Indigenous Education

For many communities around the world, the revitalization or at least the preservation of an indigenous language is a pressing concern. Understanding the issue involves far more than compiling simple usage statistics or documenting the grammar of a tongue—it requires examining the social practices and philosophies that affect indigenous language survival. In presenting the case of Kaska, an endangered language in an Athabascan community in the Yukon, Barbra Meek asserts that language revitalization requires more than just linguistic rehabilitation; it demands a social transformation. The process must mend rips and tears in the social fabric of the language community that result from an enduring colonial history focused on termination. These “disjunctures” include government policies conflicting with community goals, widely varying teaching methods and generational viewpoints, and even clashing ideologies within the language community. This book provides a detailed investigation of language revitalization based on more than two years of active participation in local language renewal efforts. Each chapter focuses on a different dimension, such as spelling and expertise, conversation and social status, family practices, and bureaucratic involvement in local language choices. Each situation illustrates the balance between the desire for linguistic continuity and the reality of disruption. We Are Our Language reveals the subtle ways in which different conceptions and practices—historical, material, and interactional—can variably affect the state of an indigenous language, and it offers a critical step toward redefining success and achieving revitalization.

Plurilingualism in Teaching and Learning

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.

The Routledge Handbook of Multilingualism

This book offers a language revitalisation method that can be used with Indigenous and minority languages, especially in cases where the native language has been lost among people of a working age. It gives practical examples and a theoretical frame of reference for how to plan, organise and implement an intensive language programme.
This critical ethnographic account of the Yangon deaf community in Myanmar offers unique insights into the dynamics of a vibrant linguistic and cultural minority community in the region and also sheds further light on broader questions around language policy. The book examines language policies on different scales, demonstrating how unofficial policies in the local deaf school and wider Yangon deaf community impact responses to higher level interventions, namely the 2007 government policy aimed at unifying the country's two sign languages. Foote highlights the need for a critical and interdisciplinary approach to the study of language policy, unpacking the interplay between language ideologies, power relations, political and moral interests and community conceptualisations of citizenship. The study's findings are situated within wider theoretical debates within linguistic anthropology, questioning existing paradigms on the notion of linguistic authenticity and contributing to ongoing debates on the relationship between language policy and social justice. Offering an important new contribution to critical work on language policy, the book will be of particular interest to students and scholars in sociolinguistics, linguistic anthropology and language education.

The Oxford Handbook of Language Policy and Planning

Spanning Indigenous settings in Africa, the Americas, Aotearoa/New Zealand, Australia, Central Asia and the Nordic countries, this book examines the multifaceted language reclamation work underway by Indigenous peoples throughout the world. Exploring political, historical, ideological, and pedagogical issues, the book foregrounds the decolonizing aims of contemporary Indigenous language movements inside and outside of schools. Many authors explore language reclamation in their own communities. Together, the authors call for expanded discourses on language planning and policy that embrace Indigenous ways of knowing and forefront grassroots language reclamation efforts as a force for Indigenous sovereignty, social justice, and self-determination. This volume will be of interest to scholars, educators and students in applied linguistics, Ethnic/Indigenous Studies, education, second language acquisition, and comparative-international education, and to a broader audience of language educators, revitalizers and policymakers.

Indigenous Language Revitalization

This Handbook provides a state-of-the-art account of research in language policy and planning (LPP). Through a critical examination of LPP, the Handbook offers new direction for a field in theoretical and methodological turmoil as a result of the socio-economic, institutional, and discursive processes of change taking place under the conditions of Late Modernity. Late Modernity refers to the widespread processes of late capitalism leading to the selective privatization of services (including education), the information revolution associated with rapidly changing statuses and functions of languages, the weakening of the institutions of nation-states (along with the strengthening of non-state actors), and the fragmentation of overlapping and competing identities associated with new complexities of language-identity relations and new forms of multilingual language use. As an academic discipline in the social sciences, LPP is fraught with tensions between these processes of change and the still-powerful ideological framework of modern nationalism. It is an exciting and energizing time for LPP research. This Handbook propels the field forward, offering a dialogue between the two major historical trends in LPP associated with the processes of Modernity and Late Modernity: the focus on continuity behind the institutional policies of the modern nation-state, and the attention to local processes of uncertainty and instability across different settings resulting from processes of change. The Handbook takes great strides toward overcoming the long-standing division between "top-down" and "bottom-up" analysis in LPP research, setting the stage for theoretical and methodological innovation. Part I defines alternative theoretical and conceptual frameworks; Part II, emphasizing developments since the ethnographic framework in LPP; historical-discursive approaches; ethics, normative theorizing, and transdisciplinary methods; and the renewed focus on socio-economic class. Part III examines LPP against the background of influential ideas about language shaped by the institutions of the nation-state, with close attention to the social position of minority languages and specific communities facing profound language policy challenges. Part IV investigates the turmoil and tensions that currently characterize LPP research under conditions of Late Modernity. Finally, Part IV presents an integrative summary and directions for future LPP research.

Language and Literacy Teaching for Indigenous Education

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.

Indigenous Youth and Multilingualism

This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of—and access to—the widest possible communicative repertoire for students.
Mexican Indigenous Languages at the Dawn of the Twenty-First Century

It is generally agreed that about 7,000 languages are spoken across the world today and at least half may no longer be spoken by the end of this century. This state-of-the-art Handbook examines the reasons behind this dramatic loss of linguistic diversity, why it matters, and what can be done to document and support endangered languages. The volume is relevant not only to researchers in language endangerment, language shift and language death, but to anyone interested in the languages and cultures of the world. It is accessible both to specialists and non-specialists: researchers will find cutting-edge contributions from acknowledged experts in their fields, while students, activists and other interested readers will find a wealth of readable yet thorough and up-to-date information.

Minority Language in Today's Global Society

Language and Literacy Teaching for Indigenous Education: A Bilingual Approach presents a proposal for the inclusion of indigenous languages in the classroom. Based on extensive research and field work by the authors in communities in the United States and Mexico, the book explores ways in which the cultural and linguistic resources of indigenous communities can enrich the language and literacy program.

Indigenous Languages Programmes in Australian Schools

This volume brings together studies of instructional writing practices and the products of those practices from diverse Indigenous languages and cultures. By analyzing a rich diversity of contexts—Finland, Ghana, Hawaii, Mexico, Papua New Guinea, and more—through biliteracy, complexity, and genre theories, this book explores and demonstrates critical components of writing pedagogy and development. Because the volume focuses on Indigenous languages, it questions center-margin perspectives on schooling and national language ideologies, which often limit the number of Indigenous languages taught, the domains of study, and the age groups included.

Crossing Mountains

The bestselling author of Reviving Ophelia and Another Country profiles refugees from around the world who emigrate to the United States. In cities and towns all over the country, refugees arrive daily. Lost Boys from Sudan, survivors from Kosovo, families fleeing Afghanistan and Vietnam: they come with nothing but the desire to experience the American dream. Their endurance in the face of tragedy and their ability to hold on to the essential virtues of family, love, and joy are a tonic for Americans who are now facing crises at home. Their stories will make you laugh and weep—and give you a deeper understanding of the wider world in which we live. The Middle of Everywhere moves beyond the headlines, into the hearts and homes of refugees from around the world. Her stories bring to us the complexity of cultures we must come to understand in these times. "I offer a certain kind of humanity which is a humanizing of the world, a humanization of the American dream," Pipher wrote. "Our world includes all of us, and it is up to us to responsibly build on the dreams and struggles of those who have come before us."

We Are Our Language

This book is a state-of-the-art reference work that defines and frames the state of thinking, research and practice in indigenous education. The book provides an authoritative overview of the subject in one text. The work sits within the context of The UN Declaration of the Rights of Indigenous Peoples that states "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education" (Article 14.1). Twenty-five years ago a book of this nature would have been largely written by non-Indigenous researchers about Indigenous people and education. Today Indigenous researchers can write this work about and for themselves and others. The book is comprehensive in its coverage. Authors are drawn from various individual jurisdictions that have significant indigenous populations where the issues include language, culture and identity, and indigenous people’s participation in society. It brings together multiple streams of research by ‘new’ indigenous voices. The book also brings together a wide range of educational topics including early childhood education, educational governance, teacher education, curriculum, pedagogy, educational psychology, etc. The focus of this book is on the importance of Indigenous education in our pursuit of the field of Indigenous educational aspirations and development.

Can Schools Save Indigenous Languages?

"This new edition of takes a fresh look at 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"--

The Middle of Everywhere

The Indigenous languages of Australia have been undergoing a renaissance over recent decades. Many languages that had long ceased to be heard in public and consequently deemed ‘dead’ or ‘extinct’. 
Rejecting the Marginalized Status of Minority Languages

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.

Promising Practices in Indigenous Teacher Education

The Routledge Handbook of Language Revitalization is the first comprehensive overview of the language revitalization movement, from the Arctic to the Amazon and across continents. Featuring 47 contributions from a global range of top scholars in the field, the handbook is divided into two parts, the first of which expands on language revitalization issues of theory and practice while the second covers regional perspectives in an effort to globalize and decolonize the field. The collection examines critical issues in language revitalization, including: language rights, language and well-being, and language policy; language in educational institutions and in the home; new methodologies and venues for language learning; and the roles of documentation, literacies, and the internet. The volume also contains chapters on the kinds of language that are less often researched such as the revitalization of music, of whistled languages and sign languages, and how languages change when they are being revitalized. The Routledge Handbook of Language Revitalization is the ideal resource for graduate students and researchers working in linguistic anthropology and language revitalization and endangerment.

Teaching Writing to Children in Indigenous Languages

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.

Sociolinguistics and Language Education

"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.

Language Policies in Education

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.

A World of Indigenous Languages

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.

The Routledge Handbook of Language Revitalization

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.
The Cambridge Handbook of Language Standardization

This book provides a comprehensive overview of the ongoing 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.

Language Policy and Economics: The Language Question in Africa

With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

Encyclopedia of Diversity in Education

This 2009 book includes papers on the challenges faced by linguists working in Indigenous communities, Maori and Hawaiian revitalization efforts, the use of technology in language revitalization, and Indigenous language assessment. Of particular interest are Darrell Kipp's introductory essay on the challenges faced starting and maintaining a small immersion school and Margaret Noon's description of the satisfaction garnered from raising her children as speakers of her Anishinaabemowin language. Dr. Christine Sims writes in her American Indian Quarterly review that it "covers a broad variety of topics and information that will be of interest to practitioners, researchers, and advocates of Indigenous languages." Includes three chapters on the Maori language: Changing Pronunciation of the Maori Language - Implications for Revitalization; Language is Life - The Worldview of Second Language Speakers of Maori; Reo o te Kainga (Language of the Home) - A Ngai Te Rangi Language Regeneration Project.

Ethnography and Language Policy

This volume provides a state-of-the-art snapshot of language and education research and demonstrates ways in which local and global processes are intertwined with language learning, use, and policies. Reflecting but also expanding on Nancy Hornberger's ground-breaking contributions to educational linguistics, this book brings together leading international scholars. Chapters present new research and cutting-edge syntheses addressing current theoretical and methodological issues in researching equity, access, and multilingual education. Organized around three central themes --- bilingual education and bilingualism, the continua of biliteracy, and policy and planning for linguistic diversity in education --- the volume reflects the holistic and dynamic perspective on language (in) education that is the hallmark of educational linguistics as a field.

Language Planning and Policy in Native America

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.

Mapping Indigenous Presence

Bridging the fields of youth studies and language planning and policy, this book takes a close, nuanced look at indigenous youth bi/multilingualism across diverse cultural and linguistic settings, drawing out comparisons, contrasts, and important implications for language planning and policy and for projects designed to curtail language loss. Indigenous and non-Indigenous scholars with longstanding ties to language planning efforts in diverse Indigenous communities examine language policy and planning as de facto and de jure – as covert and overt, bottom-up and top-down. This approach illuminates crosscutting themes of language identity and ideology, cultural conflict, and linguistic human rights as youth negotiate these issues within rapidly changing sociolinguistic contexts. A distinctive feature of the book is its chapters and commentaries by Indigenous scholars writing about their own communities. This landmark volume stands alone in offering a look at diverse Indigenous youth in multiple endangered language communities, new theoretical, empirical, and methodological insights, and lessons for intergenerational language planning in dynamic sociocultural contexts.
Re-awakening Languages

"The national project which is the subject of this report is directed towards strengthening the quality of Indigenous languages programmes in schools. The purpose of the project is to provide a snapshot of the current national s.

Framing Languages and Literacies

Focusing on the Americas – home to 40 to 50 million Indigenous people – this book explores the history and current state of Indigenous language revitalization across this vast region. Complementary chapters on the USA and Canada, and Latin America and the Caribbean, offer a panoramic view while tracing nuanced trajectories of "top down" (official) and "bottom up" (grass roots) language planning and policy initiatives. Authored by leading Indigenous and non-Indigenous scholars, the book is organized around seven overarching themes: Policy and Politics; Processes of Language Shift and Revitalization; The Home-School-Community Interface; Local and Global Perspectives; Linguistic Human Rights; Revitalization Programs and Impacts; New Domains for Indigenous Languages. Providing a comprehensive, hemisphere-wide scholarly and practical source, this singular collection simultaneously fills a gap in the language revitalization literature and contributes to Indigenous language revitalization efforts.

Indigenous Language Acquisition, Maintenance, and Loss and Current Language Policies

Stabilizing indigenous languages is the proceedings of two symposia held in November 1994 and May 1995 at Northern Arizona University. These conferences brought together language activists, tribal educators, and experts on linguistics, language renewal, and language teaching to discuss policy changes, educational reforms, and community initiatives to stabilize and revitalize American Indian and Alaska Native languages. Stabilizing indigenous languages includes a survey of the historical, current, and projected status of indigenous languages in the United States as well as extensive information on the roles of families, communities, and schools in promoting their use and maintenance. It includes descriptions of successful native language programs and papers by leaders in the field of indigenous language study, including Joshua Fishman and Michael Krauss.

Revitalising Indigenous Languages

Despite centuries of colonization, many Indigenous peoples’ cultures remain distinct in their ancestral territories, even in today’s globalized world. Yet they exist often within countries that hardly recognize their existence. Struggles for political recognition and cultural respect have occurred historically and continue to challenge Native American nations in Montana and Sami peoples of northern Scandinavia in their efforts to remain and thrive as who they are as Indigenous peoples. In some ways, the Indigenous struggles on the two continents have been different, but in many other ways, they are similar. Mapping Indigenous Presence presents a set of comparative Indigenous studies essays with contemporary perspectives, attesting to the importance of the roles Indigenous peoples have played as overseers of their own lands and resources, as creators of their own cultural richness, and as political entities capable of governing themselves. This interdisciplinary collection explores the Indigenous experience of Sami peoples of Norway and Native Americans of Montana in their respective contexts — yet they are in many ways distinctly different within the body politic of their respective countries. Although they share similarities as Indigenous peoples within nation-states and inhabit somewhat similar geographies, their cultures and histories differ significantly. Sami people speak several languages, while Indigenous Montana is made up of twelve different tribes with at least ten distinctly different languages; both peoples struggle to keep their Indigenous languages vital. The political relationship between Sami people and the mainland Norwegian government and culture has historically been less contentious that that of the Indigenous peoples of Montana with the United States and with the state of Montana, yet the Sami and the Natives of Montana have struggled against both the ideology and the subsequent assimilation policy of the savagery-versus-civilization model. The authors attempt to increase understanding of how these two sets of Indigenous peoples share important ontological roots and postcolonial legacies, and how research may be used for their own self-determination and future directions.

The Cambridge Handbook of Endangered Languages

Language standardization is the process by which conventional forms of a language are established and maintained. Bringing together internationally renowned experts, this Handbook provides a comprehensive overview of standardization, norms and standard languages. Chapters are grouped into five thematic areas: models and theories of standardization, questions of authority and legitimacy, literacy and education, borders and boundaries, and standardization in Late Modernity. Each chapter addresses a specific issue in detail, illustrating it with linguistic case studies and taking into account the particular political, social and cultural context. Showcasing cutting-edge research, it offers fresh perspectives that go beyond traditional accounts of the standardization of national European languages, and affords new insights into minoritized, indigenous and stateless languages. Surveying a wide range of languages and approaches, this Handbook is an essential resource for all those interested in language standards and standard languages.

Indigenous Language Revitalization in the Americas

This volume brings together researchers whose analysis and insights provide a comprehensive and up-to-date account of Singapore’s rich linguistic diversity. Applying a combination of descriptive, empirical, and theoretical approaches, the authors investigate not only official languages such as English, Mandarin, Malay, and Tamil, but also minority languages such as the Chinese vernaculars and South Asian and Austronesian languages. The chapters in this volume trace the historical development, contemporary status, and functions of these languages, as well as potential scenarios for the future. Exploring the tension between language policies and linguistic realities in Singapore, the contributions in this volume capture the shifting educational, political, and societal priorities of the community through its past and contemporary
Stabilizing Indigenous Languages

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 regenesis projects, the role of Indigenous youth in language reclamation, and prospects for Native American language and culture continuance.

Multilingual Singapore

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.

Foreign Language Education in Multilingual Classrooms

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.

Educational Linguistics in Practice

This volume explores the reversing language shift (RLS) theory in the Mexican scenario from various viewpoints: The sociohistorical perspective delves into the dynamics of power that emerged in the Mexican colony as a result of the presence of Spanish. It examines the processes of external and internal Indianization affecting the early European protagonists and the varied dimensions of language shift and maintenance of the Mexican colonial period. The Mexican case sheds light upon language contact from the time in which Western civilization came into contact with the Mesoamerican peoples, for the encounter began with a demographic catastrophe that motivated a recovery mission. While the recovery of Mexican indigenous languages (MIL) was remarkable, RLS ended after fifty years of abundant productivity in MIL. Since then, the slow process of recovery is related to demographic changes, socioreligious movements, rebellion, confrontation, and survival strategies that have fostered language maintenance with bilingualism and language shift with culture preservation. The causes of the Chiapas uprising are analyzed in connection with the language attitudes of the indigenous peoples, while language policy is discussed in reference to the new Law of Linguistic Rights of the Indigenous Peoples (2003). A quantitative classification of the MIL is offered with an overview of their geographic distribution, trends of macrosocietal bilingualism, use in the home domain, and permanence in the original Mesoamerican settlements. Innovative models of bilingual education are presented along with relevant data on several communities and the philosophies and methodologies justifying the programs. A model of Mazahua language use is presented along the Graded Intergenerational Disruption Scale.

Sign Languages and Linguistic Citizenship

In this seminal volume leading language and literacy scholars clearly articulate and explicate major social perspectives and approaches in the fields of language and literacy studies. Each approach draws on distinct bodies of literature and traditions and uses distinct identifiers, labels, and constellations of concepts; each has been taken up across diverse global contexts and is used as rationale and guide for the design of research and of educational policies and practices. Authors discuss the genesis and historical trajectory of the approach with which they are associated; offer their unique perspectives, rationales, and engagements, and investigate implications for understanding language and literacy use in and out of schools. The premise of the book is that understanding concepts, perspectives, and approaches requires knowing the context in which they were created, the rationale or purpose in creating them, and how they have been taken up and applied in communities of practice. Accessible yet theoretically rich, this volume is indispensable for researchers, students, and professionals across the fields of language and literacy studies.

Copyright code: d65fc97efc525f4edd2ccbb4a4968a47

Page 7/7