Robert L. Cooper, in his book entitled *Language Planning and Social Change* (1989), defines language planning as “deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes.” He describes the tasks of language planners as 1) describing, 2) predicting, 3) explaining, and 4) deriving generalizations about their observations. In order to evaluate these tasks, he elaborates corresponding frameworks, each of which considers “who plans what for whom and how?” Then, based on analogies taken from the fields of business, sociology and political science, he proposes a much more detailed framework, which he calls “an accounting scheme for the study of language planning.”

Cooper illustrates his approach with four main examples: the founding of the French Academy, the promotion of Hebrew in Palestine, linguistic aspects of the feminist movement, and the Ethiopian mass literacy campaign. Yet the reader wonders how this scheme may apply to any one case in particular. In this paper, Cooper’s proposed framework is applied to the case of language planning in the United States in the second half of the twentieth century, in order to assess its descriptive, predictive, explanatory, and theoretical adequacy. Redundant and omitted variables are discussed, and a multi-dimensional model for language planning frameworks is proposed.