Preface

PLIDAM (Plurality of Languages and Identities: Didactics, Acquisition, Mediations) is a research team founded in 2001, bringing together researchers, teacher-researchers and PhD students at the borders of various disciplines. The purpose of the "didactics of languages and cultures", as it is understood, is to frame the description and transposition of foreign languages within an objective of teaching, training and research. It is a matter of better mastering teaching methodologies and approaches as well as their theoretical foundations by drawing on a more in-depth analysis of educational situations, foreign language learning cultures and the market for languages and literatures. The reflection that is proposed positions the issues of foreign language teaching in a wider disciplinary framework, one dictated by developments in our knowledge society, as well as educational and social missions and responsibilities of the institutions involved in the dissemination and use of languages, literatures and cultures.

Attached to the National Institute of Oriental Languages and Civilizations (Paris, France), the team proposes to illuminate, through its work, the consequences and the prospects opened up by its fields of research, the process of globalization. First, it is necessary to analyse the symbolic power relations between languages as they materialize in educational systems and to optimize the visibility of less taught and less widely spoken languages, thereby including the dynamics of social representations in the debate. Moreover, the team aims to reflect on the production of educational resources in a plurilingual and pluricultural perspective, in order to accompany the geopolitical opening of the "West" towards Asia and Africa.

PLIDAM is building synergies with many French and foreign laboratories and is looking forward to maintaining a close relationship with the Centre for Language Studies (CLS) at the National University of Singapore. The joint publication of this volume as a continuation of the colloquium "Policy and ideology in language teaching", a scientific event of unprecedented scope, is yet another proof of this. Other examples of fruitful collaborations between the two institutions include the participation of fellow colleagues of PLIDAM in two editions of the CLS International Conference ("CLaSIC"), as well as several projects financed by the USPC-NUS research grants in the past three years.

The concepts highlighted by the current editorial project are essential in any discussion on the appropriation of languages. By developing (or not) a linguistic policy, the various States intervene on the relationship between languages or speech forms

(vernacular, vehicular, national, official, regional, minority, de-territorialized, and so on...), and on individual and collective identities (community, regional, national, etc.). Language planning can also have an impact on mobility, particularly on migrant populations, their integration and their appropriation of new language practices. Such a theme, which provides valuable resources for teachers, is intimately linked to the processes of linguistic securitization / de-securitization, and hence, to the emergence of various forms of domination, marginalization and social inequality.

Ideology refers to the power relations that surround any language and to the discourse of these tensions. We are well aware of the process of trial and error that takes place between people who are reciprocally unaware of their opinions and their status, and by which stakeholders unveil their ideas little by little. The individual analyses and filters all information according to his or her social identity and pre-existing and crystallized opinions. The choice and use of words, certain grammatical uses, what is said and what is not said, strategies of euphemization, can be signs of the social / political behaviour of his interlocutor. The dynamics of modern societies are fuelled by an incessant exchange of arguments and counter-arguments. It is necessary to know who is addressing to whom, in what situation, and for what purpose of persuasion? For the speaker, whether native or non-native, it is a question of keeping up with the times, its modes of expression and normative utterances, being conscious of the existence and historicity of models of thought developed in various discursive universes and —why not— taking a stand.

We hope that this book will illustrate the richness and prospects of our cooperation in the context of the strategic partnership that already links INALCO (USPC) to NUS. Let the editors and authors be heartily thanked.

Thomas Szende
Director – PLIDAM

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The Centre for Language Studies (CLS) of the National University of Singapore was established in 2001—coincidentally, in the same year PLIDAM was founded. Perhaps this was a sign that our two organisations would eventually join forces to start a remarkably fruitful collaboration that was to lead to several joint and research and publication projects. Both share the common and very important goal of advancing the study of foreign languages in a world where frequent intercultural contact is fast becoming the norm and where knowledge of languages and cultures plays a pivotal role.

The seed to the partnership between PLIDAM and CLS was first sown in late 2013, when Professor Joël Bellassen of PLIDAM first visited CLS at the suggestion of the PLIDAM Chair, Professor Thomas Szende. Since then, INALCO-PLIDAM has joined CLS' growing list of research partners that include such reputable institutions as the Australian National University, Chinese University of Hong Kong, Tokyo University of Foreign Studies, University of Hawai'i, University of South Australia, and University of Wisconsin-Madison. The areas on which our collaborative research focuses

include technology-enhanced language learning, intercultural language learning, language planning and language education, and ubiquity in language learning.

I am most pleased that this volume of selected papers from PLIDAM's International Colloquium on "Policy and Ideology in Language Teaching and Learning: Actors and Discourses" has now come to fruition. It was one of two joint book projects agreed between PLIDAM and CLS in 2014, the other being a volume of selected papers from the Sixth CLS International Conference held in December 2014. I would like to convey my heartiest congratulations and thanks to the editors of the current volume for bringing together some very insightful papers that look at the highly complex but fascinating interplay between language education, globalisation, ideology, culture and technology. My sincere thanks go also to INALCO-PLIDAM for their will and desire to seek common grounds and to forge a strong and interactive partnership between our two organisations, which will no doubt continue far into the future.

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