

Language Hegemony, Planning and Realities

Mohammad Daniul Huq*

After Second World War the trends of establishing indigenous language as the state language began emerging as vital issue in the recently colonial dominance-free countries. Consequently language conflict became prominent between the colonial and indigenous languages. Again, while establishing indigenous language there appeared many rival languages within the country and then the language conflict started forming in new shape. As a result, there sprang language problems of different magnitude, widely in many of Anglo-phone and Franco-phone countries of Asia and Africa.

Ironically, the first ever conference about language problems of South Asia that took place in Cylone (Sri Lanka) in 1953 by UNESCO was centered on “In search of a single medium of communication for living in the same world.” But in the same year UNESCO published a book as well about using indigenous language in the education system.

Now that, on the long run, only a couple of languages have taken over the whole gamut of international scenario, let alone knowledge and education for that matter at the turn of the century, a term “Language hegemony” has come by only to remind that problems of language overlapping and dominance of certain language over others is still a problem to be addressed. Question arises how theoretical advocacies have so far resolved the problems in the level playing field by implementing language planning modules.

In this paper the author has not drawn any conclusion or any personal decision either, but has presented what he has noticed in his observation on the basis of the language development and the prevailing situation in his apparently mono-lingual country (Bangladesh). As relevant issues there appear some considerable points of unusual social context and the clues of some useful information that can be of some help in the identical or related situation.

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