanding of the area. It presents documents dealing with the widest range of cases, situations and regions. This magazine covers both language policy and education policy. It presents policies on the status and form of languages, as well as procurement policies related to language teaching and learning. 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We are pleased to announce that one of the Language Policy research papers has been awarded the James E. Alatis 2019 TIRF Award for Research in Language Planning and Policy in Educational Contexts See all updates in ABSTRACT ABSTRACT editorial introduction, we presented what motivated us to organize this collection of studies on family language policy and planning (FLPP) in Chinese contexts. In order to better understand why ethnic minority languages and Fangjians (also known as dialects or regional languages) are challenged by the official Chinese language, Putonghua, the introduction places this study group in the disciplinary context, and proposes the family as a critical site where macro and meso language policies penetrate private domain and influence the process of family language decisions. By examining interactions between families, schools, communities, and workplaces, we can also chart the sociolinguistic and political environments in which language change occurs. In discussing these contextual factors in China, we advocate the need to explore family and language changes in Chinese contexts. The introduction concludes with an overview of the studies included in this special edition, highlighting the main claims put forward by taxpayers. We would like to thank Professor Tony Liddicoat for his unwavering support during the process. We also thank colleagues who participated in the process as handwritten reviewers. The co-editor (Gao) would like to thank the School of Foreign Languages at Tongji University (China) for its financial support for its work (RG182848, Internationalization of Language Studies). The author or authors did not report a possible conflict of interest. Xiao Lan Curtt-Christiansen is professor of language and education in the Department of Education at the University of Bath, United Kingdom. He has published extensively in the field of applied linguistics. His recent books include: Learning Chinese in Diaspora Communities (by John Benjamins); and Language, Ideology and Education: The Politics of TextBooks in Language Education (by Routledge). His other publications have appeared in Language Policy, International Journal of Bilingual Education and Bilingualism, Language, Culture and Curriculum, Journal of Multilingual and Multicultural Development, Language and Education, etc. Xuesong(Andy) Gao is an associate professor at the School of Education at the University of New South Wales, Australia. His research interests include language learning autonomy, language education policy, and language teacher education. Page 2 2

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