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Elizabeth J. Erling, Philip Seargeant

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This book investigates the relationship between English and personal and national development, as this is both discursively promoted (particularly through language policy) and practically realized in developing societies. It addresses the effects that the increased use of English and the promotion of English-language education are having in developmental contexts, and their impact on broader educational issues, on local language ecologies and on questions of cultural identity. It investigates these issues by drawing together a series of original examinations and case studies by a range of leading scholars working in this burgeoning field. The chapters focus on a variety of contexts from around the world, and the volume as a whole surveys and critiques the positioning and influence of English as a catalyst for development in the 21st century.

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