

# **Language Policy And Linguistic Culture Harold Schiffman**

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.

This collection brings together cutting-edge research and theoretical discussions on the linguistic, cultural, and political forces that shape multilingual Colombia, highlighting the country ' s unique sociolinguistic landscape and offering new insights into multilingualism in the Global South. The volume outlines the changing dynamics of multilingualism in Colombia, where Spanish, Spanish-based and English-based Creoles, the linguistic and cultural heritages of Indigenous communities and migrant groups, and the prevalence of English in language education policy intersect. The chapters explore the implications of policy making on language policy discourse and especially on language teacher education for those working on the margins in urban and rural areas. They also explore existing understandings of interculturality and the work of academics and local communities in minority language revitalization efforts. Problematizing essentialized views of language and culture and raising awareness around the complex relationship between language, identity, and interculturality in the Global South, this book will be of interest to scholars in multilingualism, sociolinguistics, language education, teacher education, and applied linguistics.

These papers from the 24th Annual Meeting of BAAL have been selected for the diversity of perspective which

they offer on the theme of language and culture, and on the way in which they reflect current thinking on the interdependence of language use and situational context. "The first edition of *Language and Minority Rights*, an outstanding interdisciplinary analysis of the questions and issues concerning minority language rights in modern nation-states, is now regarded as a key benchmark in the field of language rights and language policy. Its core arguments have shaped the discussion of language rights over the last decade. This new edition substantially revises and updates this provocative and groundbreaking book, addressing new theoretical and empirical developments since its initial publication, including the burgeoning influence of globalization and the relentless rise of English as the current world language. Stephen May's broad position, however, remains largely unchanged. He argues that the causes of many of the language-based conflicts in the world today still lie with the nation-state and its preoccupation with establishing a 'common' language and culture via mass education. The solution, he suggests, is to rethink nation-states in more culturally and linguistically plural ways while avoiding, at the same time, essentializing the language-identity link. This new edition, like the first, adopts a wide interdisciplinary framework, drawing on sociolinguistics, applied linguistics, sociology, political theory, education and law"--

Social Justice Through Multilingual Education  
Critical Perspectives and Voices from the Field  
Bilingual Education and Minority Language Maintenance

in China

Language Planning in the Post-Communist Era

Bridging Learning for Students from Non-dominant  
Groups

Ideologies, Ethnicities, and Semiotic Spaces of Power

The Hidden Status Agendas Within Corpus Planning in  
Language Policy

The consolidation of Taiwanese identity in recent years has been accompanied by two interrelated paradoxes: a continued language shift from local Taiwanese languages to Mandarin Chinese, and the increasing subordination of the Hoklo majority culture in ethnic policy and public identity discourses. A number of initiatives have been undertaken toward the revitalization and recognition of minority cultures. At the same time, however, the Hoklo majority culture has become akin to a political taboo. This book examines how the interplay of ethnicity, national identity and party politics has shaped current debates on national culture and linguistic recognition in Taiwan. It suggests that the ethnolinguistic distribution of the electorate has led parties to adopt distinctive strategies in an attempt to broaden their ethnic support bases. On the one hand, the DPP and the KMT have strived to play down their respective de-Sinicization and Sinicization ideologies, as well as their Hoklo and Chinese ethnocultural cores. At the same time, the parties have competed to portray themselves as the

legitimate protectors of minority interests by promoting Hakka and Aboriginal cultures. These concomitant logics have discouraged parties from appealing to ethnonationalist rhetoric, prompting them to express their antagonistic ideologies of Taiwanese and Chinese nationalism through more liberal conceptions of language rights. Therefore, the book argues that constraints to cultural and linguistic recognition in Taiwan are shaped by political rather than cultural and sociolinguistic factors. Investigating Taiwan's counterintuitive ethnolinguistic situation, this book makes an important theoretical contribution to the literature to many fields of study and will appeal to scholars of Taiwanese politics, sociolinguistics, culture and history.

The contributions to this volume cover a broad range of issues in language policy that are hotly debated in every corner of the globe. The articles included investigate the implications of language policies on the notion of language rights as the issues are played out in very specific circumstances — from the courtroom in Australia to the legislature in California to the educational system in England to the administrative practices of the European Commission. The authors explore conflicts between basic conceptions of fairness in justice, administration and education on the one hand, and political and economic realities on the other. Articles focus on language issues in the United States,

Canada, Brazil, England, France, Slovakia, Russia, Sri Lanka, Australia and several African states.

Other articles consider the implications of new supernational agreements — the European Union, NAFTA, GATT, the OAU — on language issues in the signatory states. In sum the volume offers an extensive presentation of current issues and practices in language policy and linguistic human rights.

The languages of the world can be seen and heard in cities and towns, forests and isolated settlements, as well as on the internet and in international organizations like the UN or the EU. How did the world acquire so many languages? Why can't we all speak one language, like English or Esperanto? And what makes a person bilingual? Multilingualism, language diversity in society, is a perfect expression of human plurality. About 6,500-7,000 languages are spoken, written and signed, throughout the linguistic landscape of the world, by people who communicate in more than one language (at work, or in the family or community). Many origin myths, like Babel, called it a 'punishment' but multilingualism makes us who we are and plays a large part of our sense of belonging. Languages are instruments for interacting with the cultural environment and their ecology is complex. They can die (Tasmanian), or decline then revive (Manx and Hawaiian), reconstitute from older forms (modern Hebrew), gain new status (Catalan

and Maori) or become autonomous national languages (Croatian). Languages can even play a supportive and symbolic role as some territories pursue autonomy or nationhood, such as in the cases of Catalonia and Scotland. In this Very Short Introduction John C. Maher shows how multilingualism offers cultural diversity, complex identities, and alternative ways of doing and knowing to hybrid identities. Increasing multilingualism is drastically changing our view of the value of language, and our notion of the part language plays in national and cultural identities. At the same time multilingualism can lead to social and political conflict, unequal power relations, issues of multiculturalism, and discussions over 'national' or 'official' languages, with struggles over language rights of local and indigenous communities. Considering multilingualism in the context of globalization, Maher also looks at the fate of many endangered languages as they disappear from the world. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable. 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.

Speaking Spanish in the US

Joshua A. Fishman's Contributions to International Sociolinguistics

Language Policy in Britain and France

Youth Culture, Language Endangerment and Linguistic Survivance

Handbook of Language and Ethnic Identity

Bilingual Community Education and Multilingualism

Cultural and Linguistic Minorities in the Russian Federation and the European Union

"This book takes up the lens of ethnolinguistic communities as they proudly educate their own children in their ways of speaking and being. These bilingual community education programs are unlike bilingual programs in US public schools, where speakers of languages other than English are often minoritized. In these programs, the children's linguistic and cultural diversity are their most valuable assets. But these bilingual community education programs are also different from how others have characterized ???heritage language??? programs. In these bilingual community education programs diasporic ethnolinguistic communities ensure that their children use their ways of speaking and being within a US global context. Thus, their interest is not in their heritage, as the language and the culture was performed in the past, in another space, but as a dynamic bilingualism and biculturalism that is performed by American

children."--publisher website.

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 is heterogeneous and varies according to its object, levels of intervention, purpose, participants and institutions involved, underlying language ideologies, local contexts, power relations, and historical contexts. This volume offers unique cross-cultural perspectives on language planning and policy in diverse African and Middle Eastern contexts, including South Africa, Bahrain, Sudan, Saudi Arabia, Morocco, Zambia, and Algeria. The African diaspora is also considered, as is the case of Brazil. By bringing together diverse contexts in Africa and the Middle East, this volume encourages a dialogue in the burgeoning scholarship on language policies in different regions of Africa and the Middle East in order to inspect the intersection between language policy discourses and their social, political, and educational functions.

An examination of how an individual's native language can affect their lifestyle. Topics covered range from maintenance of the mother-tongue and second language learning, to the ideology of language planning theory, to education and language rights.

*Planning Language, Planning Inequality*

*Multilingualism, Cultural Identity, and Education in Morocco*

Multilingual Singapore

Beyond Heritage Languages in a Global City

Multilingualism in Russia and Finland

Ethnicity, National Identity, and the Party System

Language, Culture, and Education

Ager aims to carry out a synthesis of comparative policy studies with the comparative sociolinguistics of English and French, and at the same time to compare and contrast the language policies of the two countries.

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.

The history of "language teaching" is shot through with methods and approaches to language learning - most recently with "communicative language teaching" - but this book demonstrates that a more differentiated and richer understanding of learning a foreign language is both necessary and desirable. Languages and cultures are interlinked and interdependent and their teaching and learning should be too. Learning another language is part of a complex process of learning and understanding other people's ways of life, ways of thinking and socio-economic experience. This volume critically analyzes and explains the goals, processes, and effects of language policies in the United States and Canada from historical and contemporary perspectives. The focus of this book is to explore parallel and divergent developments in language policy and language rights in the two countries, especially in the past four decades, as a basis for

reflection on what can be learned from one country's experience by the other. Effects of language policies and practices on majority and minority individuals and groups are evaluated. Differences in national and regional language situations in the U.S. and Canada are traced to historical and sociological, demographic, and legal factors which have sometimes been inappropriately generalized or ignored by ideologues. The point is to show that certain general principles of economics and sociology apply to the situations in both countries, but that differing notions of sovereignty, state and nation, ethnicity, pluralism, and multiculturalism have shaped attitudes and policies in significant ways. Understanding the bases for these varying attitudes and policies provides a clearer understanding of the idiosyncratic as well as more universal factors that contribute to tensions between groups and to outcomes, many of which are unintended. The volume makes clear that language matters always involve issues of culture, economics, politics, individual and group identities, and local and national histories. The chapters provide detailed analyses on a wide range of issues at the national, state/provincial, and local levels in both countries. The chapter authors come from a variety of academic disciplines (education,

geography, journalism, law, linguistics, political science, and sociology), and the findings, taken together, contribute to an evolving, interdisciplinary theory of language policy.

The Italian Experience

How History, Culture, and Politics Shape Language

Language Policies and Linguistic Realities

Language and Culture

Language and Politics in the United States and Canada

Applied Linguistics for Language Teachers  
Myths and Realities

Exploring language, culture and education among immigrants in the United States, this volume discusses the range of experiences in raising children with more than one language in major ethno-linguistic groups in New York. Research and practice from the fields of speech-language pathology, bilingual education, and public health in immigrant families are brought together to provide guidance for speech-language pathologists in differentiating language disorders from language variation, and for parents on how to raise their children with more than one language. Commonalities among dissimilar groups, such as Chinese, Korean, and Hispanic immigrants are analyzed, as well as the language needs of Arab-Americans, the home literacy practices of immigrant parents who speak Mixteco and Spanish, and the crucial role of teachers in bridging immigrants' classroom and home contexts. These studies shed new light on much-needed policy reforms to improve the involvement of culturally and linguistically diverse families in decisions affecting their children's education.

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.

Since the "ethnic revival" of the last twenty years, there has been a substantial and interdisciplinary change in our understanding of the link between these fundamental aspects of our identity.

Although the principles for enabling children to become fully proficient multilinguals through schooling are well known, most Indigenous and minority children are not provided with multilingual education, which would enable them to succeed both in school and in society. In this important book, experts from around the world show how multilingual education can be provided, and what it can achieve.

The Rise of English

Languages In The World

Language and Minority Rights

Rethinking Heritage Language Education

Multilingualism: A Very Short Introduction

Linguistics Across Cultures

Language Ideologies in Transition

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.

*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

The English divide -- Multilingual Europe. Myth or reality? -- A high-stakes movement -- Shakespeare in the crossfire -- Headwinds from the North -- Shadows of colonialism. The "new scramble" for Africa -- Adieu to French -- Redress and transformation -- Confronting the Raj -- Defying the monolingual mindset. Defining the deficit -- Reframing the narrative -- A revolution in the making -- Marketing language -- Looking back, moving forward.

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.

Language Legislation and Linguistic Rights

Language and Cultural Practices in Communities and Schools

Mediating Languages and Cultures

Linguistic Culture and Language Policy

The Sociopolitics of Language

Language Policy

Theory and Method

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 introduces readers to basic concepts of sociolinguistics with a focus on Spanish in the US. The coverage goes beyond linguistics to examine the history and politics of Spanish in the US, the relationship of language to Latinx identities, and how language

ideologies and policies reflect and shape societal views of Spanish and its speakers. Accessible to those with no linguistic background, this book provides students with a foundation in the study of language and society, and the opportunity to relate theoretical concepts to Spanish in the US in a range of contexts, including everyday speech, contemporary culture, media, education and policy. The book is a substantially revised and expanded 2nd edition of *Spanish Speakers in the USA*, including new chapters on the history of Spanish in the US, the demographics of Spanish in the US, and language policy; and expanded chapters on language ideologies, race, identity, media, and education. A Spanish-language edition of this book is also available: <https://www.multilingual-matters.com/page/detail/?K=9781800413931>.

A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education. *Rethinking Heritage Language Education* is an edited collection that brings together emerging and established researchers interested in the education field of Heritage Language Education to negotiate its concepts and practices, and investigate the correlation between culture and language from a pedagogic and cosmopolitical point of view. The scholars, who have contributed to the growth of Heritage Language Education as a discipline, reconsider and enrich their findings by drawing new lines across the boundaries of research and practice. It complements the previous work

of these theorists, filling a void in the current literature around the question of Heritage Language Education. 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.

Language Policy in the Community

Language Planning and Policy

Language Planning and Policy in Europe

Do Not Leave Your Language Alone

Language Loyalty, Continuity and Change

Hidden Agendas and New Approaches

The Role of Schools in Saving the Yi Language

Publisher Description

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?

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 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.

Culture Politics and Linguistic Recognition in Taiwan

Papers from the Annual Meeting of the British Association of Applied Linguistics Held at Trevelyan College, University of Durham, September 1991

Sociopolitical Perspectives on Language Policy and Planning in the USA

Bridging Learning for Students from Non-Dominant Groups

Ethnicity, Nationalism and the Politics of Language

Language Policy, Culture, and Identity in Asian Contexts

## Comparative Studies on Equality and Diversity

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 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.

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.

Focusing on corpus planning in language policy, this book provides an integrative framework, and also discusses multiple languages in detail. It provides readers with familiarity, with a range of language cases, and at the same time gives them the theoretical tools and analysis to see how they inter-relate. 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. "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. The 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?

Global Politics and the Power of Language

Challenges of Diversity in the United States

Towards an Intercultural Theory of Foreign Language Education

Cultural and Linguistic Policy Abroad

Language Education in Multilingual Colombia

Selected Proceedings of the Language Legislation and Linguistic Rights Conference, the University of Illinois at Urbana-Champaign, March 1996

The Struggles for Language Control in the New Order in Eastern Europe, Eurasia and China

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.

An Introduction to Language Policy