

communication strategies of the participants. For example, when a discussion broke down, if a participant introduced a new idea, the discussion would progress. If no new idea was introduced, it wouldn't progress. Game theory can be classified as Cooperative and Non-Cooperative conversation.

I analyzed conversational data to see what kind of game theory players used in discussion. My research method was using voice and video records in discussions at MSSP. MSSP is a project for teaching English and Chinese to Japanese children by university students. My analysis showed that some game theory applied in conversations. When players used only one game theory, conversations soon broke down. On the other hand, when players used two game theories, conversations progressed. However, this analysis focused on temporary or short conversations. I am going to study more statistics about what kind of game theory players use in full discussions. Then I hope to conclude with more confidence how discussions can successfully progress.

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LANGUAGE POLICIES IN EDUCATION: BELARUS AND THE USA

ЯЗЫКОВАЯ ОБРАЗОВАТЕЛЬНАЯ ПОЛИТИКА В БЕЛАРУСИ И США

The main objective is to compare language policies in education in Belarus and the United States, identify the status of the official, dominating and foreign languages and analyze the set of actions taken to support them, considering the political, cultural and economic situation in the world. Language policies in education are an integral part of state policy and should be deemed not only as one of its components but also as a complex of measures taken by the state to regulate its long-term international status. In our study we compared the language policy in education in Belarus with that of the United States.

Language policy in education in Belarus

The main peculiarity of the linguistic situation in Belarus is the simultaneous existence of Russian and Belarusian as official languages with the former being more widespread in every sphere. Soon after the declaration of independence of the country the revival of the Belarusian language became the language policy's main goal, but in 1995 after the referendum it was declared that Russian was to become one of the

official languages, which diminished the role of Belarusian. In recent years, though, the sphere of usage of Belarusian has started to widen, the language has become a symbol of Belarus' sovereignty. In universities Belarusian is the working language only on the faculties of the Belarusian language and literature, whereas Russian is the medium of teaching everywhere else. The bigger part of the courseware and academic literature is also published in Russian. International conferences, where the topical issues concerning the linguistic situation are discussed, are held on an annual basis. As of today, the academic environment in Belarus is very attractive for international students willing to study Russian.

Language policy in education in the United States

Despite the fact that the status of English is defined by each state's government, the population's acquisition of English is the USA language policy's main priority. English is the working language in all state educational institutions, and the total dominance of the language has a negative effect on the development of studying foreign languages. In contrast to other countries, in the USA foreign language courses start only in colleges. Studying foreign languages is only considered practical when the national security is in question or here-and-now benefits can be obtained. The USA's focus on English may lead to the assumption that the country aspires to make English dominant on a global scale, but the decentralized language policy may as well indicate the absence of such an intention.

The results of the research show that language policies of different countries vary by their principles and the scale of the measures taken, if any. American society is, for the most part, aimed at sustaining the current linguistic situation and securing the dominance of the English language. One of the main features of American education is its focus on training high-class professionals which are going to make profit for the state ignoring the subjects considered impractical to which foreign languages do, as a rule, belong. Belarus' language policy, in turn, is aimed at changing the situation for the better by encouraging linguistic diversity and breaking the linguistic barrier in international communication with compulsory foreign language courses. In Belarus the policy on preserving the high profile of Russian and Belarusian in particular not only within its borders but also outside them doesn't seem to be very much effective at the moment. With the western part of the world promoting English and increasing its level of prestige, the population of Belarus more and more often suffers from not having a good command of Russian and especially Belarusian. It has now become obvious that a language's profile and prestige aren't defined by state regulations alone, which makes ideological activity more important than ever before, specifically in the frame of globalization.