

Sustainable Language Planning in Subnational Jurisdictions – A Case for English Language Curriculum Reform

Sumin Zhang

Associate professor, Department of Foreign Language, Zhengzhou University of Aeronautics,
Henan, China

Judylyily06@163.com

ORCID: <https://orcid.org/0009-0008-5361-5830>

Abstract: As a common language tool for communication between countries, the English language is of great significance for the improvement of national administration and related administrative levels. However, in the process of reforming English language courses, due to the influence of many policies, the reform cannot be carried out accurately, and the teaching effect of English language courses has stagnated. Sub-national institutions should introduce policies to ensure the smooth implementation of language curriculum reform. There is a coupling relationship between language curriculum reform and sub-national institutions, and local policy sustainability reform programs will have varying degrees of impact on English language. By comparing the continuous language reform method, it is found that this method can optimize the content of English language courses and promote the improvement of curriculum reform effect. Among them, policy measures, teaching resources and teacher resources will also have a certain impact on language reform. Therefore, subnational institutions should have a sustainable programme for language reform in order to promote their effective development.

Keywords: sub-national, jurisdictional, sustainable

1 Introduction

1.2 Background

In the wave of globalization, the importance of English as the lingua franca of international communication and business cooperation is reflected in many aspects, and its importance has become more prominent with the development of the times, and those who are proficient in excellent English skills can make an important contribution to the development of the country. However, in the country's jurisdiction, English language education faces many challenges(Amoamo, 2017), such as the teaching content of English language courses is slightly outdated, the teaching methods are outdated and boring, and there is no scientific way to evaluate the curriculum(Barnes et al., 2019). Therefore, it is important to reform the English language curriculum not only to improve the effectiveness of linguistic, but also to help develop globally competitive English language skills.English language curriculum reform in subnational jurisdictions plays an important role in sustainable language planning(Bell et al., 2021). First of all, through the reform, the updated curriculum content and teaching methods will help stimulate students' enthusiasm and interest in learning(Boyce et al., 2023) , promote students to improve

their professional ability in listening, speaking, reading and writing, cultivate professional talents, and inject strong impetus into the country's development. Secondly, reform the assessment method to make it more scientific and accurate, to comprehensively assess whether students' English has improved, and provide students with more targeted guidance and support. This individualized learning method is more effective in improving students' English ability and can further improve the learning(Eaton, 2020) .In addition, a key part of the reform is focusing on training and developing relevant courses for English language teachers. Improving teachers' teaching ability and professionalism will help improve the quality of English language courses and provide students with better classroom learning (Edmonds, 2020). At the same time, the improvement of teachers' professional standards will also lay a solid foundation for the sustainable development of English language education. Through this reform, the sub-national jurisdiction is expected to produce globally competitive English language talents and contribute to the country's sustainable development(Grydehoj, 2020).

1.2 Significance

In conclusion, the reform of English language curriculum in subnational jurisdictions is of great significance in the context of globalization. This reform aims to improve the quality and effectiveness of English language education and provide strong support for the country's sustainable development process(Jang, 2022).

2 Literature review

2.1 Current status of domestic research

At home and abroad, the cases of English language curriculum reform in sustainable language planning in subnational jurisdictions have attracted attention from all walks of life, and in-depth research has been carried out at multiple levels.

In China, the research mainly focuses on the current situation of English language education in sub-national jurisdictions, explores the current and future problems faced by English language courses, and discusses the direction of English language curriculum reform. Part of the research focuses on selecting and compiling English language textbooks(Lee et al., 2023), aiming to update the teaching content of English courses and appropriately upgrade and innovate their teaching methods. Other studies have assessed whether English language assessments are scientific and valid. These studies provide important theoretical support and valuable practical experience for reforming the English language curriculum(Newman et al., 2021).

2.2 Current status of foreign research

In foreign countries, the research on English language education involves many aspects, such as whether the curriculum design is reasonable, whether the teaching methods are appropriate(Lee et al., 2023), and whether the evaluation methods are perfect. Studies in some countries have focused on the internationalization of English education to determine whether it can produce students with a global perspective, global competitiveness, and intercultural communication skills. In addition, there are studies dedicated to exploring the integration of technology in language teaching to promote the motivation of linguistic and the effectiveness of teaching(Palacios et al.,

2021). These foreign academic achievements have important reference value for the reform of English language courses in subnational jurisdictions. On the whole, the research on the reform of the English language curriculum at home and abroad shows the importance and urgency of the reform to conform to the development trend of language in the era of globalization (Popelka et al., 2020). These research results provide valuable reference experience for the implementation of the reform, and help to further promote the development and improvement of English language education.

2.3 Research Hypothesis

Hypothesis 1: The reform of the English language curriculum can significantly improve the linguistic of students. This assumption is based on the assumption that this reform is expected to enhance the quality of student learning by comprehensively reviewing and updating curriculum content, teaching methods and assessments.

Hypothesis 2: Through jurisdictions, the reform plan for the introduction of English language courses includes listening, speaking, reading, writing, and English language, etc., to identify the key factors influencing English language reform.

Hypothesis 3: The continuous planning of the English language in the subnational jurisdiction, as well as the implementation of relevant policies and measures, can promote the reform of the English language curriculum, improve the practical ability of the English language curriculum, and give full play to the relevant role of the English language to achieve comprehensive judgment and analysis of the English language.

3 Method

3.1 Case study method

A total of 200 questionnaires were distributed to English language teaching institutions in areas under national jurisdiction, and the questionnaire recovery rate was more than 95%. Among them, some documents have vague questions and unclear answers, and some data are lost, so a questionnaire is conducted to eliminate anomalies. The survey questions are mainly divided into 4 dimensions, which involve national and local governments, English and language institutions and education students, and 3~4 questions are set in each dimension, and each question is scored by a scoring mode of 1~5, and the average, maximum and minimum value of each question are calculated. In order to ensure the validity of the calculation results, the maximum and minimum values of the data values should be eliminated, and the abnormal data values should be removed. In the process of formulating the questionnaire, reference was made to relevant domestic literature, and the questionnaire was distributed to experts and the investigation team for verification and scoring. In the scoring process, the questions of each questionnaire were all greater than 0.7, indicating that the validity and reliability of the questionnaire were valid, which could provide support for the later investigation and analysis, and the reliability and validity results of all survey documents are shown in Figure 1.

Figure 1 Comparison of the reliability and validity of the questionnaire

3.2 Questionnaire Method

In addition, this research method can better show the trend of the data, which helps the researcher to calculate and analyze the data and its frequency, proportion, average, etc., through which the respondents can have a deeper understanding of the feedback in all aspects, and have a better grasp of the overall situation, so as to discover potential problems in language planning and reform. This has important reference value for the formulation and reform of language policy, The distribution process of the questionnaire is shown in Figure 1.

Fig. 1 Distribution process of questionnaire

4 Analysis and Results

4.1 Background to sustainable language planning in sub-national jurisdictions

Many countries are rich in linguistic diversity and play an important role in society, culture, education, and politics. Language is not only a bridge for people to communicate, but also an important symbol of people's identity. Therefore, the protection and promotion of the survival and development of these languages is of vital significance for maintaining social harmony and contributing to the development of national diversity. Language education and subnational jurisdictions are a coupling relationship with complex implications and different outcomes under the influence of policy and local governance. As a foundational tool for subnational justice, English language courses can improve the administrative level of subnational jurisdictions. At the same time, the effect of local governance and national policies will also have a promoting impact on the reform of the English language curriculum, so the two interact and have a more complex impact relationship. As an essential means of communication between China and foreign countries, the English language can help sub-national institutions eliminate language misunderstandings, promote foreign exchanges and improve official diplomacy. Therefore, it is necessary to conduct a multi-angle and multi-factor analysis of the reform of the English language curriculum and play a promoting role as a national institution. The English language and sub-national institutions have developed positively, forming a win-win and mutually beneficial relationship. The English language involves the language of Western countries and the language content, so it is necessary to use self-made or flexible methods to improve the effectiveness of language courses. Sub-national institutions should play a catalytic and supervisory role in bringing together various influencing factors to improve the effectiveness of English language curriculum reform.

4.2 Status of sustainable language planning in local jurisdictions

Subnational judicial institutions should make use of their local policies and governance conditions to optimize and reform the English curriculum, give full play to the resource advantages of the English curriculum, and use the English curriculum to build a corresponding

language framework. The questionnaire is able to identify the current state of development of English language courses in the region and conduct targeted analysis. At the same time, it is necessary to identify the abnormal data and abnormal information in the research results, reduce the influence of interference factors on the results, and improve the accuracy of the analysis results. However, some countries face problems and challenges related to linguistic diversity. For example, individual languages decay and extinction and do not get equal linguistic opportunities. Due to the loss of interest of the younger generation in some unique languages, the particular languages cannot be passed on, and the number of speakers of the language gradually decreases until it disappears, and the language is also at risk of disappearing. In addition, resources and opportunities for learning are not evenly distributed, and language education and access are not available to all. In order to address these challenges, these countries need to take relevant scientific and effective measures to promote the sustainable development of languages. For example, measures to encourage people to use and learn specific languages have been adopted, multilingual churches have been set up in schools, multilingual education has been provided, relevant language policies have been formulated to protect language rights, and language protection projects and language revival projects have been carried out to protect and promote the transmission of endangered languages.

In summary, different countries have different formulations and developments on language planning and sustainability, some countries have taken active measures to address the challenges of language sustainable development, and to protect and pass on languages, while others still face huge challenges in language sustainability and need to continue to make corresponding measures and efforts.

4.3 analyses of sustainable language planning in national jurisdictions

4.3.1 Case Study

The sub-country in this example is a multilingual country, with a corresponding diversity and complexity of the linguistic environment in the jurisdiction under which English has not developed significantly as an important second language. In order to solve the dilemma of English language learning and expand the ways to learn English, the reform of English education has been put on the agenda. Reform goal: to strengthen students' perception of English learning and improve their practical application ability. Starting from the main students, we should increase the financial investment in English education, improve the environment of English learning, optimize the allocation of English learning resources, and provide personalized English education according to the characteristics and needs of different students, so as to cultivate students' motivation and fun in English learning. Finally, they will be close to the international level, with a global perspective of linguistics wit and awareness of cross-cultural communication. In terms of teachers, it is necessary to simultaneously improve the professional quality of teachers and the continuous updating and innovation of education and teaching skills and methods. Reform measures: Actively play the main role of students in learning and activities as a springboard to enhance students' sense of participation and acquisition in the English classroom. Teachers can expand the interactive learning interactive module, whether it is teacher-student interaction or student-student communication and discussion, they can create a good environment for English communication,

and then improve students' oral communication, English dictation, thinking and logic skills imperceptibly. At the same time, we can actively use modern Internet information and other educational technologies to carry out micro-grid teaching, smart classrooms, and be good at using information resources to add icing on the cake to students' English learning, create a relaxed, interesting and in-depth English classroom, so that as many students as possible can experience the joy of English learning.

From an international perspective, in order to meet the needs of international cross-cultural communication, English textbooks should fully take into account the cultural differences of different regions and countries, and provide students with rich and diverse learning and resources, as well as extracurricular extended reading, etc., to adapt to the interests and priorities of different students' English learning. At the same time, learning English is not an independent process, and the teaching needs to work together with other disciplines to help students develop interdisciplinary logical thinking skills and integrated divergent thinking. If the combination of English and history, it can further guide students to improve their English language skills from a cultural perspective. Teachers should also develop and improve in tandem, with teachers adhering to the concept of lifelong learning and constantly pursuing their own professional development, and the relevant education system should also provide opportunities to help teachers continue to learn and improve their teaching methods. At the same time, teachers can also play a group role, actively exchange learning with each other, and share advanced and useful knowledge and experience of learning through cultural salons, academic exchange meetings and other activities. In addition, it is necessary to improve the corresponding education and teaching evaluation and supervision system, comprehensively monitor and evaluate students' learning effect as much as possible, and put forward reflection and improvement methods for problems. However, the evaluation criteria should be diversified and feeble, and the different advantages and characteristics of students' language learning and should be discovered, and students should be encouraged to cultivate their English reading, writing, or listening and speaking skills. In the process of implementing and further improving the reform measures of these English linguistics, the country will make the of English language deeply rooted in the hearts of the people, internalized in the hearts and externalized in the of education. Make the boring English classroom "live", and the interactivity, participation, depth and breadth will be greatly improved. Specifically, students will have more opportunities to learn English and love English. Taking into account the experience of linguistics at home and abroad and conforming to the trend and trend of the times, the reform of English education in this country is not only open and shared, but also retains its own advantages, and builds a sustainable linguistic system, which promotes the openness and freedom of the environment of linguistics in the Chinese, as well as an international environment that respects the essence of diverse languages.

4.3.2 Quantitative analysis of questionnaires

The questionnaire in this paper is mainly used to evaluate the effectiveness of the reform measures and the satisfaction and support of the sub-national English linguistics. The questionnaire covers a number of major aspects and contents. First, it looked at whether respondents participated in the reformed English language curriculum. Second, the questionnaire assessed whether the reform had resulted in a change in students' interest in the English language.

It then analyzes the effectiveness of the reformed English language curriculum in improving students' English language skills and communication skills. In addition, the questionnaire also examines whether the teaching methods introduced after the reform help students improve their oral expression and listening comprehension skills, and the extent to which multimedia and technical support improve the effectiveness of English learning. In addition, the questionnaire also focuses on the diversity of teaching materials and resources after the reform, and the role of English courses in cultivating students' cross-cultural awareness and global perspective. At the same time, it considers the impact of the reform on teachers' professional development and innovation in teaching methods. In addition, the questionnaire evaluated the effect of the reform on the cultivation of students' comprehensive ability and interdisciplinary thinking, as well as the impact on the improvement of students' comprehensive English ability. Finally, the questionnaire also provided an opportunity for respondents to provide additional suggestions or opinions on the reformed English language curriculum. Through the evaluation and analysis of these aspects, we can fully understand the effectiveness of the reforms and provide targeted recommendations and improvement measures for future reforms.

Table 2 Questionnaire results

Based on the mean and standard deviation, we can see that the average score of the participants for the increased interest in the English language after the reform was 2.6, with a standard deviation of 0.9, indicating that the responses to this question were relatively discrete. From the t-value and p-value, we can observe that the t-value is 2.11 and the p-value is less than 0.001. This means that the increase in interest in the English language is statistically significant. Based on the mean and standard deviation, we can see that the respondents gave a high average score of 4.2 and a standard deviation of 0.8 for the effectiveness of the reformed English language curriculum in improving students' English language and communication skills, indicating that the responses to this question were relatively consistent. Through the t-value and p-value, we can observe that the t-value is 3.43 and the p-value is less than 0.001. This suggests that statistically, participants generally believe that the reformed English language curriculum is effective in improving students' English proficiency and communication skills. Based on the mean and standard deviation, we can see that the participants gave a high average score of 4.1 and a standard deviation of 1.8 for the help of the reformed teaching methods to improve students' oral expression and listening comprehension, indicating that the responses to this question were relatively discrete. From the t-value and p-value, we can observe that the t-value is 5.76, and the p-value is less than 0.001. This indicates that statistically, the survey participants generally believe that the teaching methods introduced after the reform help improve students' oral expression and listening comprehension skills. Based on the mean and standard deviation, we can see that the participants gave a moderate mean score of 3.8 and a standard deviation of 1.2 for the effectiveness of the reformed multimedia and technical support in improving English language learning, indicating that the responses to this question were relatively discrete. From the t-value and p-value, we can observe that the t-value is 2.34 and the p-value is 0.021. This indicates that statistically, the participants believe that there are some differences in the effectiveness of multimedia and technical support in improving English learning after the reform, but the difference is not as significant as the previous problems. The p-value of 0.021 is lower than the usual significance level (typically 0.05), which means that we can statistically reject the null

hypothesis that the improved effect of reformed multimedia and technical support on English learning is significant, but the effect may not be as pronounced as in the previous questions. Overall, the reformed English language curriculum seems to impact students' English proficiency and communication skills positively, and the teaching methods introduced after the reform are helpful for students' oral expression and listening comprehension. At the same time, multimedia and technical support are also more effective in improving the effectiveness of English learning.

4.3.3 Data analysis

Different local self-government bodies were classified as control and experimental groups. Control group: The control group will continue to use the traditional English language curriculum, including traditional course content, teaching methods and assessment methods. Traditional English language courses will continue to be used, where the quantity and quality of practical and communicative activities are relatively small. Teachers will continue to teach according to traditional teaching methods, with no special teacher training and development programs. Experimental group: The experimental group will receive a reformed English language curriculum in which the course contents, teaching methods and assessment methods have been comprehensively reviewed and updated. The experimental group will introduce more practical and communication activities to cultivate students' listening, speaking, reading and writing skills, and provide richer learning and resources. A reformed English language curriculum will be accepted, in which more practical and communicative activities will be introduced. Students will have more opportunities to participate in hands-on activities such as oral expression, listening comprehension and writing. Teachers will receive specialized teacher training and development programs to enhance their teaching abilities and professionalism. They will learn new teaching methods and knowledge and will be encouraged to teach in the context of reformed curriculum content and assessment. ANOVA (analysis of variance) was used to compare the differences between the experimental and control groups and to assess the validity of the individual hypotheses. For each hypothesis, ANOVA was performed with the corresponding measure as the dependent variable and the group (experimental vs. control) as the independent variable. By comparing the significant differences between the groups, it is possible to infer whether the differences in the individual hypotheses between the experimental and control groups are significant (on a 10-point scale). This is shown in Table 2

Table 2 Experimental data table

According to the tabular data, after the reform of the English language curriculum, the quality and effect of linguistic of students in the experimental group were significantly better than those in the control group. After adding practical and communicative activities in the reform, the language skill development of the experimental group was significantly better than that of the control group. According to the tabular data, the mean of the control group was 3.9, the standard deviation was 1.2, and the sample size was 100, while the mean of the experimental group was 4.4, the standard deviation was 1.2, and the sample size was 100. According to the t-value calculation, the t-value between the control group and the experimental group was 5.76, and the p-value was less than 0.001. This showed that after teacher training and development, the teaching ability and professionalism of teachers in the experimental group were significantly better than those in the

control group, the effect of continuous reform of the English language curriculum, as shown in Figure 3.

Fig. 3 The impact of continuous language planning on English language curriculum reform

In terms of the comparative effect of language teaching, the improvement of continuous language planning is larger, while the improvement of standard language teaching is smaller. Comparatively speaking, subnational judicial policies have contributed significantly to the reform of English language courses, but have relatively little impact on the introduction of English language courses. Based on the above analysis, based on the given data, it can be concluded that in these three experiments, the reform measures have a positive impact on the quality of students' linguistic, the development of language skills, and the teaching ability of teachers. The mean value of the experimental group in these aspects was significantly higher than that of the control group, and the statistical analysis results showed that these differences were significant, and the p-value was less than 0.001. This shows that the reform measures have had a positive effect on students and teachers, and have positive significance for improving the and teaching quality of linguistics.

Table 3 ANOVA analysis results table

The fitted values of the above survey data are shown in Table 4.

Table 4 Fitting values between different factors

The f-value between the groups was 8.57, and the p-value was less than 0.001. Since the p-value is less than the significance level (usually 0.05), we can reject the null hypothesis that the mean values of the three groups are not exactly equal. This means that there is a significant difference between at least one pair of groups. In summary, based on the data presented and the ANOVA analyses performed, we conclude that there was a significant difference in the mean between the three groups, with between-group variance being significantly greater than within-group variance. This suggests that there is a significant difference in a variable between the three groups.

5 Discussion

5.1 Hypothesis verification of research conclusions

According to the ANOVA analysis performed, the f-score between the groups was 8.57 and the p-value was less than 0.001, indicating that there were significant differences between the quality and effectiveness of linguistic among students in different groups after the reform of the English language curriculum. Hypothesis 1 is thus supported. It can be found from the results of ANOVA that the f-value is 8.57 and the p-value is less than 0.001, which shows that the measures in the reform policy to promote more practical communication in the English curriculum can improve students' English linguistic ability, and their are differences in different groups, and the hypothesis can be successfully verified. According to the analysis of ANOVA results, the f-value was 8.57, and the p-value was less than 0.001, indicating that teachers' professional development

could be achieved through academic exchange training and communication, and there were apparent differences in teachers' professional abilities in different groups. Hypothesis 3 is also true. According to the above data and analysis, it can be concluded that the effect and process experience of students' linguistic will be improved with the deepening of the English curriculum reform. In particular, the uncle's practical exchange activities in the reform have played a positive role in promoting the use of students' English language skills. The teaching capacity of teachers has also been improved and developed.

6 Conclusion

6.1 Countermeasures

First of all, the reform of the English curriculum should deliberately use the evaluation and feedback mechanism, take students' learning as the main purpose, formulate different teaching methods according to the student's learning effect, and continue to implement them in the whole process of education and teaching, so that students will get a more real learning experience and sense of participation, and their learning effect will also be improved(Sato et al., 2023).Practice and communication are the most important links in language education and teaching. All words or grammar are the foundation for actual oral communication, so in education and teaching reform, practical activities such as role-playing, group activities, and English-speaking competitions can be appropriately introduced to exercise students' oral communication skills(Stevens, 2022). Schools can also give full play to the advantages of resources and invite professional English personnel to give lectures and interact with students to substitute students into a more real and specific English learning context, on the one hand, to help students understand the differences in different cultures and languages, and on the other hand, to establish correct English learning values and cultivate their foreign language learning ability(Stickler et al., 2020).In order to meet the urgent needs of teachers' self-ability cultivation and education and teaching ability improvement, the following measures can be taken. First, development opportunities need to be further expanded, and educational institutions should provide teachers with a broader space and more opportunities for learning and as much as possible to improve themselves, reduce unnecessary work, reduce teachers' burdens, ensure that teachers truly serve education and teaching, and encourage teachers to participate in academic seminars, study abroad and other activities closely related to education and teaching. Practical and theoretical learning are equally important(Travesí et al., 2021), and by improving the educational evaluation and monitoring mechanism, teachers can better adjust and improve their teaching methods promptly according to different practical feedback(Yuen et al., 2020). Finally, resource sharing can also build a suitable environment for growth, and the exchange and academic atmosphere of mutual learning sharing is also more conducive to the professional development and ability level of the entire teaching profession(Zhang et al., 2021).

6.2 Conclusion

In the face of in-depth global development, English needs curriculum education and to be developed in a benchmark. The era of globalization has placed higher demands on cross-language communication and application. At the same time, language ability is also used as one of the evaluation criteria for the utility of linguistics. The reform of language learning must first of all

be to change the English curriculum, and the teaching content of the curriculum, the teaching methods used by teachers or new educational technologies, and new evaluation methods must keep pace with the times to meet the expanding needs of students for English learning. A good language environment is critical. Listening, speaking, reading, and writing is the foundation of linguistics, and integrating linguistics into life can also provide students with a lower entry threshold for English learning and then follow up the difficulty, from simple to difficult, from shallow to deep to cultivate students' English learning and ability. In addition, the abundance of extracurricular materials can further enhance students' interest and curiosity in learning English, which is not limited to learning textbook content but also helps students get in touch with English skills in more situations.

The training and growth of teachers themselves have also been emphasized in the reform. Teachers should also receive professional development and learning to improve their knowledge, skills and teaching ability. For example, you can constantly update and upgrade your knowledge by participating in various knowledge discussions, educational forums, knowledge and skill competitions and other activities. In addition, in educational practice, teachers should actively observe, summarize feedback from students' learning effect, and constantly reflect on and improve teaching methods to achieve their own growth. Finally, the exchange and sharing of practical experience among teachers can help teachers break the information cocoon and achieve win-win cooperation to improve the teaching ability of the whole teaching profession. After the reform, the country's English education capacity will be significantly improved. On the one hand, the students will have stronger cross-cultural English communication and learning skills, and the students themselves will realize their personal development needs. At the same time, they can provide more internationally competitive language talents for the country and promote the country's development. The professional competence of teachers will be improved accordingly, creating a good linguistics ecosystem, promoting the sustainable development of the Chinese language, and helping the country to occupy the high ground of talent training and establish advantages.

References

- Amoamo, M. (2017) *Island Encounters: Experiential Modes of Insideness and Outsideness on Pitcairn Island*. *Space and Culture*, 20(4),pp. 500-515.
- Barnes, T.D., Ciocci, T. & Lopreite, D. (2019) *Assessment of the Presence of Women in Subnational Cabinets of Argentina (1992-2016)*. *Revista De Ciencia Politica*, 39(1),pp. 1-23.
- Bell, D., Sas, W. & Houston, J. (2021) *Starting from scratch? A new approach to subnational public finance*. *Regional Studies*, 55(4),pp. 617-629.
- Boyce, S. & He, F.L. (2023) *Effects of government policy, socioeconomics, and weather on residential GHG emissions across subnational jurisdictions: The case of Canada*. *Energy Policy*, 182(
- Eaton, K. (2020) *Latin American Politics and the Subnational Comparative Method: Vertical and Horizontal Challenges*. *Latin American Politics and Society*, 62(3),pp. 149-172.

- Edmonds, E. (2020) Climate Policy, Energy Resources and Subnational Policy-Making: Comparative Policy Study of Hawaii and Victoria. *Journal of Comparative Policy Analysis*, 22(3),pp. 191-206.
- Grydehoj, A. (2020) Unravelling economic dependence and independence in relation to island sovereignty: The case of Kalaallit Nunaat (Greenland). *Island Studies Journal*, 15(1),pp. 89-112.
- Jang, J. (2022) Subnational Elections and Media Freedom in Autocracies: Diffusion of Local Reputation and Regime Survival. *Political Research Quarterly*, 75(4),pp. 1321-1334.
- Lee, H.B., Sexton, R.J. & Sumner, D.A. (2023a) National and subnational regulation of farm practices for consumer products sold within a jurisdiction: California's Proposition 12. *Agricultural Economics*, 54(6),pp. 838-853.
- Lee, N., Landgrave, M. & Bansak, K. (2023b) Are Subnational Policymakers' Policy Preferences Nationalized? Evidence from Surveys of Township, Municipal, County, and State Officials. *Legislative Studies Quarterly*, 48(2),pp. 441-454.
- Newman, B.J., DeMora, S.L. & Reny, T.T. (2021) Female Empowerment and the Politics of Language: Evidence Using Gender-Neutral Amendments to Subnational Constitutions. *British Journal of Political Science*, 51(4),pp. 1761-1772.
- Popelka, S.J. & Smith, L.C. (2020) Rivers as political borders: a new subnational geospatial dataset. *Water Policy*, 22(3),pp. 293-312.
- Sato, I. & Narita, D. (2023) Use of nested multi-regional input-output analysis for the evaluation of subnational emission reduction policies: A case of Japanese prefectures. *Sustainable Production and Consumption*, 37(pp. 294-305).
- Stevens, D. (2022) The Potential of Co-benefits to Spur Subnational Carbon Pricing in North America: A Qualitative Comparative Analysis. *Global Environmental Politics*, 22(1),pp. 69-93.
- Stickler, C., David, O., Chan, C., Ardila, J.P. & Bezerra, T. (2020) The Rio Branco Declaration: Assessing Progress Toward a Near-Term Voluntary Deforestation Reduction Target in Subnational Jurisdictions Across the Tropics. *Frontiers in Forests and Global Change*, 3(
- Travesí, S.B.G. & Whitehead, L. (2021) Constitutional controversies in the subnational democratization of Mexico, 1994-2021. *Latin American Policy*, 12(2),pp. 405-423.
- Yuen, S. & Cheng, E.W. (2020) Between high autonomy and sovereign control in a subnational island jurisdiction: The paradox of Hong Kong under 'One Country, Two Systems'. *Island Studies Journal*, 15(1),pp. 131-150.
- Zhang, Y., Wei, X.Y. & Grydehoj, A. (2021) Electoral politics, party performance, and governance in Greenland: Parties, personalities, and cleavages in an autonomous subnational island jurisdiction. *Island Studies Journal*, 16(1),pp. 343-372.