27–28 June

Sociolinguistics and Language Planning

Language plays a crucial role in human social interaction; it is the major vehicle for education and socialization. The colonial history of the Americas has produced significant ethnic and linguistic pluralism usually accompanied by painful social inequalities among language groups. The large native American (Indian) populations of Latin America, the Chicanos and Puerto Ricans in the United States, and the speakers of creolized forms or stigmatized dialects of the official languages in urban centers are currently the targets of extensive sociolinguistic research and its application in educational reforms, leading in some cases to radical changes in national legislation.

The symposium on “Sociolinguistics and Language Planning” (27–28 June 1973) will focus on the assessment and solution of problems in specific situations of language contact and bilingualism on the one hand, and on a discussion of fundamental issues of language research and planning on the other.

Symposium speakers and discussants include scholars from Mexico, Bolivia, Jamaica, Paraguay, Peru, the United States, and Canada who have been active in both the fundamental research on language conflict situations, and in the application of its results in formulating language policies to resolve the conflict and to prepare programs for practical implementation on a regional and national level. They will be joined by representatives from national research institutes and governmental ministries who are currently involved in the decision-making process.

Topics presented for discussion will cover linguistic, social, psychological, and educational aspects of bilingualism and language contact or conflict, the problem of language standardization, the preparation of teaching materials, and the role of the media as factors in the planning process. The presentation of some special cases and the participation of discussants with extensive practical experience will provide close contact with concrete situations and, thus, a testing ground for methods and theories proposed and elaborated during the symposium.

Interpretations and discussions are open to all attendants at the AAAS/CONACYT meeting. They should be especially interesting and valuable to linguists, educators and educational administrators, officers of governmental planning agencies, and teachers at all levels of instruction. Psychologists, sociologists, and anthropologists will find the concerns of this symposium very close to certain aspects of their fields.

Wolfgang Wöck
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29–30 June

Educational Planning

Since educational planning has many definitions, deciding how to design the program on educational planning generated considerable frustration. Economists, system analysts, futurologists, and educational administrators all view planning from quite different perspectives. Moreover, the process of educational planning is constrained by time (there is short-, middle-, and long-term planning) and space (there is national, regional, local, and institutional planning).

For the Mexico City meetings discussions will focus on middle-
Sociolinguistics and Language Planning
Wolfgang Wölck

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