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PART II. LANGUAGE AND LANGUAGE-IN-EDUCATION POLICIES IN ENGLISH-DOMINANT NATIONS CHAPTER 3. "THE GROWN-UPS KNOW BEST": LANGUAGE POLICY-MAKING IN BRITAIN IN THE 1990's; Linguistic profile of the United Kingdom; Provision for languages in the UK; Changes after the 1988 Education Bill; The appropriation of English; Language planning in Britain today; Implications for bilingual and bi-dialectal pupils; Back to the basics; References; CHAPTER 4. LANGUAGE POLICY IN THE USA: NATIONAL VALUES, LOCAL LOYALTIES, PRAGMATIC PRESSURES

A definition and framework: no official, but multiple, informal policies
Educational governance: national or local?; Regional and ethnic influences, historical and contemporary; Ideological and structural tensions; Bilingual education: new federal-local connections; Bilingualism for all: moves toward the mainstream; Instruction in other languages: lofty visions, local realities; Some final thoughts; References; CHAPTER 5. ENGLISH LANGUAGE-IN-EDUCATION POLICIES IN CANADA; Francophone learners of English in Quebec; First Nations learners of English; Prevalent issues and recent developments
1. Equity of access to language education
2. Tensions between regional situations and differing levels of responsibility; 3. Relations of language education to other societal issues and cultural processes; 4. Maintenance of languages other than English or French; 5. Developing resources, research, theories, and facilitating structures; References; CHAPTER 6. ENGLISH AND PLURALISTIC POLICIES: THE CASE OF AUSTRALIA; Introduction; Overview of language planning in Australia; Language policies since the 1960's; Debates and issues on language policy today; English; Australian English
Aboriginal English

Sommario/riassunto

'Think globally, act locally' is the message of Language Policy: Dominant English, Pluralist Challenges. The book examines the impact of English in countries in which it is taken for granted - Australia, Britain, Canada, New Zealand, and the USA. It explores how the dominance of English impacts on the development of national language policies, the maintenance of minority languages, the ability to provide services in other languages, the efforts to promote first language and bilingual education programs, and the opportunities for adult and child second language and literacy training.
