

Erratum

Ethnography of language planning and policy – ERRATUM

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Unfortunately the April 2018 issue of the journal contained two errors in this article. Firstly, an incorrect version of [Figure 1](#) was included. The proper version of this figure appears here:

Approaches → Types ↓	POLICY PLANNING (on form)	CULTIVATION PLANNING (on function)
STATUS PLANNING goals (about uses of language)	Officialization Nationalization Standardization (status) Proscription	Revival (revitalization, reclamation) Maintenance Spread Interlingual Communication (international, intranational)
ACQUISITION PLANNING goals (about users of language)	Group Education/School Literary Religious Mass Media Work	Reacquisition Maintenance Shift Foreign language/second language/ literacy
CORPUS PLANNING goals (about language)	Standardization (corpus, auxiliary code) Graphization	Modernization (lexical, stylistic) Renovation (purification, reform, stylistic simplification, terminology unification)

Figure 1 Language planning and policy: An integrative framework of approaches, types, and goals

Note: [Figure 1](#) is reprinted, with minor modifications, from Hornberger (1994), with permission from Multilingual Matters, UK.

Secondly, the following sentence failed to properly incorporate a requested change from the author:

Original text (page 161):

Bottom-up language planning for Indigenous languages in educational contexts may make use of economic and practical resources top-down policy provisions for economic and practical resources to put Indigenous languages in school (Ferguson 2010), present an explicit alternative to top-down policies created by outsiders in international education development contexts (Nagai 1999), or even develop Indigenous language education in spite of lack of top-down policy support (Patrick, Budach & Muckpaloo 2013).

Correction:

Bottom-up language planning for Indigenous languages in educational contexts may make use of top-down policy provisions for economic and practical resources to put Indigenous languages in school (Ferguson 2010). It may also present an explicit alternative to top-down policies created by outsiders in international education development contexts (Nagai 1999), or even develop Indigenous language education in spite of lack of top-down policy support (Patrick, Budach & Muckpaloo 2013).

The Editor apologises for these errors.

Reference

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