

Gerald E. Albertson
Editor

Issues in
**English Language
Learning**



*Education in a Competitive
and Globalizing World*

NOVA

EDUCATION IN A COMPETITIVE AND GLOBALIZING WORLD

**ISSUES IN ENGLISH LANGUAGE
LEARNING**



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GERALD E. ALBERTSON
EDITOR

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PREFACE

Millions of adults in the U.S. report that they speak limited English, and English Language ability appears linked to multiple dimensions of adult life, such as civic participation and workforce participation and mobility. This new book focuses on some key issues in English language learning and instruction.

Chapter 1 - The health care professions have embraced a mechanism for assembling and communicating evidence-based advice to practitioners about care for specific clinical conditions. Various called practice guidelines, treatment protocols, critical pathways, best practice guides, or simply practice guides, these documents are systematically developed recommendations about the course of care for frequently encountered problems, ranging from physical conditions such as foot ulcers to psychosocial conditions such as adolescent development.¹

Chapter 2 - Congressional proposals to install English as the official language of the United States reflect yet another aspect of the complicated ongoing national debate over immigration policy. The modern “Official English” movement may be traced to the mid-1980s, when various proposals to achieve linguistic uniformity by constitutional amendment were considered. While these earlier federal efforts failed, some legislation promoting official English laws at the state level was more successful. At least 30 states have laws declaring English to be the official state language.

In response, renewed congressional efforts to codify English as the “official” or “national” language by statute largely replaced the constitutional amendment approach of earlier years. For over a decade, legislation that would either declare English the official language of the United States government or that would oppose such declarations has been introduced in Congress.

Chapter 3 - Millions of adults in the U.S. report that they speak limited English, and English language ability appears linked to multiple dimensions of

adult life, such as civic participation and workforce participation and mobility. GAO examined (1) the trends in the need for and enrollment in federally funded adult English language programs, (2) the nature of federal support for adult English language learning, (3) ways in which states and local public providers have supported English language programs for adults, and (4) federal agencies' plans for research to identify effective approaches to adult English language learning. To conduct this work, GAO analyzed Census and enrollment data and conducted interviews with federal officials within the Departments of Education, Health and Human Services (HHS), and Labor and the National Institute for Literacy (NIFL); semistructured telephone interviews with state adult education officials in 12 states; site visits to 4 states; and reviews of relevant laws and literature.

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