

## Language Policy And Linguistic Culture Harold Schiffman

Language matters in China. It is about power, identity, opportunities, and, above all, passion and nationalism. During the past five decades China's language engineering projects transformed its linguistic landscape, affecting over one billion people's lives, including both the majority and minority populations. The Han majority have been juggling between their home vernaculars and the official speech, Putonghua – a speech of no native speakers – and reading their way through a labyrinth of the traditional, simplified, and Pinyin (Roman) scripts. Moreover, the various minority groups have been struggling between their native languages and Chinese, maintaining the former for their heritages and identities and learning the latter for quality education and socioeconomic advancement. The contributors of this volume provide the first comprehensive scrutiny of this sweeping linguistic revolution from three unique perspectives. First, outside scholars critically question the parities between constitutional rights and actual practices and between policies and outcomes. Second, inside policy practitioners review their own project involvements and inside politics, pondering over missteps, undergoing soul-searching, and theorizing their personal experiences. Third, scholars of minority origin give inside views of policy implementations and challenges in their home communities. The volume sheds light on

the complexity of language policy making and implementing as well as on the politics and ideology of language in contemporary China.

This book examines the ideological underpinnings of language-in-education policies that explicitly focus on adding a new language to the learners' existing repertoire. It examines policies for foreign languages, immigrant languages, indigenous languages and external language spread. Each of these contexts provides for different possible relationships between the language learner and the target language group and shows how in different polities different understandings influence how policy is designed. The book develops a theoretical account of language policies as discursive constructions of ideological positions and explicates how ideologies are developed through an examination of case studies from a range of countries. Each chapter in this book takes the form of a series of three in-depth case studies in which policies relating to a particular area of language-in-education policy are examined. Each case examines the language of policy texts from a critical perspective to deconstruct how intercultural relationships are projected.

The ten volumes of Handbook of Pragmatics Highlights focus on the most salient topics in the field of pragmatics, thereby attempting to divide up its wide interdisciplinary spectrum in a transparent and manageable way. While the other volumes select specific philosophical, cognitive, grammatical, social, cultural, discursive, variational, or interactional angles, this 9th volume focuses on what pragmatics is good for – beyond

the very discipline of pragmatics as such. The chapters in the volume thus address the importance of taking a pragmatic perspective on traditional fields of applied linguistics (contrastive and error analysis, translation), and they address the core of pragmatics as the study of language use (with phenomena ranging from irony and emphasis to literacy and mass media, and with approaches to the function of language like rhetoric, stylistics, corpus analysis, and general semantics). The volume contains chapters not only on the spoken and written modes of communication, but also on signed language pragmatics and on computer-mediated communication. The impact and usefulness of taking a pragmatic perspective on language for a deeper understanding of clinical and rehabilitation practices has recently received ever more focus; in this volume, aspects of this direction of research are dealt with in the chapter on clinical pragmatics. In most of the chapters in the volume, ethics has a core role to play, not only in issues of authenticity in general in relation to research on language use, but also in issues that have a direct influence on the (linguistic) culture and society we live in, irrespective of whether we are part of a (linguistic) majority or a minority, or a minority within a minority: language policy and language planning, language ecology, and language in relation to legal matters. In all of these fields, we see the importance of research within pragmatics as a discipline dealing with how language influences our everyday lives. All in all, the volume presents different perspectives on how research in pragmatics not only can be put to practice, but how pragmatics is used as a tool to gain a better

understanding of the world we live in.

What role does linguistic diversity play in European democratic and legal processes? Is it an obstacle to deliberative democracy and a hindrance to legal certainty, or a cultural and economic asset and a prerequisite for the free movement of citizens? This book examines the tensions and contradictions of European language laws and policy from a multi-disciplinary perspective. With contributions from leading researchers in EU law and legal theory, political science, sociology, sociolinguistic and cognitive linguistics, it combines mutually exclusive and competing perspectives of linguistic diversity. The work will be a valuable resource for academics and researchers in the areas of European law, legal theory and linguistics.

This short volume provides a comprehensive and synoptic view of Joshua A. Fishman's contributions to international sociolinguistics. The two integrative essays provide readers with the essential understandings of Fishmanian sociolinguistics and his contributions to Yiddish scholarship. An up-to-date comprehensive bibliography prepared by Gella Schweid Fishman, as well as Fishman's own concluding sentiments, complement the integrative essays.

In this book, I attempt to show how colonial and postcolonial political forces have endeavoured to reconstruct the national identity of Morocco, on the basis of cultural representations and ideological constructions closely related to nationalist and ethnolinguistic trends. I discuss how the issue of language is at the centre of the current

cultural and political debates in Morocco. The present book is an investigation of the ramifications of multilingualism for language choice patterns and attitudes among Moroccans. More importantly, the book assesses the roles played by linguistic and cultural factors in the development and evolution of Moroccan society. It also focuses on the impact of multilingualism on cultural authenticity and national identity. Having been involved in research on language and culture for many years, I am particularly interested in linguistic and cultural assimilation or alienation, and under what conditions it takes place, especially today that more and more Moroccans speak French and are influenced by Western social behaviour more than ever before. In the process, I provide the reader with an updated description of the different facets of language use, language maintenance and shift, and language attitudes, focusing on the linguistic situation whose analysis is often blurred by emotional reactions, ideological discourses, political biases, simplistic assessments, and ethnolinguistic identities.

This book, focused on corpus planning in language policy, provides a broad, integrative framework and also discusses multiple languages in detail. It provides readers with great familiarity with a wide range of language cases and at the same time gives them the theoretical tools and analysis to see how they inter-relate. The novelty of this volume is twofold: First, it deals with corpus planning alone (modernizing a language per se), and second, it does so in terms of a systematization of the often unconscious language status aspirations that both guide language planners themselves and

motivate the lay public (the target population of all language planning). Corpus planning is going on all over the world today and inevitably becomes an expression of the societal goals, ideologies, and aspirations of the societies and cultures that support it. The implication is that the distinction between corpus and status planning, which has a long tradition in language planning research, must be critically re-examined. *DO NOT Leave Your Language Alone: The Hidden Status Agendas Within Corpus Planning in Language Policy* begins with a brief introduction to language planning as a whole, to corpus planning in particular, and to the unavoidability of a status component in the execution of all corpus planning past, present, and future. Topics of the central chapters include: \*corpus planning and status planning: separates, opposites, or Siamese twins?; \*the directions and dimensions of corpus planning; \*does "folksiness" come before or after "cleanliness"?; \*the bi-polar dimension of uniqueness vs. Westernization; \*the classicization vs. "panification" bi-polar dimension; \*the Ausbau vs. Einbau bi-polar dimension; \*the interdependence and independence of dimensional clusters; and \*can opposites and incommensurables be combined? Written at an introductory level assuming no prior knowledge of the field, this book is intended as a text for higher undergraduate and lower graduate level courses in language planning and policy. It is equally valuable for researchers in the field of language planning, policy, and politics, as well as those in sociolinguistics, political science, and communication studies more generally--that is, for all who are interested in fostering or limiting human intervention in

the language change processes that are ongoing worldwide. Finally, an introduction to corpus planning that is full of historical vignettes, good humor, visual illustrations, and cutting-edge thought!

Linguistic Anthropology theme is a component of Encyclopedia of Social Sciences and Humanities in the global Encyclopedia of Life Support Systems (EOLSS), which is an integrated compendium of twenty one Encyclopedias. Linguistic anthropology is an interdisciplinary field dedicated to the study of language from an anthropological perspective. This means that, over the years, linguistic anthropologists have regarded language as a sophisticated sign system that contributes to the constitution of society and the reproduction of specific cultural practices. In addition to being a powerful tool for exchanging information, language has been shown to play a crucial role in the classification of experience, the identification of people, things, ideas, and emotions, the recounting of the past and the imagining of the future that is so critical for joint activities and problem solving. The Theme on Linguistic Anthropology discusses essential aspects such as History of Linguistic Anthropology; Language Socialization; Languages in Contact; Comparative and Historical Linguistics; Language and Culture; Social Use of Language (Sociolinguistics); Language and Gender; Multilingualism and Language Planning; Language and Education; Non-Human Primates and Communication; Ape Language Studies; Language, Cognition and Thought; Language Shift and Maintenance; Gesture as Cultural and Linguistic Practice; Linguistic Relativity and

Spatial Language; Documenting Endangered Languages and Maintaining Language Diversity. This volume is aimed at the following five major target audiences: University and College Students Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers, and Decision Makers, NGOs and GOs.

This volume offers a ground-breaking investigation into women's contribution to the description, analysis, and codification of languages across a wide range of linguistic and cultural traditions. The chapters explore a variety of spheres of activity, from the production of dictionaries and grammars to language teaching methods and language policy.

The inseparable relationship between language and identity has created many problems for countries with multilingual and multicultural diversity. El Hacen Moulaye Ahmed explores the issue of language policy and identity in Mauritania as a case study.--Bousfiha Adiba, Faculty of Letters and Humanities, Saiss Fes Bringing together scholarship on issues relating to language, culture, and identity, with a special focus on Asian countries, this volume makes an important contribution in terms of analyzing and demonstrating how language is closely linked with crucial social, political, and economic forces, particularly the tensions between the demands of globalization and local identity. A particular feature is the inclusion of countries that have been under-represented in the research

literature, such as Nepal, Bangladesh, Brunei Darussalam, Pakistan, Cambodia, Vietnam, and Korea. The book is organized in three sections: Globalization and its Impact on Language Policies, Culture, and Identity Language Policy and the Social (Re)construction of National Cultural Identity Language Policy and Language Politics: The Role of English. Unique in its attention to how the domination of English is being addressed in relation to cultural values and identity by non-English speaking countries in a range of sociopolitical contexts, this volume will help readers to understand the impact of globalization on non-English speaking countries, particularly developing countries, which differ significantly from contexts in the West in their cultural orientations and the way identities are being constructed. Language Policy, Culture, and Identity in Asian Contexts will interest scholars and research students in the areas of language policy, education, sociolinguistics, applied linguistics, and critical linguistics. It can be adopted in graduate and advanced undergraduate courses on language policy, language in society, and language education.

An exploration of the impact of globalization on diverse cultures and how this effects the dominant languages across Asian civilisations.

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.

This volume explores recent developments in the theory and practice of accommodating cultural diversity within democratic constitutional orders. It provides a broad vision of the constitutional management of cultural diversity as seen through the prisms of different disciplines and experiences, both theoretical and practical.

Every five years the Permanent International Committee of Linguists (CIPL) organises a world congress for linguists. And every five years the Committee faces the challenge of presenting a programme at the highest possible level. The CIPL Executive Committee decided for the Congress planned for 2003 in Prague to focus on four major topics which play an important role in today's linguistic debate: 1. Typology, 2. Endangered Languages, 3. Methodology and Linguistics (including fieldwork) and 4. Language and the mind. Leading experts have introduced the four themes in their plenary lectures in the course of the congress, which served as a basis for the articles presented in the current volume. This

book should be a welcome tool for all linguists wishing to find their way quickly in current developments. A CD-Rom containing the full proceedings of the Prague Congress is included.

This book looks closely at Yi bilingual education practice in the southwest of China from an educationalist's perspective and, in doing so, provides an insight toward our understanding of minority language maintenance and bilingual education implementation in China. The book provides an overview on the Yi people since 1949, their history, society, culture, customs and languages. Adopting the theory of language ecology, data was collected among different Yi groups and case studies were focused on Yi bilingual schools. By looking into the application of the Chinese government's multilingual language and education policy over the last 30 years with its underlying language ideology and practices the book reveals the de facto language policy by analyzing the language management at school level, the linguistic landscape around the Yi community, as well as the language attitude and cultural identities held by present Yi students, teachers and parents. The book is relevant for anyone looking to more deeply understand bilingual education and language maintenance in today's global context.

A critical reality of contemporary education in a globalised world is the growing cultural, racial

and linguistic diversity in schools and the issues involved in educating increasing numbers of students who are still learning the dominant language. This poses extraordinary challenges for second and foreign language teachers in many countries, where such students must engage with the mainstream curriculum in a new language. What do these increasingly plurilingual and multicultural classrooms look like? And how do language teachers address the challenges of such diverse classrooms? This book brings together a group of well-recognised language education scholars who present their research in a range of international settings. They focus on the key areas of pedagogy, language policy and curriculum and exemplify new research directions in the field.

This volume covers the language situation in Hungary, Finland, and Sweden explaining the linguistic diversity, the historical and political contexts and the current language situation, including language-in-education planning, the role of the media, the role of religion, and the roles of minority and migrant languages. The authors have been participants in the language planning context in these polities.

The articles collected in this volume address linguistic diversity in Russia and Finland from different perspectives and aim to provide both theoretical and empirical knowledge concerning recently emerged multilingual and multicultural developments. The topics include representations and conceptualisations of multilingualism, the language education of immigrants, the linguistic rights of ethnic minorities, language policy, and ideologies underlying multilingual activities. Linguistic and cultural diversity is approached from different theoretical and methodological perspectives (e.g. discourse analysis, ethnography). The focus is on both micro and macro level phenomena. The articles show how the ideologies that underlie

language policies and also various grass-root multilingual practices are conditioned by broader political, historical and socio-cultural contexts.

Language policies are increasingly acknowledged as being a necessary component of many decisions taken in the areas of the labor market, education, minority languages, mobility, and social inclusion of migrants. They can affect the democratic control of political organizations, and they can either entrench or reduce inequalities. These are the central topics of this book. Economists, philosophers, political scientists, and sociolinguists discuss – from an interdisciplinary perspective – the distributive socio-economic effects of language policies, their impact on justice and inequality at the national or international level, as well as the connection between language choices and an inclusive access to public services. The range of social and economic issues raised by linguistic diversity in contemporary societies is large, and this requires new approaches to tackle them. This book provides new input to design better, more efficient, and fair language policies in order to manage linguistic diversity in different areas. Topics covered include: theoretical models of linguistic justice and linguistic disadvantage; the assessment of the socio-economic consequences of language policies; the evaluation of the costs, benefits, and degree of inclusion of language planning measures; the politics of migrants' linguistic integration; as well as multilingualism and economic activities. These topics are discussed in different contexts, including the areas inhabited by linguistic minorities, cities receiving migrants, and supranational organizations.

The first volume of its kind, focusing on the sociolinguistic and socio-political issues surrounding Asian Englishes *The Handbook of Asian Englishes* provides wide-ranging coverage of the historical and cultural context, contemporary dynamics, and linguistic features

of English in use throughout the Asian region. This first-of-its-kind volume offers a wide-ranging exploration of the English language throughout nations in South Asia, Southeast Asia, and East Asia. Contributions by a team of internationally-recognized linguists and scholars of Asian Englishes and Asian languages survey existing works and review new and emerging areas of research in the field. Edited by internationally renowned scholars in the field and structured in four parts, this Handbook explores the status and functions of English in the educational institutions, legal systems, media, popular cultures, and religions of diverse Asian societies. In addition to examining nation-specific topics, this comprehensive volume presents articles exploring pan-Asian issues such as English in Asian schools and universities, English and language policies in the Asian region, and the statistics of English across Asia. Up-to-date research addresses the impact of English as an Asian lingua franca, globalization and Asian Englishes, the dynamics of multilingualism, and more. Examines linguistic history, contemporary linguistic issues, and English in the Outer and Expanding Circles of Asia Focuses on the rapidly-growing complexities of English throughout Asia Includes reviews of the new frontiers of research in Asian Englishes, including the impact of globalization and popular culture Presents an innovative survey of Asian Englishes in one comprehensive volume Serving as an important contribution to fields such as contact linguistics, World Englishes, sociolinguistics, and Asian language studies, The Handbook of Asian Englishes is an invaluable reference resource for undergraduate and graduate students, researchers, and instructors across these areas.

This book investigates Italian foreign cultural policy from the 1947 Constitution to the present. How has Italy conveyed its language and culture to the outside world? Where does the Italian

experience fit into a wider international context? Finally, what can be learned from the answers to such questions in relation to the Italian experience in Australia?

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.

This is the first volume exclusively devoted to research methods in language policy and planning (LPP). Each chapter is written by a leading language policy expert and provides a how-to guide to planning studies as well as gathering and analyzing data. Covers a broad range of methods, making it easily accessible to and useful for transdisciplinary researchers working with language policy in any capacity. Will serve as both a foundational methods text for graduate students and novice researchers, and a useful methodological reference for experienced LPP researchers. Includes a series of guidelines for public engagement to assist

scholars as they endeavor to incorporate their work into the public policy process. This is the first comprehensive volume to compare the sociolinguistic situations of minorities in Russia and in Western Europe. As such, it provides insight into language policies, the ethnolinguistic vitality and the struggle for reversal of language shift, language revitalization and empowerment of minorities in Russia and the European Union. The volume shows that, even though largely unknown to a broader English-reading audience, the linguistic composition of Russia is by no means less diverse than multilingualism in the EU. It is therefore a valuable introduction into the historical backgrounds and current linguistic, social and legal affairs with regard to Russia's manifold ethnic and linguistic minorities, mirrored on the discussion of recent issues in a number of well-known Western European minority situations.

This innovative introduction outlines the structure and distribution of the world's languages, charting their evolution over the past 200,000 years. Balances linguistic analysis with socio-historical and political context, offering a cohesive picture of the relationship between language and society. Provides an interdisciplinary introduction to the study of language by drawing not only on the diverse fields of linguistics (structural, linguist anthropology, historical, sociolinguistics), but also on history, biology, genetics, sociology, and more. Includes nine detailed language profiles on Kurdish, Arabic, Tibetan, Hawaiian, Vietnamese, Tamil, !Xóõ (Taa), Mongolian, and Quiché. A companion website offers a host of supplementary materials including, sound files, further exercises, and detailed introductory information for students new to linguistics.

International Schools have developed since their inception from a largely native English-speaking student body to schools such as the author's, the Vienna International School (VIS),

where there are students of 90 nationalities with 65 mother tongues. Maurice Carder proposes a “three-programme model” for addressing the language and curricula needs of these students: a content-based second language programme; a programme of cultural and linguistic training for all staff; and a mother tongue programme for minority students. The model is based on research findings and practice: at the VIS every year approximately 1/3 of the graduating students gain an IB Diploma (International Baccalaureate) because they are able to take their mother tongue (other than English or German) as Language A1. The book contains insightful chapters not only for school leaders, programme designers and teachers, but also for parents. Inserted boxes of student responses give an authentic voice to the needs of second language learners, and many useful resources and websites are given.

This book questions the teaching and learning systems grounded on the principle of monolingualism, and seeks to uphold plurilingualism as a natural state in human society. The book recommends the use of local languages and mother tongues in formal and non-formal education. Using case studies of linguistic policies from 30 African, Asian and Latin American countries, the authors seek to highlight the numerous advantages of this approach, providing a sound basis for future learning as well as preserving the identity of communities, their cultural wealth and diversity.

The selected articles compiled in the present volume are based on contributions prepared for the 17th International L.A.U.D. (Linguistic Agency University of Duisburg) Symposium held at the University of Duisburg on 23-27 March 1992. The 13 papers in this book focus on problems and issues of intercultural communication. The first part is devoted to theoretical aspects related to the interaction of language and culture and deals with the issue from anthropological,

cognitive, and linguistic points of view. Part II raises issues of language policy and language planning such as the manipulation of language in intercultural contact; it includes case studies pertaining to multilingual settings, for example in Africa, Australia, Melanesia, and Europe. The volume opens with a foreword by Dell H. Hymes.

Culturally Responsive Practices in Speech, Language, and Hearing Sciences is unique in that it provides an innovative perspective on cultural competence in the field of communication sciences and disorders. It is imperative for speech-language pathologists and audiologists to be aware of diverse aspects of globalization: how these aspects may affect their own knowledge, strengths and biases, service provision, their clients' lives, as well as their clients' relationships to service providers. The purpose of this text is to facilitate the creation of knowledge and the development of attitudes and skills that lead to culturally responsive practices. The text presents a conceptual framework to guide speech-language pathologists and audiologists toward cultural competence by becoming critically engaged users of culturally responsive and globally engaged practices. The text is focused on speech-language pathology and audiology, but also draws from theoretical frameworks in other disciplines for an inter-professional, transdisciplinary and macro practice perspective, and is appropriate for other allied health professions. This information will help students and professionals build their own conceptual framework for providing culturally and linguistically responsive services, and engage with others globally. Key Features: Case studies to facilitate students' and professionals' knowledge and skills regarding culturally and linguistically responsive practices  
Journal prompts and discussion questions that challenge individuals to use critical and dialectical thinking  
Real-life activities that can be completed inside or outside the classroom

or therapeutic setting Suggested readings from the current literature in cultural and linguistic responsiveness, cultural competence, and global engagement in order to build knowledge and skills, and to influence student attitudes Culturally Responsive Practices in Speech, Language, and Hearing Sciences is intended for courses on cultural competence in speech-language pathology and audiology programs. It is also appropriate for general multicultural courses in speech-language pathology and audiology, and such courses in allied health programs. Students in speech-language pathology and audiology programs are required to gain knowledge and skill competencies pertaining to culture, cultural competence, cultural bases of normal and impaired communication development, cultural correlates of various developmental and disordered categories, and cultural/linguistic backgrounds and influences of clients and their families. This textbook may also be used as supplemental material in language acquisition courses in communication sciences and disorders programs, and in special education courses that teach special education teachers about working with children who have communication disorders. In addition, this textbook is appropriate for a larger audience of health care professionals who deliver services to individuals from culturally and linguistically diverse backgrounds, and who train health care providers of the future. Professionals in health care fields beyond speech-language pathology and audiology will find this textbook to be practical, informative, and essential to their work with diverse populations locally and abroad. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book. The Second Edition of this award-winning volume in the field of language rights and language policy is a timely and useful revision of its core arguments and examples, addressing new

theoretical and empirical developments since its initial publication.

*An Introduction to Language Policy: Theories and Method* is a collection of newly-written chapters that cover the major theories and methods currently employed by scholars active in the field. *Provides an accessible introduction to the study of language policy research and language's role in social life* consists of newly commissioned essays written by internationally recognized scholars helps define and describe a growing field of inquiry and is an authoritative source for students, scholars and researchers in linguistics, applied linguistics, education, policy studies and related areas includes section overviews, annotated chapter bibliographies, and discussion questions

By looking closely at the multilingual democracies of India, France and the USA, Harold F. Schiffman examines how language policy is primarily a social construct based on belief systems, attitudes and myths. *Linguistic Culture and Language Policy* exposes language policy as culture-specific, helping us to understand why language policies evolve the way they do; why they work, or not; and how people's lives are affected by them. These issues will be of specific interest to linguists specialising in multilingual/multicultural societies, bilingual educationalists, curriculum planners and teachers.

*Language Policy and Planning in the Mediterranean World* is a collection of the best papers presented at the MedLPLP conference held at the University of Cyprus in 2009, enriched with invited contributions on the same topic. The book

presents a panorama of situations with countries such as France, Germany, Cyprus, Malta, Italy, Spain, Poland, Turkey, Greece, Bulgaria, Albania, Romania and Serbia. It explores various aspects of the weight and ecology of the Mediterranean languages, discusses LPP in the light of international law and the protection of human rights, bilingual education and foreign language acquisition policies. It also addresses the issue of feminization in a broad range of Mediterranean languages comparing French, Italian, Spanish, and, for the first time, Standard and Cypriot Greek. Finally, the book also discusses language revival and renovation policies, language planning in the public space, as well as cases of micro-language management. The volume is an excellent source of information for scholars and students of LPP interested in the synchrony and diachrony of Mediterranean languages, in aspects of LPP activity in various Mediterranean countries and in specific LPP processes involving several languages within the area.

This volume compiles a unique yet complementary collection of chapters that take a strategic comparative perspective on education systems, regions of the world, and/or ethnolinguistic communities with a focus on non-dominant languages and cultures in education. Comparison and contrast within each article and across articles illustrates the potential for using home languages – which in

many cases are in non-dominant positions relative to other languages in society – in inclusive multilingual and multicultural forms of education. The 22 authors demonstrate how bringing non-dominant languages and cultures into schooling has liberatory, transformative potential for learners from ethnolinguistic communities that have previously been excluded from access to quality basic education. The authors deal not only with educational development in specific low-income and emerging countries in Asia (Afghanistan, Bangladesh, Cambodia, the Philippines Thailand and Vietnam), Latin America (Guatemala and Mexico) and Africa (Mozambique, Senegal and Tanzania), but also with efforts to reach marginalized ethnolinguistic communities in high-income North American countries (Canada and the USA). In the introductory chapter the editors highlight common and cross-cutting themes and propose appropriate, sometimes new terminology for the discussion of linguistic and cultural issues in education, particularly in low-income multilingual countries. Likewise, using examples from additional countries and contexts, the three final chapters address cross-cutting issues related to language and culture in educational research and development. The authors and editors of this volume share a common commitment to comparativism in their methods and analysis, and aim to contribute to more inclusive and relevant education for all. “A richly textured

collection which offers a powerful vision of the possible, now and in the future.” Alamin Mazrui, Rutgers State University of New Jersey, USA “This book takes the local perspective of non-dominant language communities in arguing for a multilingual habitus in educational development. Benson and Kosonen masterfully extend theories and clarify terminology that is inclusive of the non-dominant contexts described here.” Ofelia García, City University of New York, USA

Linguistic Culture and Language Policy Routledge

This volume provides an in-depth analysis of the attempts of language experts and governments to control language use and development in Eastern Europe, Eurasia and China through planned activities generally known as language planning or language policy. The ten case studies presented here examine language planning in China, Russia, Tatarstan, Central Asia, Ukraine, Lithuania, Latvia, Poland, Slovakia and the Czech Republic, and focus in particular on developments and disputes that have occurred since the ‘fall of communism’ and the emergence of a new order in the late 1980s. Its authors highlight the dominant issues with which language planning is invariably intertwined. These include power politics, tensions between ‘official language’ and ‘minority languages’, and the effects of a country’s particular political, social, cultural and

psychological environment. Offering a detailed account of the socio-political and ideological developments that underlie language planning in these regions, this book will provide a valuable resource for students and scholars of linguistics, cultural studies, political science, sociology and history.

In a context where linguistic and cultural diversity is characterized by ever-increasing complexity, adopting official multilingual policies to correct a country's ethno-linguistic, socio-economic, and symbolic imbalances presents many obstacles, but the greatest challenge is implementing them effectively. To what degree and in what ways have official multilingualism and multiculturalism policies actually succeeded in attaining their goals? Questioning and challenging foundational concepts, *Minority Languages, National Languages, and Official Language Policies* highlights the extent to which governments and international bodies are unable to manage complex linguistic and cultural diversity on an effective and sustained basis. This volume examines the principles, theory, intentions, and outcomes of official policies of multilingualism at the city, regional, and national levels through a series of international case studies. The eleven chapters – most focusing on lesser-known geopolitical contexts and languages – bring to the fore the many paradoxes that underlie the concept of diversity, lived experiences of and attitudes toward linguistic and cultural diversity, and the

official multilingual policies designed to legally enhance, protect, or constrain otherness. An authoritative source of new and updated information, offering fresh interpretations and analyses of evolving sociolinguistic and political phenomena in today's global world, *Minority Languages, National Languages, and Official Language Policies* demonstrates how language policies often fail to deal appropriately or adequately with the issues they are designed to solve. In the third part some practical issues are raised by looking into the role of language and culture in teaching reading, foreign language policy in higher education, Hawaiian language regeneration, and gender neutralization in American English."--BOOK JACKET.

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