

# Can Schools Save Indigenous Languages Policy And Practice On Four Continents Palgrave Studies In Minority Languages And Communities Pdf

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*Ethnography and Language Policy* - Teresa L. McCarty 2014-04-04

Illuminating, through ethnographic inquiry, how individual agents "make" language policy in everyday social practice, this volume advances the growing field of language planning and policy using a critical sociocultural approach. From this perspective, language policy is conceptualized not only as official acts and documents, but as language-regulating modes of human interaction, negotiation, and production mediated by relations of power. Using this conceptual framework, the volume addresses the impacts of globalization, diaspora, and transmigration on language practices and policies; language endangerment, revitalization, and maintenance; medium-of-instruction policies; literacy and biliteracy; language and ethnic/national identity; and the ethical tensions in conducting critical ethnographic language policy research. These issues are contextualized in case studies and reflective commentaries by leading scholars in the field. *Ethnography and Language Policy* extends previous work in the field, tapping into leading-edge interdisciplinary scholarship, and charting new directions. Recognizing that language policy is not merely or even primarily about language per se, but rather about power relations that structure social-linguistic hierarchies, the authors seek to expand policy discourses in ways that foster social justice for all.

**Language and Education in Japan** - Y. Kanno 2008-01-17

The first critical ethnography of bilingual education in Japan. Based on fieldwork at five different schools, this examines the role of schools in the unequal distribution of bilingualism as cultural capital. It argues that schooling gives children unequal access to bilingualism thus socializing them into different futures.

The Sámi World - Sanna Valkonen 2022-06-07

This book provides a comprehensive and multifaceted analysis of the Sámi society and its histories and people, offering valuable insights into how they live and see the world. The chapters examine a variety of social and cultural practices, and consideration is given to environment, legal and political conditions and power relations. The contributions by a range of experts of Sámi studies and Indigenous scholars are drawn from across the Sápmi region, which spans from central Norway and central Sweden across Finnish Lapland to the Kola Peninsula in Russia. Sámi perspectives, concepts and ways of knowing are foregrounded throughout the volume. The material connects with wider discussions within Indigenous studies and engages with current concerns relating to globalization, environmental and cultural change, Arctic politics, multiculturalism, postcolonialism and neoliberalism. The Sámi World will be of interest to scholars from a number of disciplines, including Indigenous studies, anthropology, sociology, geography, history and political science.

**Language Policy and Economics: The Language Question in Africa** - Nkonko M. Kamwangamalu 2016-04-23

This book addresses the perennial question of how to promote Africa's indigenous languages as medium of instruction in educational systems. Breaking with the traditional approach to the continent's language question by focusing on the often overlooked issue of the link between African languages and economic development, *Language Policy and Economics* argues that African languages are an integral part of a nation's socio-political and economic development. Therefore, the book argues that any language policy designed to promote these languages in such higher domains as the educational system in particular must have economic advantages if the intent is to succeed, and proposes Prestige Planning as the way to address this issue. The proposition is a welcome break away from language policies which pay lip-service to the empowerment of African languages while, by default, strengthening the stranglehold of imported European languages.

**Indigenous Education** - W. James Jacob 2015-01-20

*Indigenous Education* is a compilation of conceptual chapters and national case studies that includes empirical research based on a series of data collection methods. The book provides up-to-date scholarly research on global trends on three issues of paramount importance with indigenous education—language, culture, and identity. It also offers a strategic comparative and international education policy statement on recent shifts in indigenous education, and new approaches to explore, develop, and improve comparative education and policy research globally. Contributing authors examine several social justice issues related to indigenous education. In addition to case perspectives from 12 countries and global regions, the volume includes five conceptual chapters on topics that influence indigenous education, including policy debates, the media, the United Nations, formal and informal education systems, and higher education.

*Minority Languages in the Linguistic Landscape* - D. Gorter 2011-12-13

Providing an innovative approach to the written displays of minority languages in public space this volume explores minority language situations through the lens of linguistic landscape research. Based on very tangible data it explores the 'same old issues' of language contact and language conflict in new ways.

**Encyclopedia of Diversity in Education** - James A. Banks 2012-05-24

Presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels. Prepub price \$535.00 valid to 21.07.12, then \$595.00.

**The SAGE Handbook of Sociolinguistics** - Ruth Wodak 2010-09-23

"A treasure trove for sociolinguistic researchers and students alike. Edited by three leading sociolinguists, the 39 chapters cover a wealth of valuable material... And the cast list reads

like a veritable Who's Who of sociolinguistics, with a refreshing number of younger scholars included along with more familiar, well-established names... This is a book that I will reach for often, both for research and teaching purposes. I will recommend it to my postgraduate students, and many of the chapters will provide excellent material for discussion in our advanced undergraduate sociolinguistics course." - Janet Holmes, *Discourse Studies* "The best, the most complete and the most integrated handbook of sociolinguistics of the past decade." - Joshua A. Fishman, NYU and Stanford University This Handbook answers a long-standing need for an up-to-date, comprehensive, international, in-depth critical survey of the history, trajectory, data, results and key figures involved in sociolinguistics. It consists of six inter-linked sections: The History of Sociolinguistics Sociolinguistics and Social Theory Language, Variation and Change Interaction Multilingualism and Contact Applications The result is a work of unprecedented coverage and insight. It is all here, from the foundational contributions to the field to the impact of new media, new technologies of communication, globalization, trans-border fluidities and agendas of research. The book will quickly be recognized as a benchmark in the field. It will provide a basis for reckoning its origins and pathways of development as well as an authoritative account of the central debates and research issues of today.

*Language and Conflict in Northern Ireland and Canada* - J. Muller 2010-07-16

In a unique contribution to understanding the interaction of language policy and planning in modern conflict resolution, Janet Muller provides an insider account of the search for improved status for the Irish language in Northern Ireland from the 1980s.

**Language, Power and Identity Politics** - Máiréad Nic Craith 2007-10-23

Dominance, identity and resistance are key themes in this examination of language in global, virtual and local settings. It focuses on world languages, linguistic rights and minority protection. Case studies explore the social strategies employed by migrants speaking non-indigenous tongues and the effect of religion in sensitive political contexts.

*Language and Minority Rights* - Stephen May 2013-06-17

The second edition addresses new theoretical and empirical developments since its initial publication, including the burgeoning influence of globalization and the relentless rise of English as the current world language. May's broad position, however, remains largely unchanged. He argues that the causes of many of the language-based conflicts in the world today still lie with the nation-state and its preoccupation with establishing a 'common' language and culture via mass education. The solution, he suggests, is to rethink nation-states in more culturally and linguistically plural ways while avoiding, at the same time, essentializing the language-identity link. This edition, like the first, adopts a wide interdisciplinary framework, drawing on sociolinguistics, applied linguistics, sociology, political theory, education and law. It also includes new discussions of cosmopolitanism, globalization, the role of English, and language and mobility, highlighting the ongoing difficulties faced by minority language speakers in the world today.

*Language, Education and Nation-building* - P. Sercombe 2014-09-02

This volume tracks the complex relationships between language, education and nation-building in Southeast Asia, focusing on how language policies have been used by states and governments as instruments of control, assimilation and empowerment. Leading scholars have contributed chapters each representing one of the countries in the region.

**Discourse and Struggle in Minority Language Policy Formation** - J. Adrey 2009-02-12

The author presents a new approach to the study of language policy, by focusing on language policy formation and implementation as a dynamic, conflict-laden process involving the interaction of various actors with different motivations and uneven bargaining powers, rather

than as a product , examinable post hoc from existing language legislation.

Minority Languages and Multilingual Education - Durk Gorter 2013-11-04

This book presents research on the situation minority language schoolchildren face when they need to learn languages of international communication, in particular English. The book takes minority languages as a starting point and it bridges local and global perspectives in the analysis of multilingual education contexts. It examines the interaction of minority languages and cultures, majority languages and lingua franca-s in a variety of settings across different regions and countries on all continents. Even though all chapters in this book involve minority languages, the issues discussed are relevant to any context in which more than language is used in education. The book reveals challenges and opportunities of multilingual education by discussing issues such as Northern and Southern concepts, language education policies, language diversity, interethnic understanding, multimodal language practices, power, conflict, identity and prestige, among many others. "This is the volume that finally accounts for multilingual education from a truly multilingual perspective by involving proposals and research from a variety of multilingual speech communities in the world. The (linguistically) rich Ethiopia and Mexico can teach the poor Europe and other Northern countries about multilingual education. CLIL promoters may learn from Finnish Sámi and Canadian Innu and Mi'gmaq indigenous communities as well as from Basque results. Speakers and teachers of minority and international languages will certainly be glad to hear the news. There is no need for a monolingual bias or tunnel vision in acquiring English in non-English speaking communities. This volume includes new challenging pedagogical perspectives while pointing to interesting conclusions for worldwide educational authorities". Maria Pilar Safont Jordà, Universitat Jaume I, Castelló, Spain

The Oxford Handbook of Endangered Languages - Kenneth L. Rehg 2018-07-18

The endangered languages crisis is widely acknowledged among scholars who deal with languages and indigenous peoples as one of the most pressing problems facing humanity, posing moral, practical, and scientific issues of enormous proportions. Simply put, no area of the world is immune from language endangerment. The Oxford Handbook of Endangered Languages, in 39 chapters, provides a comprehensive overview of the efforts that are being undertaken to deal with this crisis. A comprehensive reference reflecting the breadth of the field, the Handbook presents in detail both the range of thinking about language endangerment and the variety of responses to it, and broadens understanding of language endangerment, language documentation, and language revitalization, encouraging further research. The Handbook is organized into five parts. Part 1, Endangered Languages, addresses the fundamental issues that are essential to understanding the nature of the endangered languages crisis. Part 2, Language Documentation, provides an overview of the issues and activities of concern to linguists and others in their efforts to record and document endangered languages. Part 3, Language Revitalization, includes approaches, practices, and strategies for revitalizing endangered and sleeping ("dormant") languages. Part 4, Endangered Languages and Biocultural Diversity, extends the discussion of language endangerment beyond its conventional boundaries to consider the interrelationship of language, culture, and environment, and the common forces that now threaten the sustainability of their diversity. Part 5, Looking to the Future, addresses a variety of topics that are certain to be of consequence in future efforts to document and revitalize endangered languages.

**Promising Practices in Indigenous Teacher Education** - Paul Whitinui 2017-10-28

This book provides a comprehensive overview of navigating the on-going systemic challenges, hardships, and problems facing many indigenous teacher education programs today, helping

to foster a commitment to developing quality indigenous teacher education programs that are sustainable, distinctive and excellent. However, despite a growing cadre of indigenous peoples working in teacher education, there is still a noticeable gap between the uptake of what is being taught in conventional teacher education programs, and how this translates to what we see student teachers doing in the classroom. The often tricky and complex nature of indigenous teacher education programming also means that there are multiple realities, approaches and pathways that require greater communication, collaboration, and cooperation. The very nature of this complexity, the book suggests, requires a strength-based and future-focused approach built on trust, integrity, courage and respect for indigeneity, as well as an understanding of what it means to be indigenous. The examples and experiences presented identify a number of promising practices that work well in current indigenous teacher education programs and beyond. By promoting a greater appreciation for the inclusion of culturally relevant practices in teacher education, the book aims to breathe new life into the hopes, dreams, and aspirations of indigenous teacher education programs moving forward.

**Policy and Planning for Endangered Languages** - Mari C. Jones 2015-08-07

A collaborative work written by academics working in the field of language endangerment and members of indigenous communities acting on the frontline of language support and maintenance, this volume offers a unique perspective on how the development and implementation of language policy and planning impact on endangered languages.

**The Routledge Handbook of Multilingualism** - Marilyn Martin-Jones 2012

The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership, and an overview of the research which situates multilingualism in its social, cultural and political context. The handbook includes an introduction and five sections with thirty two chapters by leading international contributors. The introduction charts the changing landscape of social and ethnographic research on multilingualism (theory, methods and research sites) and it foregrounds key contemporary debates. Chapters are structured around sub-headings such as: early developments, key issues related to theory and method, new research directions. This handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes, debates and research sites. The Routledge Handbook of Multilingualism is the ideal resource for postgraduate students of multilingualism, as well as those studying education and anthropology.

*Democratic Policies for Language Revitalisation: The Case of Catalan* - M. Strubell

2011-06-21

A collection of studies offering an up-to-date analysis of official policies to promote Catalan in a democratic framework in each of the main Spanish regions where it is spoken: Catalonia, Valencia and the Balearic Islands.

Gaelic in Contemporary Scotland - Marsaili MacLeod 2018-11-29

New perspectives on the use and acquisition of a minority language. The number of young people speaking Gaelic in Scotland is growing for the first time since Census records began but less than half of all Gaelic speakers use Gaelic in the home. This book sets out to explore why. Focusing on how people, communities and organisations are 'doing' Gaelic, this book explores the processes and patterns of Gaelic language acquisition, use and management across four key spaces of interaction: the family, the community, educational settings, and in organisations. The contributors adopt an experiential approach to give voice to speakers in a diverse range of communities, both geographically and socially, as the volume illustrates the ways in which the use of Gaelic is changing in the context of increasingly fragmented,

networked communities. Gaelic in Contemporary Scotland provides a range of critical perspectives on existing models for minority language revitalisation and to introduce fresh ideas for language revitalisation theory. Through its analysis of the interconnections between, and differences within, Gaelic communities, this collection challenges old understandings of the Gaelic community as a single collective identity, making it an invaluable resource for students, lecturers and researchers interested in questions of linguistic diversity, linguistic minorities and language policy and planning.

*Foreign Language Education in Multilingual Classrooms* - Andreas Bonnet 2018-10-15

This volume challenges traditional approaches to foreign language education and proposes to redefine them in our age of international migration and globalization. Foreign language classrooms are no longer populated by monolingual students, but increasingly by multilingual students with highly diverse language backgrounds. This necessitates a new understanding of foreign language learning and teaching. The volume brings together an international group of researchers of high caliber who specialize in third language acquisition, teaching English as an additional language, and multilingual education. In addition to topical overview articles on the multilingual policies pursued in Europe, Africa, North America, and Asia, as well as several contributions dealing with theoretical issues regarding multilingualism and plurilingualism, the volume also offers cutting edge case studies from multilingual acquisition research and foreign language classroom practice. Throughout the volume, multilingualism is interpreted as a valuable resource that can facilitate language education provided it is harnessed in appropriate conditions.

**Can Schools Save Indigenous Languages?** - N. Hornberger 2008-04-01

This volume offers a close look at four cases of indigenous language revitalization: Maori in Aotearoa/New Zealand, Saami in Scandinavia, Hñähñö in Mexico and Quechua and other indigenous languages in Latin America. Essays by experts from each case are in turn discussed in international perspective by four counterpart experts.

Social Justice through Multilingual Education - Tove Skutnabb-Kangas 2009-08-20

The principles for enabling children to become fully proficient multilinguals through schooling are well known. Even so, most indigenous/tribal, minority and marginalised children are not provided with appropriate mother-tongue-based multilingual education (MLE) that would enable them to succeed in school and society. In this book experts from around the world ask why this is, and show how it can be done. The book discusses general principles and challenges in depth and presents case studies from Canada and the USA, northern Europe, Peru, Africa, India, Nepal and elsewhere in Asia. Analysis by leading scholars in the field shows the importance of building on local experience. Sharing local solutions globally can lead to better theory, and to action for more social justice and equality through education.

Language Revitalisation in Gaelic Scotland - Dunmore Stuart S. Dunmore 2019-07-17

Situated within the interrelated disciplines of sociolinguistics and sociology of language, this book explores the language use and attitudinal perceptions of a sample of 130 adults who received Gaelic-medium education (GME) at primary school, during the first years of that system's availability in Scotland. As the first students to have attended GME are now in their late 20s and 30s, this volume offers a timely examination of the long-term outcomes of the system in its earliest years, and of the future prospects for Gaelic language maintenance and revitalisation in Scotland. The book presents in-depth discussion and analysis of narratives in order to demonstrate former Gaelic-medium students' present-day relationships to the languages they speak, offering fascinating insights into the possible reasons - historical, ideological and personal - for these relationships. This book presents the first open

assessment of the outcomes of Gaelic-medium education in Scotland, and offers suggestions for individuals and policymakers seeking to revitalise languages internationally.

**Language Policies in Education** - James W. Tollefson 2012-10-02

How do language policies in schools create inequalities among learners? How do policies marginalize some students while granting privilege to others? How do language policies in education serve the interests of dominant groups within societies? How can linguistic minorities further their interests through attempts to change language policies in schools? This new edition of *Language Policies in Education* takes a fresh look at these enduring questions at the heart of fundamental debates about the role of schools in society, the links between education and employment, and conflicts between linguistic minorities and "mainstream" populations. Reflecting developments in language policy since the publication of the first edition in 2002, all chapters are original and substantial contributions to the study of language policy and exemplify major theories and research methods in the field. Chapter authors are major scholars in language policy and critical language studies. The case studies, international in scope, present cutting-edge analyses of important language policy debates in countries around the world.

Family Language Policies in a Multilingual World - John Macalister 2016-12-19

Through case studies from around the world, this book illustrates the opportunities and challenges facing families negotiating the issues of language maintenance and language learning in the home. Every family living in a bi/multilingual environment faces the question of what language(s) to speak with their children and must make a decision, consciously or otherwise, about these issues. Exploring links between language policy in the home and wider society in a range of diverse settings, the contributors utilize various research tools, including interviews, questionnaires, observations, and archival document analysis, to explore linguistic ideologies and practices of family members in the home, illuminating how these are shaped by macro-level societal processes.

*Galician and Irish in the European Context* - B. O'Rourke 2010-12-08

An exploration of the role of language attitudes and ideologies in predicting the survival prospects of a minority language. The author examines this role through a cross-national comparative analysis of Irish in the Republic of Ireland and Galician in the Autonomous Community of Galicia in north-west Spain.

**Handbook of Home Language Maintenance and Development** - Andrea C. Schalley 2020-06-22

Even a cursory look at conference programs and proceedings reveals a burgeoning interest in the field of social and affective factors in home language maintenance and development. To date, however, research on this topic has been published in piecemeal fashion, subsumed under the more general umbrella of 'bilingualism'. Within bilingualism research, there has been an extensive exploration of linguistic and psycholinguistic perspectives on the one hand, and educational practices and outcomes on the other. In comparison, social and affective factors - which lead people to either maintain or shift the language - have been under-researched. This is the first volume that brings together the different strands in research on social and affective factors in home language maintenance and development, ranging from the micro-level (family language policies and practices), to the meso-level (community initiatives) and the macro-level (mainstream educational policies and their implementation). The volume showcases a wide distribution across contexts and populations explored. Contributors from around the world represent different research paradigms and perspectives, providing a rounded overview of the state-of-the-art in this flourishing field.

**Minority Language in Today's Global Society** - Trace Foundation 2012

"The present volume examines a wide range of issues concerning the status of minority languages around the world with a special focus on the Tibetan language and its dialects. The legal issues surrounding minority language use and policy, as well as strategies for language revitalization, are also addressed"--Back cover.

**The Oxford Handbook of Applied Linguistics** - Robert B. Kaplan 2010-09-30

"[A] monumental editorial enterprise....It is to be commended and used widely and wisely."---  
ESL Magazine --

Rejecting the Marginalized Status of Minority Languages - Ari Sherris 2019-11-20

This book explores Indigenous, tribal and minority (ITM) language education in oral and/or written communication and in the use of new technologies and online resources for pedagogical purposes in diverse geopolitical contexts. It demonstrates that ITM language education transpires in both formal and informal spaces for children or adults and that sometimes these spaces are online, where they become de-territorialized discourses of teaching and learning.' The volume brings together examples of ITM language education that are challenging the forces that flatten 'languacultures' into artefacts of history. It also examines the economic and material realities of the people who live in and through their 'languacultures', or who aspire to do as much. The book will be useful for educators and all those interested in Indigenous and minority language issues, as well as for a wide range of undergraduate, graduate and research contexts where topics of language education and minority rights are the focus.

Maintaining Minority Languages in Transnational Contexts - A. Pauwels 2007-04-17

Deals with challenges to the maintenance of minority (or community) languages in this era of globalization and increasing transnational movements of people. The contributors, experts in language policy, language maintenance and multilingualism offer complementary perspectives from Australia and Europe on the maintenance of linguistic diversity.

**Linguistic Policies and the Survival of Regional Languages in France and Britain** - A. Judge 2007-02-07

It was traditionally assumed that a single official language was necessary for the wellbeing of the state, particularly in France and Britain. This assumption is now questioned, and regional languages are making, in some cases, an impressive comeback. This book analyses a range of languages' development, decline and efforts at regeneration.

**Language Rights** - V. Pupavac 2012-09-23

Exploring language rights politics in theoretical, historical and international context, this book brings together debates from law, sociolinguistics, international politics, and the history of ideas. The author argues that international language rights advocacy supports global governance of language and questions freedoms of speech and expression.

Minority Languages, Education and Communities in China - L. Tsung 2009-03-19

The book outlines the evolution and role of minority languages locally and nationally; it investigates current educational language policies in minority areas; and it assesses the social and economic outcomes of language change for communities in contemporary China.

**Indigenous Language Acquisition, Maintenance, and Loss and Current Language Policies** - Okamura, Toru 2020-08-28

The world's linguistic map has changed in recent years due to the vast disappearance of indigenous languages. Many factors affect the alteration of languages in various areas of the world including governmental policies, education, and colonization. As indigenous languages continue to be affected by modern influences, there is a need for research on the current state of native linguistics that remain across the globe. Indigenous Language Acquisition,



Maintenance, and Loss and Current Language Policies is a collection of innovative research on the diverse policies, influences, and frameworks of indigenous languages in various regions of the world. It discusses the maintenance, attrition, or loss of the indigenous languages; language status in the society; language policies; and the grammatical characteristics of the indigenous language that people maintained and spoke. This book is ideally designed for anthropologists, language professionals, linguists, cultural researchers, geographers, educators, government officials, policymakers, academicians, and students.

**Crossing Mountains** - Phyllis Ngai 2012-03-16

Crossing Mountains provides important insights about integrating Native-language learning into public education. Using case studies of school districts on the Flathead Indian Reservation in Montana, Phyllis Ngai argues that carefully designed and inclusive Native-language programs can benefit communities and students regardless of ethnic identity.

*Language Planning and Policy in Native America* - T. L. McCarty 2013

Comprehensive in scope yet full of ethnographic detail, this book examines the history of language policy by and for Native Americans, and contemporary language revitalization initiatives. Offering a critical-theory view and emphasizing the perspectives of revitalizers themselves, the book explores innovative language regeneration projects, the role of Indigenous youth in language reclamation, and prospects for Native American language and culture continuance.

**Language Planning and National Identity in Croatia** - K. Langston 2014-09-09

Following the collapse of the former Yugoslavia, Croatian was declared to be a separate language, distinct from Serbian, and linguistic issues became highly politicized. This book examines the changing status and norms of the Croatian language and its relationship to Croatian national identity, focusing on the period after Croatian independence.

**The Indigenous Identity of the South Saami** - Håkon Hermanstrand 2019-02-01

This open access book is a novel contribution in two ways: It is a multi-disciplinary examination of the indigenous South Saami people in Fennoscandia, a social and cultural group that often is overlooked as it is a minority within the Saami minority. Based on both historical material such as archaeological evidence, 20th century newspapers, and postcard motives as well as current sources such as ongoing land-right trials and recent works of historiography, the articles highlight the culture and living conditions of this indigenous group, mapping the negotiations of different identities through the interaction of Saami and non-Saami people through the ages. By illuminating this under-researched field, the volume also enriches the more general debate on global indigenous history, and sheds light on the construction of a Scandinavian identity and the limits of the welfare state and the myth of heterogeneity and equality.