

Language Policy And Linguistic Culture Harold Schiffman

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.

An investigation into international law and language policy, this book uses critical analysis to conduct an examination of the aspects of international law which affect language use. It uncovers the conceptual framework which underpins international law on language, addressing the constitution of a 'just' language policy from a legal perspective.

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.

Language, our primary tool of thought and perception, is at the heart of who we are as individuals. Languages are constantly changing, sometimes into entirely new varieties of speech, leading to subtle differences in how we present ourselves to others. This revealing account brings together eleven leading specialists from the fields of linguistics, anthropology, philosophy and psychology, to explore the fascinating relationship between language, culture, and social interaction. A range of major questions are discussed: How does language influence our perception of the world? How do new languages emerge? How do children learn to use language appropriately? What factors determine language choice in bi- and multilingual communities? How far does language contribute to the formation of our personalities? And finally, in what ways does language make us human? *Language, Culture and Society* will be essential reading for all those interested in language and its crucial role in our social lives.

Why should we study language? How do the ways in which we communicate define our identities? And how is this all changing in the digital world? Since 1993, many have turned to *Language, Culture, and Society* for answers to questions like those above because of its comprehensive coverage of all critical aspects of linguistic anthropology. This seventh edition carries on the legacy while addressing some of the newer pressing and exciting challenges of the 21st century, such as issues of language and power, language ideology, and linguistic diasporas. Chapters on gender, race, and class also examine how language helps create-and is created by-identity. New to this edition are enhanced and updated pedagogical features, such as learning objectives, updated resources for continued learning, and the inclusion of a glossary. There is also an expanded discussion of communication online and of social media outlets and how that universe is changing how we interact. The discussion on race and ethnicity has also been expanded to include Latin- and Asian-American English vernacular. The book presents a new theory of the relationship between language and culture in a transnational and global perspective. The fundamental view is that languages spread across

cultures, and cultures spread across languages, or in other words, that linguistic and cultural practices flow through social networks in the world along partially different paths and across national structures and communities.

Linguistic Culture and Language Policy Routledge

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 (dis)empowerment of languages through language policy in multilingual postcolonial communities often shapes speakers identification with these languages, their attitude towards other languages in the community, and their choices in interpersonal and intergroup communication. Focusing on the dynamics of Cameroon's multilingualism, this book contributes to current debates on the impact of politic language policy on daily language use in sociocultural and interpersonal interactions, multiple identity construction, indigenous language teaching and empowerment, the use of Cameroon Pidgin English in certain formal institutional domains initially dominated by the official languages, and linguistic patterns of social interaction for politeness, respect, and in-group bonding. Due to the multiple perspectives adopted, the book will be of interest to sociolinguists, applied linguists, pragmaticians, Afrikanists, and scholars of postcolonial linguistics."

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

This book focuses on linguistic landscapes in present-day urban settings. In a wide-ranging collection of studies of major world cities, the authors investigate both the forces that shape linguistic landscape and the impact of the linguistic landscape on the wider social and cultural reality. Not only does the book offer a wealth of case studies and comparisons to complement existing publications on linguistic landscape, but the editors aim to investigate the nature of a field of study which is characterised by its interest in 'ordered disorder'. The editors aspire to delve into linguistic landscape beyond its appearance as a jungle of jumbled and irregular items by focusing on the variations in linguistic landscape configurations and recognising that it is but one more field of the shaping of social reality under diverse, uncoordinated and possibly incongruent structuration principles.

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.

The inseparable relationship between language and identity has created many problems for countries with multilingual and multicultural diversity. El Hacem 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

Further Language Learning in Linguistic and Cultural Diverse Contexts deals with the interdisciplinary area of multilingual and intercultural education and the increasing interest in sociolinguistic and sociocultural aspects of further language learning. It presents the individual, family, scholastic, and extra-scholastic circumstances that promote or limit language learning and its outcomes among young learners of a further language. The intertwined, dynamic interrelationship between intercultural and language learning at primary school is shown by means of the European border region South Tyrol that is characteristic for its linguistic and cultural diversity and serves to demonstrate authentic benefits, challenges, and difficulties in hyper complex and super-diverse contexts. The book analyzes experiences and perceptions as reported by primary school teachers, children, and parents, considering the impact of many factors on further language learning, including school organization, extra curricular activities, and self-initiated encounter pedagogy. *Further Language Learning in Linguistic and Cultural Diverse Contexts* will be vital reading for academics, researchers, and post-graduate students in the fields of education, language learning, sociolinguistics, interculturalism, and super-diversity.

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

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.

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.

The *Routledge Handbook of Language and Culture* presents the first comprehensive survey of research on the relationship between language and culture. It provides readers with a clear and accessible introduction to both interdisciplinary and multidisciplinary studies of language and culture, and addresses key issues of language and culturally based linguistic research from a variety of perspectives and theoretical frameworks. This Handbook features thirty-three newly commissioned chapters which cover key areas such as cognitive psychology, cognitive linguistics, cognitive anthropology, linguistic anthropology, cultural anthropology, and sociolinguistics offer insights into the historical development, contemporary theory, research, and practice of each topic, and explore the potential future directions of the field show readers how language and culture research can be of practical benefit to applied areas of research and practice, such as intercultural communication and second language teaching and learning. Written by a group of prominent scholars from around the globe, *The Routledge Handbook of Language and Culture* provides a vital resource for scholars and students working in this area. In line with the overall perspective of the Handbook series, the focus of Vol.9 is on language-related problems arising in the context of linguistic diversity and change, and the contributions Applied Linguistics can offer for solutions. Part I, “Language minorities and inequality,” presents situations of language contact and linguistic diversity as world-wide phenomena. The focus is on indigenous and immigrant linguistic minorities, their (lack of) access to linguistic rights through language policies and the impact on their linguistic future. Part II “Language planning and language change,” focuses on the impact of colonialism, imperialism, globalisation and economics as factors that language policies and planning measures must account for in responding to problems deriving from language contact and linguistic diversity. Part III, “Language variation and change in institutional contexts,” examines language-related problems in selected institutional areas of communication (education, the law, religion, science, the Internet) which will often derive from socioeconomic, cultural and other non-linguistic asymmetries. Part IV, “The discourse of linguistic diversity and language change,” analyses linguistic diversity, language change and language reform as issues of public debates which are informed by different ideological positions, values and attitudes (e.g. with reference to sexism, racism, and political correctness). The volume also contains extensive reference sections and index material.

Language Disabilities in Cultural and Linguistic Diversity offers a new approach to understanding the familiar dilemma of disentangling difficulties in communication for learners developing the language of schooling. The author takes a socio-cultural Vygotskian approach to reinterpret international research in language disabilities, namely specific language impairment, communication difficulties, dyslexia and deafness.

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

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.

Detailing a decade of life and language use in a remote Alaskan Yup'ik community, Youth Culture, Language Endangerment and Linguistic Survivance provides rare insight into young people's language brokering and Indigenous people's contemporary linguistic ecologies. This book examines how two consecutive groups of youth in a Yup'ik village negotiated eroding heritage language learning resources, changing language ideologies, and gendered subsistence practices while transforming community language use over time. Wyman shows how villagers used specific Yup'ik forms, genres, and discourse practices to foster learning in and out of school, underscoring the stakes of language endangerment. At the same time, by demonstrating how the youth and adults in the study used multiple languages, literacies and translanguaging to sustain a unique subarctic way of life, Wyman illuminates Indigenous peoples' wide-ranging forms of linguistic survivance in an interconnected world.

The policies relating to language pursued by European monarchies and states have been widely studied, but far less attention has been given to their linguistic and cultural policies in territories outside their own borders. This volume takes an interdisciplinary approach to filling that gap, distinguishing and analyzing several different types of linguistic and foreign cultural policies. Such policies, the contributors show, tended not to be proclaimed officially, but they nonetheless had lasting effects on both language and culture in Europe and beyond.

Drawing on sociocultural theories of learning, this book examines how the everyday language practices and cultural funds of knowledge of youth from non-dominant or minoritized groups can be used as centerpoints for classroom learning in ways that help all students both to sustain and expand their cultural and linguistic repertoires while developing skills that are valued in formal schooling. Bringing together a group of ethnographically grounded scholars working in diverse local contexts, this volume identifies how these language practices and cultural funds of knowledge can be used as generative points of continuity and productively expanded on in schools for successful and inclusive learning. Ideal for students and researchers in teaching, learning, language education, literacy, and multicultural education, as well as teachers at all stages of their career, this book contributes to research on culturally and linguistically sustaining practices by offering original teaching methods and a range of ways of connecting cultural competencies to learning across subject matters and

disciplines.

This book provides a linguistic and cultural profile of the Polish diasporic communities in three different European countries: Ireland, France and Austria. The eight contributing chapters present original research on the acquisition and use of the languages of the respective host communities and also explore related elements of cultural acquisition. A number of aspects of second language acquisition are considered, notably the acquisition of phonology, lexicon and discourse, as well as aspects of sociolinguistic competence. In addition, varying approaches and research methods are reported on, each of which was chosen in consideration of the particular research issue addressed and the particular circumstances under which the research was carried out. These range from psycholinguistic approaches to second language acquisition to variationist approaches, and include both quantitative and qualitative methodologies. 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?

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.

Policies concerning language use are increasingly tested in an age of frequent migration and cultural synthesis. With conflicting factors and changing political climates influencing the policy-makers, Elana Shohamy considers the effects that these policies have on the real people involved. Using examples from the US and UK, she shows how language policies are promoted and imposed, overtly and covertly, across different countries and in different contexts. Concluding with arguments for a more democratic and open approach to language policy and planning, the final note is one of optimism, suggesting strategies for resistance to language attrition and ways to protect the linguistic rights of groups and individuals.

People in many African communities live within a series of concentric circles when it comes to language. In a small group, a speaker uses an often unwritten and endangered mother tongue that is rarely used in school. A national indigenous language—written, widespread, sometimes used in school—surrounds it. An international language like French or English, a vestige of colonialism, carries prestige, is used in higher education, and promises mobility—and yet it will not be well known by its users. The essays in *Languages in Africa* explore the layers of African multilingualism as they affect language policy and education. Through case studies ranging across the continent, the contributors consider multilingualism in the classroom as well as in domains ranging from music and film to politics and figurative language. The contributors report on the widespread devaluing and even death of indigenous languages. They also investigate how poor teacher training leads to language-related failures in education. At the same time, they demonstrate that education in a mother tongue can work, linguists can use their expertise to provoke changes in language policies, and linguistic creativity thrives in these multilingual communities.

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.

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. This book brings to life initiatives among scholars of the south and north to understand better the intelligences and pluralities of multilingualisms in southern communities and spaces of decoloniality. Chapters follow a *longue durée* perspective of human co-existence with communal presents, pasts, and futures; attachments to place; and insights into how multilingualisms emerge, circulate, and alter over time. Each chapter, informed by the authors' experiences living and working among southern communities, illustrates nuances in ideas of south and southern, tracing (dis-/inter-) connected discourses in vastly different geopolitical contexts. Authors reflect on the roots, routes and ecologies of linguistic and epistemic heterogeneity while remembering the sociolinguistic knowledge and practices of those who have gone before. The book re-examines the appropriacy of how theories, policies, and methodologies 'for multilingual contexts' are transported across different settings and underscores the ethics of research practice and reversal of centre and periphery perspectives through careful listening and conversation. Highlighting the potential of a southern sociolinguistics to articulate a new humanity and more ethical world in registers of care, hope, and love, this volume contributes to new directions in critical and decolonial studies of multilingualism, and to re-imagining sociolinguistics, cultural studies, and applied linguistics more broadly.

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

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.

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 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. 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 present. 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.

[Copyright: d0625c2019e3d4898ef15023453a73c6](#)