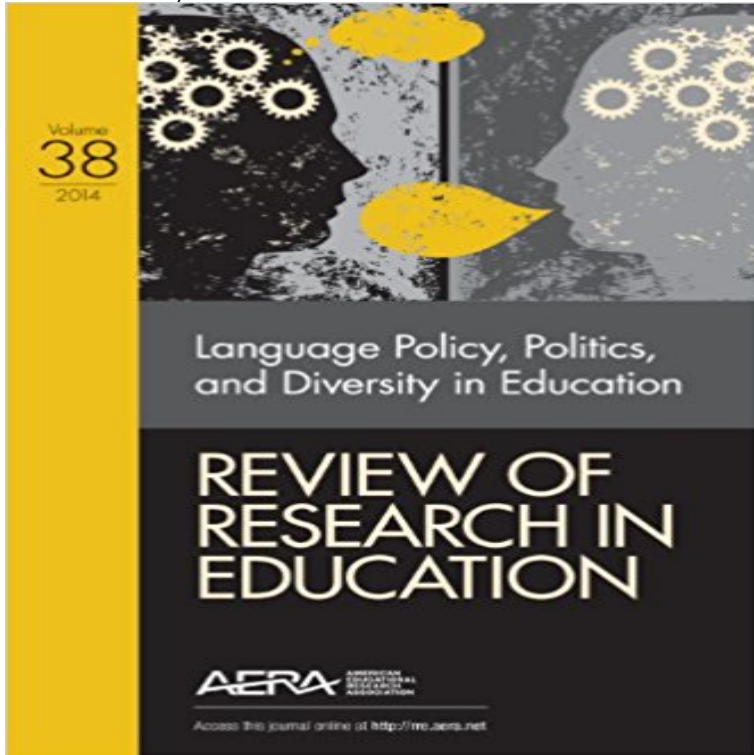


Review of Research in Education: Language Policy, Politics, and Diversity in Education



Language Policy, Politics, and Diversity in Education Edited by Kathryn M. Borman, University of South Florida, Terrence G. Wiley, Center for Applied Linguistics, David R. Garcia, Arizona State University, and Arnold B. Danzig, San Jose State University Review of Research in Education (Volume 38) explores the important role of educational language policies in promoting education as a human right. Even in English-dominant countries, such as the United States, it is important to understand the role of educational language policies (ELPs) in promoting educational access through the dominant language, and its impact on educational equity, achievement, and students sense of identity. This volume addresses whether language minorities have a right not only to linguistic accommodations but also to the promotion of their languages as a means for developing a positive identification with their languages and cultures. With language diversity in flux due to large-scale trends with widespread implications, this timely volume offers a solid background to inform and influence policies and programs for millions of students worldwide.

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