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Nota di contenuto	Front matter -- Contents -- Author Biodata -- Foreword: On the Possibilities of a Post-postcolonial Language Education -- 1. From a Critical Deconstruction Paradigm to a Critical Construction Paradigm: An Introduction to Decolonisation, Globalisation and Language-in-Education Policy and Practice -- 2. Nation-building in a Globalised World: Language Choice and Education in India -- 3. Critical, Transdisciplinary Perspectives on Language-in- Education Policy and Practice in Postcolonial Contexts: The Case of Hong Kong -- 4. Remaking Singapore for the New Age: Official Ideology and the Realities of Practice in Language-in-Education -- 5. 'Safe' Language Practices in Two Rural Schools in Malaysia: Tensions between Policy and Practice -- 6. The Four Language Stages in the History of Iran -- 7. Higher Education Language Policy and the Challenge of Linguistic Imperialism: A Turkish Case Study -- 8. Language Classroom Practices in Kenya -- 9. Language and the Struggle to Learn: The Intersection of Classroom Realities, Language Policy, and Neocolonial and Globalisation Discourses in South African Schools -- 10. Language-in-Education Policies and Practices in Africa with a Special Focus on Tanzania and

South Africa – Insights from Research in Progress -- 11.
Accommodating Tensions in Language-in-Education Policies: An
Afterword -- Index

Sommario/riassunto

This volume brings together scholars from around the world to juxtapose the voices of classroom participants alongside the voices of ruling elites with the aim of critically linking language policy issues with classroom practice in a range of contexts. The volume is suitable for postgraduate students, researchers and educators in a range of areas.
