‘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. The book examines language and language-in-education policies in these countries and the extent to which English influences some policies or preludes others. It explores the viability of a statement on national language policies that could be adopted by the International Teachers of English to Speakers of Other Languages (TESOL) organization as a statement of principles. The book explores how to raise issues of individual, social and educational responsibilities that TESOL members must face as they are influenced by, and can influence, the language policy agendas established in these countries. It explores what can be learned from other English dominant nations, and compares language policy and practice, developing a more cross-national view on rights and responsibilities in language and language-in-education in these five dominant nations.

Table of contents
Acknowledgments ix
Foreword: Palnam qui meruit ferat
Robert B. Kaplan xi
Introduction
Helen Wren xxv
I. The Dominance of English and National Language Policies: An Overview
1. Making a difference in language policy agendas
Helen Wren 3
2. The English language metaphors we live by
William Eggington 29
II. Language and Language-in-Education Policies in English-Dominant Nations
3. The grown-ups know best: Language policy-making in Britain in the 1990s
Jill Bourne 49
4. Language policy in the USA: National values, local loyalties, pragmatic pressures
Mary McGroarty 67
5. English Language-in-Education policies in Canada
Alister Cumming 91
6. English and pluralistic policies: The case of Australia
Joseph Lo Bianco 107
7. Why are we waiting? Languages policy development in New Zealand
Roger Peddie 121
III. Teaching within Language and Language-in-Education policies
8. Social justice in the work of ESL teachers
David Corson 149
9. The roles and responsibilities of ESL teachers within National Language Policies
William Eggington 165
Notes on Contributors 169