

The Multilingual Turn In Languages Education Opportunities And Challenges New Perspectives On Language And Education

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Devoted to analysing internet related CMC in languages other than English, this volume collects 18 new articles on facets of language and internet use, all of which revolve around several central topics: writing systems, the structure and features of local languages and how they affect internet use, gender issues, and so on.

Sociocultural linguistics has long conceived of languages as well-bounded, separate codes. But the increasing diversity of languages encountered by most people in their daily lives challenges this conception, and more recent scholarship complicates traditional associations between languages and social identities. Diversity--and even super-diversity--is now the norm. This volume examines the increasing diversity of linguistic phenomena and addresses the theoretical-methodological challenges that accounting for such phenomena pose to sociocultural linguistics. Diversity and Super-Diversity brings together top scholars in the field and stages the debate on super-diversity that will be sure to interest sociocultural linguists, generating discussion and informing future research.

Provides a ground-breaking attempt to unite discussions on the pedagogical implications of the global spread of English, and lobby for change.

Third or Additional Language Acquisition examines research on the acquisition of languages beyond the L2 within four main areas of inquiry: crosslinguistic influence, multilingual speech production models, the multilingual lexicon and the impact of bi/mul

The Routledge Handbook of Migration and Language is the first comprehensive survey of this area, exploring language and human mobility in today's globalised world. This key reference brings together a range of interdisciplinary and multidisciplinary perspectives, drawing on subjects such as migration studies, geography, philosophy, sociology and anthropology. Featuring over 30 chapters written by leading experts from around the world, this book: Examines how basic constructs such as community, place, language, diversity, identity, nation-state, and social stratification are being retheorized in the context of human mobility; Analyses the impact of the 'mobility turn' on language use, including the parallel 'multilingual turn' and translanguaging; Discusses the migration of skilled and unskilled workers, different forms of displacement, and new superdiverse and diaspora communities; Explores new research orientations and methodologies, such as mobile and participatory research, multi-sited ethnography, and the mixing of research methods; Investigates the place of language in citizenship, educational policies, employment and social services. The Routledge Handbook

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of Migration and Language is essential reading for those with an interest in migration studies, language policy, sociolinguistic research and development studies.

This book emerges as a response to the increasing use of English as a lingua franca in the multilingual European context. It provides an up-to-date overview of the sociolinguistic, psycholinguistic and educational aspects of research on third language acquisition by focusing on English as a third language.

This book is an exploration of the vitality of multilingualism and of its critical importance in and for contemporary cities. It examines how the city has emerged as a key driver of the multilingual future, a concentration of different, changing cultures which somehow manage to create a new identity. The book uses the recent LUCIDE multilingual city reports as a basis for discussion and analysis, and deals with both societal and individual multilingualism in a way that draws on the full range of their historical, contemporary, visual/audible, psychological, educational and policy-oriented aspects. The book will be of interest to students and researchers of multilingualism, migration studies, European Studies, anthropology, sociology and urbanism.

This book is about multilingualism across the lifespan: how languages are learned at different life stages, why this is so, and how to take advantage of this knowledge to more efficiently integrate them into our lives.

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.

Language lies at the heart of the way we think, communicate and view the world. Most people on this planet are in some sense multilingual. The Multilingual Mind explores, within a processing perspective, how languages share space and interact in our minds. The mental architecture proposed in this volume permits research across many domains in cognitive science to be integrated and explored within one explanatory framework, recasting compatible insights and findings in terms of a common set of terms and concepts. The MOGUL framework has already proven effective for shedding light on the relationship

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between processing and learning, metalinguistic knowledge, consciousness, optionality, crosslinguistic influence, the initial state, 'UG access', ultimate attainment, input enhancement, and even language instruction. This groundbreaking work will be essential reading for linguists working in language acquisition, multilingualism, language processing and for those working in related areas of psychology, neurology and cognitive science.

Mixed methods research is becoming prevalent in many fields, yet little has been done to elevate mixed methods research in information science. A comprehensive picture of information science and its problems is needed to further understand and address the issues associated with it as well as how mixed methods research can be adapted and used. The Handbook of Research on Mixed Methods Research in Information Science discusses the quality of mixed methods studies and methodological transparency, sampling in mixed methods research, and the application of theory in mixed methods research throughout various contexts. Covering topics such as the issues and potential directions for further research in mixed methods, this comprehensive major reference work is ideal for researchers, policymakers, academicians, librarians, practitioners, instructors, and students.

This edited research volume explores the development of what can be described as the 'critical turn' in intercultural communication pedagogy, with a particular focus on modern/foreign language education. The main aim is to trace the realisations of this critical turn against a background of unequal power relations, and to illuminate the role that radical culture educators can play in the making of a more democratic and egalitarian social order. The volume takes as a starting point the idea that criticality draws on a number of intellectual traditions, which do not always focus on social and political critique, and argues that because ideological hegemony impacts on the meanings that people create and share, intercultural communication pedagogy ought to locate itself within wider socio-political contexts. With reference points drawn from critical and transnational social theory, critical pedagogy and intercultural theory, contributors to this volume provide readers with powerful ways that show how this can be achieved, and together assess the impact that their understanding of criticality can make on modern/foreign language education. The volume is divided into three major parts, namely: 'theorising critically', 'researching critically' and 'teaching critically'.

The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world Features contributions from 78 established and emerging international scholars Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas Covers pedagogical

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issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom. This book offers several insights into cross-cultural and multilingual learning, drawing upon recent research within two main areas: Language Studies and Multilingual Language Learning/Teaching. It places particular emphasis on the Polish learning environment and Poles abroad. Today's world is an increasingly complex network of cross-cultural and multilingual influences, forcing us to redefine our Selves to include a much broader perspective than ever before. The first part of the book explores attitudes toward multiculturalism in British political speeches, joking behaviour in multicultural working settings, culture-dependent aspects of taboos and swearing, and expressive language of the imprisoned, adding a diachronic perspective by means of a linguistic study of *The Canterbury Tales*. In turn, the studies in the second part focus on visible shifts in contemporary multilingualism research, learners' attitudes towards multiple languages they acquire, teachers' perspectives on the changing requirements related to multiculturalism, and immigrant brokers' professional experience in the UK.

Drawing on the latest developments in bilingual and multilingual research, *The Multilingual Turn* offers a critique of, and alternative to, still-dominant monolingual theories, pedagogies and practices in SLA, TESOL, and bilingual education. Critics of the 'monolingual bias' argue that notions such as the idealized native speaker, and related concepts of interlanguage, language competence, and fossilization, have framed these fields inextricably in relation to monolingual speaker norms. In contrast, these critics advocate an approach that emphasizes the multiple competencies of bi/multilingual learners as the basis for successful language teaching and learning. This volume takes a big step forward in re-situating the issue of multilingualism more centrally in applied linguistics and, in so doing, making more permeable its key sub-disciplinary boundaries – particularly, those between SLA, TESOL, and bilingual education. It addresses this issue head on, bringing together key international scholars in SLA, TESOL, and bilingual education to explore from cutting-edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory, pedagogy, and practice in each of these fields.

The recent multilingual turn involves various different implicit and explicit language policies, urging pressure and resistance with regard to the spread of English and its dominant relationships with other national languages. As such, this book considers the social value of communication as the basis of multilingualism and of the evolution of language systems. The data presented here show English as being in the middle of the double "listening" of cultural mediation and the imperfect "magnifying" glass of translation, with worldwide Standard English being but one of the many other related varieties which enjoy prestige on a large scale. These varieties may be identified according to different features which make the plural "world Englishes" an umbrella

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term with blurred edges. New approaches to dialects study have been developed in recent decades, and cartographic mapping has overlapped with the emergence of a new dialectology which deals with the description of language phenomena as complex concepts, where “complexity” provides a challenging framework for investigation and research of languages as dynamic systems made up of variables which mutually influence each other. Thus, dialectometry, dialectology and standardization become interesting tools for measuring linguistic differences, establishing language typologies and endorsing the systemic characteristics which can be formalized. Comprehensive and well-informed, this volume will appeal to anyone interested in the spread of English, from researchers and teachers to students, providing them with a greater understanding of some examples of world Englishes analysed under the light of complexity as a product of global society.

This book addresses the multilingual reality of study abroad across a variety of national contexts and target languages. The chapters examine multilingual socialization and translanguaging; how the target language is entwined in global, local and historical contexts; and how students use local and global varieties of English.

The Multilingual Turn in Languages Education Opportunities and Challenges Multilingual Matters

This book is unique because it explores the multilingual lexicon by providing insights from research studies conducted in psycholinguistics, applied linguistics and neurolinguistics. It goes beyond the use of two languages and thus concentrates on a new and developing area in linguistic research. The different perspectives provide a link to the mainstream work on the lexicon and vocabulary acquisition and will stimulate further debate in these areas and in the study of multilingualism.

By drawing on multiple examples of real-world language learning situations, this book explores the subjective aspects of the language learning experience.

This collection brings together theory and ethnographic research from a range of national contexts to offer unique insights into the nature of agency in language policy and planning. Situated within a broader sociological framework, the book explores agentive processes at work in case studies from around the world, engaging in discussions of such key themes as language and identity, language ideologies, linguistic diversity in education, and language revitalization. Each chapter examines the ways in which decisions made at both the local and national level impact language use and in turn, the dynamic relationship between language use, policy, and practice in these contexts. Taken together, this volume advances our understanding of agency in language policy and planning and directions for future research, making this key reading for students and scholars in language and education, critical sociolinguistics, and applied linguistics.

The Routledge Handbook of Language and Identity provides a clear and comprehensive survey of the field of language and identity from an applied linguistics perspective. Forty-one chapters are organised into five sections covering: theoretical perspectives informing language and identity studies key issues for researchers doing language and identity studies categories and dimensions of identity identity in language learning contexts and among language learners future directions for language and identity studies in applied linguistics Written by specialists from around the world, each chapter will introduce a topic in language and identity studies, provide a concise and

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critical survey, in which the importance and relevance to applied linguists is explained and include further reading. The Routledge Handbook of Language and Identity is an essential purchase for advanced undergraduate and postgraduate students of Linguistics, Applied Linguistics and TESOL. Advisory board: David Block (Institutió Catalana de Recerca i Estudis Avançats/ Universitat de Lleida, Spain); John Joseph (University of Edinburgh); Bonny Norton (University of British Columbia, Canada). Texts of the past were often not monolingual but were produced by and for people with bi- or multilingual repertoires; the communicative practices witnessed in them therefore reflect ongoing and earlier language contact situations. However, textbooks and earlier research tend to display a monolingual bias. This collected volume on multilingual practices in historical materials, including code-switching, highlights the importance of a multilingual approach. The authors explore multilingualism in hitherto neglected genres, periods and areas, introduce new methods of locating and analysing multiple languages in various sources, and review terminology, theories and tools. The studies also revisit some of the issues already introduced in previous research, such as Latin interacting with European vernaculars and the complex relationship between code-switching and lexical borrowing. Collectively, the contributors show that multilingual practices share many of the same features regardless of time and place, and that one way or the other, all historical texts are multilingual. This book takes the next step in historical multilingualism studies by establishing the relevance of the multilingual approach to understanding language history.

The bulk of the world's population is multilingual, and one in seven Americans speak a language other than English at home. Multilinguals crave answers to question both basic and profound, questions relating to linguistic identity, schools, multiliteracy, how languages are actually learned, and why there are so many variations on individual success. Tokuhama-Espinosa combines solid research, humor, and real-life examples into 21 informative and entertaining essays about people who experience the world with multiple languages. This book tackles common misconceptions about polyglots (too many languages can cause brain overload, some languages are easier to learn than others, an adult cannot learn a foreign language as fast as a child, etc.) Other topics include: - Curriculum choice - Teaching languages using the multiple intelligences - How different education systems can influence multilingual skills - Language's relationship to mental tasks such as music and math - Languages from the womb and bilingualism from birth - The growth of the trilingual family - The societal situation of third culture kids (those growing outside of their parents' native country) - A special case for foreign language development - The emerging cross-area study of multilingualism and cosmopolitanism - Questions of linguistic identity - Challenges to normal foreign language learning, such as dyslexia, Downs Syndrome, and deafness

This book critically engages with theoretical shifts marked by the 'multilingual turn' in applied linguistics, and articulates the complexities associated with naming and engaging with the everyday language practices of bi/multilingual communities. It discusses methodological approaches that enable researchers

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and educators to observe and interact with these communities and to understand their teaching and learning needs. It also highlights pedagogical approaches and instructional strategies involved with learning and teaching language and/or content curriculum to students across various learning and educational contexts. The book addresses recent debates on the multi/plural turn in applied linguistics and articulates the limitations of these debates - particularly the absence of discussion of social power relations and contexts in applying different theoretical lenses. It features empirical research from primarily North American classrooms to highlight how plurilingual pedagogies take shape in unique educational contexts, resisting monolingual approaches to language in education.

Furthermore, it includes commentary/response pieces from established scholars in dialogue with recent plurilingual research in the field, to put the work in critical perspective within extant theories and literature.

The book proposes a round the world exploration of the way our traditionally monolingual school systems are being challenged by students from diverse language backgrounds, forcing educationalists to question entrenched ideologies of language and challenging teachers in their everyday classrooms to rethink their relationships to language learning and the issue of diversity.

To date, the relation between multilingualism and the Semantic Web has not yet received enough attention in the research community. One major challenge for the Semantic Web community is to develop architectures, frameworks and systems that can help in overcoming national and language barriers, facilitating equal access to information produced in different cultures and languages. As such, this volume aims at documenting the state-of-the-art with regard to the vision of a Multilingual Semantic Web, in which semantic information will be accessible in and across multiple languages. The Multilingual Semantic Web as envisioned in this volume will support the following functionalities: (1) responding to information needs in any language with regard to semantically structured data available on the Semantic Web and Linked Open Data (LOD) cloud, (2) verbalizing and accessing semantically structured data, ontologies or other conceptualizations in multiple languages, (3) harmonizing, integrating, aggregating, comparing and repurposing semantically structured data across languages and (4) aligning and reconciling ontologies or other conceptualizations across languages. The volume is divided into three main sections: Principles, Methods and Applications. The section on "Principles" discusses models, architectures and methodologies that enrich the current Semantic Web architecture with features necessary to handle multiple languages. The section on "Methods" describes algorithms and approaches for solving key issues related to the construction of the Multilingual Semantic Web. The section on "Applications" describes the use of Multilingual Semantic Web based approaches in the context of several application domains. This volume is essential reading for all academic and industrial researchers who want to embark on this new research field at the intersection of various research topics, including

the Semantic Web, Linked Data, natural language processing, computational linguistics, terminology and information retrieval. It will also be of great interest to practitioners who are interested in re-examining their existing infrastructure and methodologies for handling multiple languages in Web applications or information retrieval systems.

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

Starting from the key idea that learners and teachers bring diverse linguistic knowledge and resources to education, this book establishes and explores the concept of the 'multilingual turn' in languages education and the potential benefits for individuals and societies. It takes account of recent research, policy and practice in the fields of bilingual and multilingual education as well as foreign and second language education. The chapters integrate theory and practice, bringing together researchers and practitioners from five continents to illustrate the effects of the multilingual turn in society and evaluate the opportunities and challenges of implementing multilingual curricula and activities in a variety of classrooms. Based on the examples featured, the editors invite students, teachers, teacher educators and researchers to reflect on their own work and to evaluate the relevance and applicability of the multilingual turn in their own contexts.

This volume explores the complex interactions of language with economic resources. How does poverty affect language survival? How is the economic status of individuals affected by the languages they do or do not speak? The authors address these questions from multiple perspectives, drawing on linguistics, language policy and planning, economics, anthropology, and sociology.

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This book relates the author's stories about how languages have integrated her being, and defined and formed her sense of self. The idea of writing autobiographical stories of her multilingual life came from her long-term commitment to foreign language teaching and from a recent, extremely rich and valuable experience teaching English to immigrants in the U.S. While reading and studying various aspects of second-language-related-theory -- linguistics, psychology, anthropology, and sociolinguistics literature -- the author realized how estranged language learners are from all the research, speculations, hypotheses, and achievements of scholarship. A Russian immigrant, the author tells stories to her ESL students to help them understand why and at what price successful language acquisition and acculturation is realistic. Not only can students learn from her stories which encourage discoveries about their own behaviors or problems, but they might want to respond and tell about their own struggles with a foreign language. By becoming writers and interpreters of her text and by making it their own, students can construct their own virtual texts. The stories told throughout are those of a language learner, who is also a linguist and language teacher. As such, they can bridge the gap between second language research and practical teaching and learning. Moreover, this book can help initiate language learners along with their teachers into scholarship. Second language teachers and graduate students preparing for a teaching career might see this book as an illustration and validation of the studied theory and an inner voice of their students at the same time. Multidisciplinary by nature, it can also be used in several college courses such as cultural anthropology, anthropo- and socio-linguistics, sociology, multicultural education, ethnography, bilingualism, and the study of immigrant experience. There are numerous applications of the book in the educational field at various levels of adult learning programs which might be determined by the objectives and by the instructor's vision of it in the curriculum. It is also intended as a message to the general public and to all thinking individuals in search of identity. It will popularize the idea of the importance of foreign language learning, language education, linguistic literacy, and metalinguistic awareness, of illuminating self-discovery through the treasure of multilingual experience, capable of giving birth to a new, sophisticated, spiritually complex and enriched multicultural identity.

Seminar paper from the year 2017 in the subject English Language and Literature Studies - Linguistics, grade: 1, University of Innsbruck, language: English, abstract: This paper presents an overview of research on the multilingual lexicon as well as the highly complex storage of words in the multilingual mind. Furthermore, it deals with word recognition processes and discusses the issue of a language selective versus language nonselective access. The second part of this paper is concerned with the various ways in which different languages are interconnected and influence each other. Based on this, the phenomenon of codeswitching is illustrated as a widespread example of crosslinguistic interaction in the multilingual lexicon. This paper aims at presenting an overview of the complex characteristics of the multilingual lexicon. It should also give an idea of the immense amount of linguistic knowledge that is stored and processed within the multilingual mind and, most importantly, emphasize the

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significant linguistic awareness and cognitive skills that multilinguals display.

To respond to the multilingual turn in language education, this volume constitutes a challenge to the traditional, monolingual, and native speakerism paradigm in the field of Teaching English to Speakers of Other Languages (TESOL) through a translanguaging lens. The chapters offer complex global perspectives – with contributions from five continents – to open critical conversations on how to conceptualize and implement translanguaging in teacher education and classrooms of various contexts. The researchers exhibit a shared commitment to transforming TESOL profession that values teachers' and learners' full linguistic repertoires. This volume should prove a valuable resource for students, teachers, and researchers interested in English teaching and learning, applied linguistics, second language acquisition, and social justice.

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.

The book aims to establish the concept of attitudes as more central to the study of minority and majority languages. The strong tradition of attitude theory and research from social psychology is made relevant to language restoration and decay. Original research shows how attitude to bilingualism is conceptually distinct from attitude to a specific language. A piece of research in Wales investigates the origins of language attitudes in individual differences and in environmental attributes.

Built around the concept of linguistic and cultural plurality, this book defines language as an instrument of action and symbolic power. Plurality is conceived here as : a complex array of voices, perspectives and approaches that seeks to preserve the complexity of the multilingual and multicultural enterprise, including language learning and teaching ; a coherent system of relationships among various languages, research traditions and research sites that informs qualitative methods of inquiry into multilingualism and its uses in everyday life ; a view of language as structured sociohistorical object, observable from several simultaneous spatiotemporal standpoints, such as that of daily interactions or that which sustains the symbolic power of institutions. This book is addressed to teacher trainers, young researchers, decision makers, teachers concerned with the role of languages in the evolution of societies and educational systems. It aims to elicit discussion by articulating practices, field observations and analyses based on a multidisciplinary conceptual framework.

The publication of Hugo Baetens Beardsmore's book *Bilingualism: Basic Principles* by Multilingual Matters in 1982 coincided with an unprecedented upsurge of interest in bilingualism. A major reason for this was the acknowledgement that bilingualism is far more common than was previously thought, and perhaps even the norm. The number of bilinguals at the turn of the third millennium is probably greater than ever before and will continue to grow as a result of the combined forces of globalisation, automatisisation, increased mobility and migration, and modernisation of foreign language teaching. The contributions in this book prove that, given the right conditions, bilingualism can confer distinct benefits like intellectual, psychological, social, cultural and economic improvement on the individual. The papers in this

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volume have been written by leading scholars in the field of bilingualism and deal with individual bilingualism, societal and educational phenomena, addressing issues such as bilingual usage, acquisition, teaching, and language planning and policy. The volume's major asset lies in its diversity, not only in depth of investigation and in topical variety but also in the range of languages and geographical regions covered. Another important feature of the volume is its multidisciplinary perspective. Among the contributors are linguists, sociologists, psychologists and sociolinguists.

In the last three decades the field of endangered and minority languages has evolved rapidly, moving from the initial dire warnings of linguists to a swift increase in the number of organizations, funding programs, and community-based efforts dedicated to documentation, maintenance, and revitalization. *Sustaining Linguistic Diversity* brings together cutting-edge theoretical and empirical work from leading researchers and practitioners in the field. Together, these contributions provide a state-of-the-art overview of current work in defining, documenting, and developing the world's smaller languages and language varieties. The book begins by grappling with how we define endangerment—how languages and language varieties are best classified, what the implications of such classifications are, and who should have the final say in making them. The contributors then turn to the documentation and description of endangered languages and focus on best practices, methods and goals in documentation, and on current field reports from around the globe. The latter part of the book analyzes current practices in developing endangered languages and dialects and particular language revitalization efforts and outcomes in specific locations. Concluding with critical calls from leading researchers in the field to consider the human lives at stake, *Sustaining Linguistic Diversity* reminds scholars, researchers, practitioners, and educators that linguistic diversity can only be sustained in a world where diversity in all its forms is valued.

This book looks at language in unexpected places. Through a series of personal and narrative accounts, it explores aspects of travel, mobility and locality to ask how languages, cultures and people turn up in unexpected places. What renders the unexpected so and how might we challenge our lines of expectation?

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