

"German Language Education Policy and its Implementation at Schools in Sweden: An Online Discourse Analytical Case Study"

An important pillar of the language education policies of most governments is “the promotion of national languages abroad” (Cenoz & Gorter, 2012, p. 315). This does not only mean to foster the maintenance of a language among children of emigrated families but also to strengthen the position of a language as a foreign language. This might be connected to the interrelation between the numbers of language learners and the economic strength of a language (Ammon, 2010, p. 110). However, “languages relate to the deep global inequalities of poverty, health, and education.” (Pennycook, 2010, p. 593) and therefore just language policies should assume responsibility. If language policies only focus on the interests of one group or even favoring a certain group above others, they may preserve or even generate inequality (Tollefson, 2006, p. 42). Hence, the current study applies a critical discourse analytical approach (CDA).

The current study focuses on German as a “super-central language” (Spolsky, 2004, p. 88) and investigates the German language education policy and its implementation in Sweden where the numbers of German learners at schools have been decreasing over the last years (Eurydice-Netz, 2012, p. 79). Hence, the study explores how the German language is promoted in Sweden, investigating online discourse.

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