

The Trend of Chinese Scholars' Language Policy Research

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Abstract

This study presents the research trend of educational language policy of Chinese scholars. Through a comprehensive and in-depth analysis of the academic scope involved in Chinese scholars' research on educational language policy and the characteristics of relevant high-level achievements in Chinese academic circles, the researchers found the trend of educational language policy research in China.

Keywords

Educational language policy; Research trend; Growing range; Characteristics.

1. Introduction

Based on the CNKI database, in the total academic journal database, with the period of 2015-2020 as the time frame, the key journals were searched with "language policy" as keywords, subject terms, and titles, and 95 papers were obtained. After manual screening one by one, the search results exclude the less relevant academic seminar news, journal introductions, journal catalogs, book news, and solicitation notices, and a total of 79 valid papers have been obtained. In the full-text database of master and doctoral dissertations, the author retrieved 4 doctoral dissertations and 25 master's dissertations using "language policy" as the keyword and title. The reasons for choosing these articles are: core journal papers, especially the core journal papers of CSSCI, are generally subject to strict quality review, while doctoral dissertations and master's dissertations can be seen as the vane of a research field. Although the author's carding does not cover all the research results of Chinese scholars' language policy (such as monographs, international journal papers, etc.), it basically includes the main research papers in the past five years, which is relatively representative and can roughly reflect the Chinese scholars' research overview of this field.

From the publication of these 108 papers, it can be seen that in the past five years, the number of published articles of Chinese scholars' language policy research has been increasing year by year on the whole, especially since 2016, the number of published articles reached the peak in recent years during 2016-2018. Since 2015, there has been a master's thesis in language policy research every year. Its development has gone from slow in the first few years (2015-2017) to rapid and steady growth (2017-2019) to peak growth (2019-2020). The number of doctoral dissertations on language policy has also increased year by year. With the advocacy and promotion of a large number of sociolinguists, more and more colleges and universities have opened sociolinguistic courses, and gradually began to recruit graduate students and doctoral students in this discipline (Zhou Qingsheng, 2020). The doctoral dissertation is an important part of the achievements of discipline construction, reflecting the systematic in-depth research of scholars in this field. All these indicate that the study of language policy has attracted more and more Chinese scholars' attention. This kind of attention is the academic reflection of the China increasing emphasis on the value of language to the country, its efforts to maintain

national unity and stability internally, and to improve the country's image and strength externally.

2. A Growing Range of Research Topics

In the past five years, language policy research has gradually attracted the attention of Chinese researchers, with increasing research results and increasingly diverse research topics. Details are shown in Table 1:

Table 1. Statistics on the themes of language policy core journals and master and doctoral theses from 2015 to 2020

Theme		Total	Number of Papers in Core Journals in Each Period From 2015 to 2020				
Year			2015 -2016	2016 -2017	2017 -2018	2018 -2019	2019 -2020
Total		108	21	37	13	12	25
Chinese Language Policy	Language policy	41	8	12	5	6	10
	Minority	10	3	1	2	2	2
	Educational Language	3			1		2
	Hong Kong, Macau and Taiwan Language Policy	2		2			
Foreign Language Policy	Language policy	36	8	19	3	2	4
	Minority	1		1			
	Educational Language	1			1		
National Language Ability (Chinese Language Communication)		1					1
Language Strategy and National Security		1					1
Language Living Situation		2	2				
Language Economy		1					1
Language Agency		2		2			
Language Resources		1					1
Language Legislation		4			1	1	2
Language Policy and Translation		1				1	
Language Policy Comparison		1					1

Statistics on the number of research topics in master's thesis from 2015 to 2020

Year		Total	2015 -2016	2016 -2017	2017 -2018	2018 -2019	2019 -2020
Total			25	3	3	8	4
Chinese Language Policy	Language Policy	6	1	1	2	1	1
	Minority	1			1		
	Educational Language	1				1	
	Language Living Situation	1	1				
	Hong Kong, Macau and Taiwan Language Policy	1					1
Foreign Language Policy	Language Policy	6		1	2	2	1
	Educational Language	1			1		
	Language Living Situation						
Language Policy Comparison		2					2
Chinese Spread		2		1			1
Language Economy		1			1		
Language Legislation		1	1				
Language Policy and Translation		2			1		1

Statistics on the number of research topics in doctoral dissertations from 2015 to 2020

Chinese Language Policy (Hong Kong, Macao and Taiwan)	Foreign Educational Language Policy (Comparative)	Foreign Language Policy	Language Strategy (Language Power, Language and Politics)
1	1	1	1

Table 1 shows that the research topics of Chinese scholars on language policy are mainly domestic and foreign language policy and educational language policy research. The scope of research topics continues to expand, and the development has been particularly rapid in recent years.

3. The Characteristics of the Topics

(1) Introductory research: review and reflection. Most of the existing researches are historical reviews and realistic reflections on current language policies, mostly at the introduction level. Firstly, with time as the main line, there is a review of domestic and foreign language policies and educational language policies in different historical periods, and the changes in language legislation and the development of language institutions in explicit language policies. Zhou Qingsheng (2020) systematically reviewed the regulations on the use of minority languages from 1927 to 1949, as well as the relevant laws and regulations of the Nationalist Government and the Soviet regime. Liu Yanfen and Zhou Yuzhong (2015) introduced three periods of bilingual education in the United States in the 20th century: bilingual education restriction period, bilingual education booming period, bilingual education exclusion period. Second, regionally, there are researches on typical countries, regional language policies and standard systems of common languages, minority educational language policies, and language policies of Hong Kong, Macao and Taiwan. Cai Yongliang (2016) explored the policies of the United States to maintain the absolute authority of English, exclude and combat other languages. Li Guinan (2017) introduced the New Zealand government passed legislation to confirm the legal status and social status of the minority Maori and Samoan languages and the language education policy implemented through a series of measures. Third, in terms of research content, there are both structural studies of language ontology, and more studies focusing on the instrumental and functional nature of language, analyzing the relationship between language and culture, language and thought, and language and society, and seeing language through language phenomena Cultural and social functions undertaken. Wang Li (2017) separately analyzed the pronunciation variation of Hankou dialect [η] and its causes, as well as the variation and trend of Hankou dialect expressing human action words, reflecting the positive and reverse guiding role of the national language policy on language structure. Scholars represented by Cai Yongliang and Wang Kefei (2018) see the powerful functions of language unification and assimilation of society from the officialization of English in the United States. English is the bond and social glue of national unity and unity in the United States.

(2) Speculative research: criticism and innovation. Critical research on language policy mainly focuses on the themes of foreign educational language policy research. The foreign language education policy is part of the language policy. The formulation and implementation of foreign language education policies are of vital importance to a country's politics, economy, culture and security. Many scholars proceed from issues such as the disconnection between educational language policies and the actual needs of society, the deviation of economic benefits between foreign language education input costs and outputs, the instrumental tendency of foreign language education policies, and the lack of foreign language education, comment and put forward your own views and opinions. Gui Shichun (2018) criticized the social chaos of early childhood English teaching in China, which is aimed at making profits, and proposes to formulate China's language policies and regulations based on the environment, needs, individual differences and how to teach English. Dai Manchun (2020) pointed out that the formulation and implementation of foreign language policy in the United States had problems such as disconnection in education at different stages and threats to language inheritance, and pointed out the crisis caused by the lack of foreign language ability and foreign language talents

in the Country, so that the United States government gradually realized the importance of foreign language education in safeguarding national security.

(3) Reference research: borrowing lessons from the past. It can be seen from Table 2.4.2 that among the 108 core journal papers, foreign language policy and comparative research accounted for approximately 33.3%; of the 25 master's thesis, foreign language policy research accounted for approximately 24%; in 4 papers among doctoral dissertations, foreign language policy research accounts for about 25%. It shows that Chinese scholars pay more attention to the study of language policies in countries and regions around the world, and most of them are the research results of the United States and Singapore. This is related to America's status as a multi-ethnic power in the world, this is related to the status of the United States as a multi-ethnic country in the world, and Singapore is the second multi-ethnic country with Chinese as the main body besides China. Through the introduction and reflection on the language policies of various typical countries and the comparison of language policies, I hope to learn from and refer to the formulation and implementation of Chinese language policies. Zhang Weilei (2016) combed the main foreign language education policies of the United States at the beginning of the 21st century, analyzed the positive influence and existing problems of the foreign language education policies in the United States, and reflected on its enlightenment on Chinese foreign language education planning, and the formulation and implementation of Chinese foreign language education policies. It puts forward a long-term, coherent, and unified policy, as well as constructive suggestions to improve the quality of foreign language teachers, and fully consider language ecology in the selection of languages.

According to statistics, the study of language policy involves the Method of Literature, Education, Science, Economics, History, Management, Political Science and other disciplines, including Chinese Language Philology, English Language and Literature, Chinese Ethnic Language and Literature, Higher Education, Political Theory, National Law, Theory of Law, International Politics, Political Economics, World History, Administrative Management and so on dozens of professional. Linguistics is the main force in language policy research. Among them, the standardization of Chinese language and literature for the national common language, the spread and promotion of Chinese language and culture abroad, and the processing of language information are more researched. English language and literature has a lot of research on national foreign language education policies. However, there are more studies on language power and language legislation in the discipline of law, and most studies on language (foreign language and bilingual) education policy in the discipline of education. But on the whole, there is no obvious subject bias and emphasis.

4. Conclusion

The above disciplines and majors play an important role in language policy research. At the same time, we can also see the interdisciplinary and multidisciplinary perspectives of language policy research. Wang Xiangyu (2016) analyzed the national common language policy and national language policy from the perspective of national sovereignty and national power in political science, reveals the political nature of language policy, and pays attention to the political influence behind language status planning. This is an attempt of interdisciplinary research. Li Yuming (2020) explored the economic attributes of language, studies the cost of language policy and its economic benefits, and discusses the policy environment and various measures that promote the development of language economy. Studies on language policy from different perspectives show that scholars not only focus on language ontology research in language policy, but also seek complementary multiple perspectives of language policy research from multiple disciplines, tries to explore the theoretical construction of language policy and the interaction between language and society, politics, economy and culture.

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