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*Bilingualism* Shahrzad Mahootian 2019-09-26 Bilingualism provides a concise and lively introduction to bilingualism as a social and linguistic phenomenon and explains its impact on individuals and on society. Addressing questions such as what it means to be bilingual, how one becomes bilingual, and how exposure to more than one language can hinder or enhance a child's cognitive development, this book features: an introduction to the linguistic, sociolinguistic, and cognitive outcomes of bilingualism, including bilingual language acquisition, the grammar of language-mixing, the link between language choice and identity, and the value of maintaining and promoting bilingualism; up-to-date overviews of the prominent concerns and facts about bilingualism; activities and discussion questions which invite readers to consider their own perspectives on bilingualism and how it manifests in their own lives and communities; links to relevant videos and suggested further reading, including topical novels, short stories, and essays. Aimed at students with no background in linguistics, this book is essential reading for anyone studying bilingualism for the first time.

## **Measures of Mother Tongue Vitality for Non-official Languages in Canada (1986)**

Brian R. Harrison 1990 The focus of this study is the non-official languages in Canada, that is, languages other than English and French. It describes the evolution of non-official languages collectively and provides measures of vitality both for all non-official languages taken as a whole and for certain individual languages. It compares the mother tongue of mothers with the mother tongue of their children to determine the extent to which languages are transmitted to the next generation. While much of the data pertain to Canada as a whole, several tables deal with the provinces and census metropolitan areas.

*Language planning and policy in Quebec* Jakob Leimgruber 2019-09-23 This book presents an in-depth study of the language policies present in the Canadian province of Quebec, and considers them from a comparative perspective, with special focus on Singapore and Wales. In so doing, it uses a mix of methods to look at the effects of language planning on language use: questionnaires, linguistic landscapes (visible language in public space), ethnography, and psycholinguistic experiments. Besides offering background information on Canada and Quebec, the comparative element uses data from Singapore and Wales to shine a new light on how language is managed in Quebec.

*Psychology, Development and Social Policy in India* R. C. Tripathi 2013-08-05 This book examines how and where psychology can engage itself in the framing of social policies for national as well as human development in India. Although the role that psychological

knowledge can play in informing social policy decisions has been discussed for a long time, psychologists by and large have had little role in framing policy decisions related to such important domains as education, health, social justice and social inclusion. Policy makers, not only in India, but more or less everywhere have focused on interventions at the macro level, which has led them to ignore the root causes of the problems lying at the micro level. However, with the more humanistic approaches now being followed by economists and other social scientists, the person in society is slowly taking centre stage. Micro-level variables like happiness, the wellbeing of individuals and the social relationships within which people define themselves are becoming important. Therefore, this book discusses important psychological issues related to human development; particularly, health and education, social justice, social integration, environment and work organizations, besides focusing on some general issues relating to the logic of making social policies. It is a first-ever attempt in India to inform policy makers about how micro-variables can be a crucial factor to consider while framing social policies.

*French in Canada* Maeve Conrick 2007 This book analyses comprehensively the complex linguistic situation in Canada focusing particularly on the position of the French language at both national and provincial levels. Language issues in Canada are of great interest to linguists and sociolinguists for many reasons, not least because of Canada's policy of official bilingualism (Official Languages Act, 1969). The authors address a wide range of topics of interest to undergraduate and postgraduate students of French and Linguistics as well as readers with a specialist interest in Canadian or Quebec Studies. Individual chapters discuss the historical background to the presence of French in Canada, language policy and planning at federal and provincial levels, the changing linguistic landscape of Canada in the twenty-first century, the multilingual community, language contact, code-switching, immersion education and the language of the L2 speaker, the dynamics of French in Canada, language variation and change. The status of French in Canada is of relevance to all researchers with an interest in multilingualism, a crucial issue in this era of globalisation. The authors bring their expertise as linguists to bear on a subject which is of considerable importance internationally as well as within Canada.

**World Englishes Volumes I-III Set** Tommetro Hopkins 2013-03-14 World Englishes is a twelve-volume series, presenting a comprehensive, detailed survey of English as it is spoken all over the world. The volumes are organised into four groups, covering Britain, Europe, America, Africa and Asia, and celebrate English in all its diversity. The chapters contain maps, facts and figures, and a detailed description about English as it is spoken in each region and are an invaluable library resource for undergraduates, postgraduates and academics interested in the diversity of the English language.

*Teaching the Mother Tongue in a Multilingual Europe* Witold Tulasiewicz 2005-06-09 In a time when the increasing cultural diversity and population mobility of the continent calls for good communication skills, this fascinating book features a wealth of data and critical opinion on the topic of mother tongue education. In the first part of the book, the two editors address central cultural, political and educational concerns relating to the mother tongue, using some of the findings of their European Commission funded research on the changing European classroom. The second part presents case study articles by practitioners from nine countries which have significant regional or immigrant mother tongue populations. These include Welsh in Wales, Catalan and Galician in Spain, Turkish and Greek in Germany, Arabic and

Corsican in France, and Belorussian in Poland, as well as critical accounts of the main first language situation in England, Denmark, France, Germany, Poland, post-Soviet Russia, and Spain. The concluding part of the book looks at language awareness as a possible approach to linguistic diversity. It examines the preparation of teachers at all levels, as experienced by the editors through their involvement in an international language study group based in Calgary, Cambridge, Mainz and Bialystock. Teaching the Mother Tongue in a Multilingual Europe is packed with original information which will be of use to all teachers and educationalists concerned with language.

**The Oxford Handbook of the Canadian Constitution** Peter Oliver 2017-08-10 The Oxford Handbook of the Canadian Constitution provides an ideal first stop for Canadians and non-Canadians seeking a clear, concise, and authoritative account of Canadian constitutional law. The Handbook is divided into six parts: Constitutional History, Institutions and Constitutional Change, Aboriginal Peoples and the Canadian Constitution, Federalism, Rights and Freedoms, and Constitutional Theory. Readers of this Handbook will discover some of the distinctive features of the Canadian constitution: for example, the importance of Indigenous peoples and legal systems, the long-standing presence of a French-speaking population, French civil law and Quebec, the British constitutional heritage, the choice of federalism, as well as the newer features, most notably the Canadian Charter of Rights and Freedoms, Section Thirty-Five regarding Aboriginal rights and treaties, and the procedures for constitutional amendment. The Handbook provides a remarkable resource for comparativists at a time when the Canadian constitution is a frequent topic of constitutional commentary. The Handbook offers a vital account of constitutional challenges and opportunities at the time of the 150th anniversary of Confederation.

**Immigrant Canada** Leo Driedger 1999-01-01 The contributions in this volume reflect a wide variety of research orientations and describe the diversity and complexity of doing research focusing on immigrants who have come to Canada.

*Language, Ethnic Identity and the State* William Safran 2014-02-04 This new study powerfully asserts the pivotal importance of the interplay between language and ethnicity, which is often underestimated as a component for political stability. These leading scholars present five key case studies of South Africa, Algeria, Canada, Latvia and Senegal. All five countries are multilingual nations where language has been a central political issue that has challenged their unity and stability. These studies are underpinned by two general, comparative and theoretical discussions, which analyse how scholars consider social class and economic factors to be the primary sources for political cohesion or of malcontent with the system and the new avenues opened by a focus on issues of language. This book will be of great interest to all students and scholars of linguistics, language, politics and sociology. This is a special issue of the leading journal *Nationalism and Ethnic Politics*.

*South Africa's Magnifying Glass* Pieter Kok 1998 South Africa's transformation to democracy has highlighted the need for reliable socio-economic information and analysis to inform the process of meeting our numerous and complex development challenges.

**Handbook of Home Language Maintenance and Development** Andrea C. Schalley 2020-06-22 Even a cursory look at conference programs and proceedings reveals a burgeoning interest in the field of social and affective factors in home language maintenance

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and development. To date, however, research on this topic has been published in piecemeal fashion, subsumed under the more general umbrella of 'bilingualism'. Within bilingualism research, there has been an extensive exploration of linguistic and psycholinguistic perspectives on the one hand, and educational practices and outcomes on the other. In comparison, social and affective factors – which lead people to either maintain or shift the language – have been under-researched. This is the first volume that brings together the different strands in research on social and affective factors in home language maintenance and development, ranging from the micro-level (family language policies and practices), to the meso-level (community initiatives) and the macro-level (mainstream educational policies and their implementation). The volume showcases a wide distribution across contexts and populations explored. Contributors from around the world represent different research paradigms and perspectives, providing a rounded overview of the state-of-the-art in this flourishing field.

**The Changing Face of the “Native Speaker”** Nikolay Slavkov 2021-11-22 The notion of the native speaker and its undertones of ultimate language competence, language ownership and social status has been problematized by various researchers, arguing that the ensuing monolingual norms and assumptions are flawed or inequitable in a global super-diverse world. However, such norms are still ubiquitous in educational, institutional and social settings, in political structures and in research paradigms. This collection offers voices from various contexts and corners of the world and further challenges the native speaker construct adopting poststructuralist and postcolonial perspectives. It includes conceptual, methodological, educational and practice-oriented contributions. Topics span language minorities, intercomprehension, plurilingualism and pluriculturalism, translanguaging, teacher education, new speakers, language background profiling, heritage languages, and learner identity, among others. Collectively, the authors paint the portrait of the "changing face of the native speaker" while also strengthening a new global agenda in multilingualism and social justice. These diverse and interconnected contributions are meant to inspire researchers, university students, educators, policy makers and beyond.

Language Politics and Policies Thomas Ricento 2019-07-18 Leading scholars in language policy examine the politics and policies of language in Canada and the United States.

*Language in South Africa* Victor N. Webb 2002-01-01 A discussion of the role which language, or, more properly, languages, can perform in the reconstruction and development of South Africa. The approach followed in this book is characterised by a numbers of features - its aim is to be factually based and theoretically informed.

**Rethinking Khoe and San Indigeneity, Language and Culture in Southern Africa** Julie Grant 2022-09-19 The San (hunter-gatherers) and Khoe (herders) of southern Africa were dispossessed of their land before, during and after the European colonial period, which started in 1652. They were often enslaved and forbidden from practicing their culture and speaking their languages. In South Africa, under apartheid, after 1948, they were reclassified as "Coloured" which further undermined Khoe and San culture, forcing them to reconfigure and realign their identities and loyalties. Southern Africa is no longer under colonial or apartheid rule; the San and Khoe, however, continue in the struggle to maintain the remnants of their languages and cultures, and are marginalised by the dominant peoples of the region. The San in particular, continue to command very extensive research attention from a variety

of disciplines, from anthropology and linguistics to genetics. They are, however, usually studied as static historical objects but they are not merely peoples of the past, as is often assumed; they are very much alive in contemporary society with cultural and language needs. This book brings together studies from a range of disciplines to examine what it means to be Indigenous Khoe and San in contemporary southern Africa. It considers the current constraints on Khoe and San identity, language and culture, constantly negotiating an indeterminate social positioning where they are treated as the inconvenient indigenous. Usually studied as original anthropos, but out of their time, this book shifts attention from the past to the present, and how the San have negotiated language, literacy and identity for coping in the period of modernity. It reveals that Afrikaans is indeed an African language, incubated not only by Cape Malay slaves working in the kitchens of the early Dutch settlers, but also by the Khoe and San who interacted with sailors from passing ships plying the West coast of southern Africa from the 14th century. The book re-examines the idea of literacy, its relationship to language, and how these shape identity. The chapters in this book were originally published in the journal *Critical Arts: South-North Cultural and Media Studies*.

*Global Literacy in Local Learning Contexts* Mary Faith Mount-Cors 2016-06-10 Based on qualitative research focused on literacy and health from three schools in coastal Kenya, this book examines country, school, and family contexts to develop a dual-generation maternal-child model for literacy learning and to connect local-specific phenomena with national and international policy arenas. In contrast to international development organizations' educational policies and programs that tend to ignore literacy as a social practice within diverse contexts, the author unpacks the relationship between education and health, and the role of family and mothers in particular, highlighting how mothers are key actors in children's literacy development and health outcomes.

**Educational Research and Innovation Languages in a Global World Learning for Better Cultural Understanding** OECD 2012-04-24 This book examines the links between globalisation and the way we teach and learn languages.

*New Perspectives and Issues in Educational Language Policy* Robert L. Cooper 2001-04-12 This formidable selection of papers reflects the psycholinguistic and sociolinguistic underpinnings of the interface between language and education. Following an introduction that positions the field of educational linguistics historically and conceptually, the volume presents 15 contributions by leading scholars that cover the four areas most central to the field: - Language teaching, language learning and literacy (Widdowson, Bialistok, Cohen & Allison); - Language testing (Bachman, Davies, and Shohamy); - Multilingualism, minority languages and language planning (Bratt-Paulston, Fishman, Lambert, Amara, de Bot & van Els); - Language policy (Clyne, Tucker, Donato & Murday, McNamara & Lo Bianco, and Hornberger). *New Perspectives and Issues in Educational Language Policy* is published in honour of Bernard Dov Spolsky and reflects his impact on applied linguistics in general and educational linguistics in particular. The breadth and coverage makes this an indispensable title for future research in the field of educational linguistics.

*Language in South Asia* Braj B. Kachru 2008-03-27 South Asia is a rich and fascinating linguistic area, its many hundreds of languages from four major language families representing the distinctions of caste, class, profession, religion, and region. This comprehensive new volume presents an overview of the language situation in this vast

subcontinent in a linguistic, historical and sociolinguistic context. An invaluable resource, it comprises authoritative contributions from leading international scholars within the fields of South Asian language and linguistics, historical linguistics, cultural studies and area studies. Topics covered include the ongoing linguistic processes, controversies, and implications of language modernization; the functions of South Asian languages within the legal system, media, cinema, and religion; language conflicts and politics, and Sanskrit and its long traditions of study and teaching. Language in South Asia is an accessible interdisciplinary book for students and scholars in sociolinguistics, multilingualism, language planning and South Asian studies.

**Handbook of Research on Administration, Policy, and Leadership in Higher Education**

Mukerji, Siran 2016-09-27 The creation of a sustainable and accessible higher education systems is a pivotal goal in modern society. Adopting strategic frameworks and innovative techniques allows institutions to achieve this objective. The Handbook of Research on Administration, Policy, and Leadership in Higher Education is an authoritative reference source for the latest scholarly research on contemporary management issues in educational institutions and presents best practices to improve policies and retain effective governance. Addressing the current state of higher education at an international level, this book is ideally designed for academicians, educational administrators, researchers, and professionals.

**The Routledge Handbook of Heritage Language Education** Olga E. Kagan 2017-03-03

The Routledge Handbook of Heritage Language Education provides the rapidly growing and globalizing field of heritage language (HL) education with a cohesive overview of HL programs and practices relating to language maintenance and development, setting the stage for future work in the field. Driving this effort is the belief that if research and pedagogical advances in the HL field are to have the greatest impact, HL programs need to become firmly rooted in educational systems. Against a background of cultural and linguistic diversity that characterizes the twenty-first century, the volume outlines key issues in the design and implementation of HL programs across a range of educational sectors, institutional settings, sociolinguistic conditions, and geographical locations, specifically: North and Latin America, Europe, Israel, Australia, New Zealand, Japan, and Cambodia. All levels of schooling are included as the teaching of the following languages are discussed: Albanian, Arabic, Armenian (Eastern and Western), Bengali, Brazilian Portuguese, Chinese, Czech, French, Hindi-Urdu, Japanese, Khmer, Korean, Pasifika languages, Persian, Russian, Spanish, Turkish, Vietnamese, and Yiddish. These discussions contribute to the development and establishment of HL instructional paradigms through the experiences of “actors on the ground” as they respond to local conditions, instantiate current research and pedagogical findings, and seek solutions that are workable from an organizational standpoint. The Routledge Handbook of Heritage Language Education is an ideal resource for researchers and graduate students interested in heritage language education at home or abroad.

**EBOOK: Human Communication: South African edition** Stewart Tubbs 2012-05-16 The new South African edition of Tubbs and Moss offers examples, applications and cases tailored to the local market whilst retaining the successful focus on the principles and contexts of communication studies. The authors link theory and research with fundamental concepts and create plentiful opportunities for students to apply their understanding and develop useful communication skills. The new edition is fully updated with the most up to date research and examples, with a strong focus on cultural diversity, technology and local applications.

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*Tracing Language Movement in Africa* Ericka A. Albaugh 2018-01-10 The great diversity of ethnicities and languages in Africa encourages a vision of Africa as a fragmented continent, with language maps only perpetuating this vision by drawing discrete language groups. In reality, however, most people can communicate with most others within and across linguistic boundaries, even if not in languages taught or learned in schools. Many disciplines have looked carefully at language movement and change on the continent, but their lack of interaction has prevented the emergence of a cohesive picture of African languages. *Tracing Language Movement in Africa* gathers eighteen scholars together to offer a truly multidisciplinary representation of language in Africa, combining insights from history, archaeology, religion, linguistics, political science, and philosophy. The resulting volume illuminates commonalities and distinctions in these disciplines' understanding of language change and movement in Africa. The volume is empirical -- aiming to represent language more accurately on the continent -- as well as theoretical. It identifies the theories that each discipline uses to make sense of language movement in Africa in plain terms and highlights the themes that cut across all disciplines: how scholars use data, understand boundaries, represent change, and conceptualize power. The volume is organized to reflect differing conceptions of language that arise from its discipline-specific contributions: that is, tendencies to study changes that consolidate language or those that splinter it, viewing languages as whole or in part. Each contribution includes a short explanation of a discipline's theoretical and methodological approaches to language movement and change to ensure that the chapters are accessible to non-specialists, followed by an illustrative empirical case study. This volume will inspire multidisciplinary conversations around the study of language change in Africa, opening new interdisciplinary dialogue and spurring scholars to adapt the questions, data, and method of other disciplines to the problems that animate their own fields.

**Encyclopedia of Bilingualism and Bilingual Education** Colin Baker 1998 This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

*Ethnic Demography* Shiva Halli 1990-06-15 Canada is a country of immigrants of different ethnic origins. This is the first volume that provides the demographic profile vital to an understanding of this country. Twenty-five of the top demographers in Canada draw upon 1986 and 1981 census figures and social surveys.

Third International Conference on Minority Languages Gearóid Mac Eoin 1987 This volume contains a selection of papers on various aspects, mainly linguistic, of the present day situation of the Celtic languages of Britain and Ireland. The papers were given at the Third International Conference on Minority Languages, which was held in Galway, Ireland in June 1986. A companion volume, entitled *Third International Conference on Minority Languages: Celtic Papers* is also published by Multilingual Matters Ltd.

The Americas: An Encyclopedia of Culture and Society [2 volumes] Kimberly J. Morse 2022-08-31 This two-volume encyclopedia profiles the contemporary culture and society of every country in the Americas, from Canada and the United States to the islands of the Caribbean and the many countries of Latin America.

*Canada from the Outside in / Le Canada Vu D'ailleurs* Zilá Bernd 2006 Selected papers presented at the International Council for Canadian Studies biennial conference held May 25-27, 2005.

**World Yearbook of Education 2017** Julie Allan 2016-12-01 This latest volume in the World Yearbook of Education series examines the relationship between assessment systems and efforts to advance equity in education at a time of growing inequalities. It focuses on the political motives behind the expansion of an assessment industry, the associated expansion of an SEN industry and a growth in consequential accountability systems. Split into three key sections, the first part is concerned with the assessment industry, and considers the purpose and function of assessment in policy and politics and the political context in which particular assessment practices have emerged. Part II of the book, on assessing deviance, explores those assessment and identification practices that seek to classify different categories of learners, including children with Limited English Proficiency, with special needs and disabilities and with behavioural problems. The final part of the book considers the consequences of assessment and the possibility of fairer and more equitable alternatives, examining the production of inequalities within assessment in relation to race, class, gender and disability. Discussing in detail the complex historical intersections of assessment and educational equity with particular attention to the implications for marginalised populations of students and their families, this volume seeks to provide reframings and reconceptualisations of assessment and identification by offering new insights into economic and cultural trends influencing them. Co-edited by two internationally renowned scholars, Julie Allan and Alfredo J. Artiles, *World Yearbook of Education 2017* will be a valuable resource for researchers, graduates and policy makers who are interested in the economic trends of global education assessment.

*Heritage Language Policies around the World* Corinne A. Seals 2017-09-18 Heritage language policies define the context in which heritage languages are maintained or abandoned by communities, and this volume describes and analyzes international policy strategies, as well as the implications for the actual heritage language speakers. This volume brings together heritage language policy case studies from around the world, foregrounding globalization by covering five regions: the Americas, Europe, Africa, Asia, and Australasia. The countries profiled include the United States, Canada, Argentina, Norway, Sweden, Ireland, Uganda, Namibia, Morocco, Japan, South Korea, Singapore, New Zealand, Australia, and Fiji. This volume also highlights an expanded definition of 'heritage language', choosing to focus on individual and community identities, and therefore including both Indigenous and immigrant languages. Focusing specifically on language policy relating to heritage languages, the chapters address key questions such as Are heritage languages included or excluded from the national language policy discourse? What are the successes and shortcomings of efforts to establish heritage language policies? What is the definition of 'heritage language' in official usage by the local/regional government and stakeholders? How are these language policies perceived by the actual heritage language communities?

**Language Issues in Canada** Martin Howard 2021-03-04 This volume attempts to illuminate Canada's linguistic diversity by bringing together within one single volume a range of innovative studies which explore Canadian language issues across the political, legislative, social, educational and linguistic horizons. The ten chapters within the volume constitute a mixture of overview survey articles on a particular theme, as well as analyses based on large-

scale empirical studies, presenting both qualitative and quantitative findings. The multidisciplinary approach provides complementary insights on a range of key-themes central to the Canadian linguistic context, such as in the case of language politics, language legislation, language education, sociolinguistics, language contact, language variation and change, varieties of French, minority language issues and language standardisation. The languages covered include both English and French, as well as Aboriginal languages.

Bilingualism Bee Chin Ng 2007 Written by experienced teachers and researchers in the field, 'Bilingualism' is an essential resource for students and researchers of Applied Linguistics. It introduces key issues and debates in the subject, and focuses on the impact of bilingualism on cognitive resources and the social forces that moderate it.

*Handbook of Undergraduate Second Language Education* Judith W. Rosenthal 2013-06-17 This volume offers the most comprehensive, up-to-date description of the wide array of second language programs currently available to undergraduate students in the United States and abroad. It brings together, for the first time, detailed descriptions of programs in foreign language, English as a second language (ESL), dual language (bilingual), American Sign Language, Native American, and heritage languages. Addressing both theory and practice, the volume presents the historical development, current practices, and future directions of each type of program, along with detailed case studies. For second language teachers, academic administrators, and teacher educators, this Handbook provides information that will be useful in making instructional and programmatic planning decisions.

**Indigenous Studies: Breakthroughs in Research and Practice** Management Association, Information Resources 2019-10-11 Global interest in indigenous studies has been rapidly growing as researchers realize the importance of understanding the impact indigenous communities can have on the economy, development, education, and more. As the use, acceptance, and popularity of indigenous knowledge increases, it is crucial to explore how this community-based knowledge provides deeper insights, understanding, and influence on such things as decision making and problem solving. *Indigenous Studies: Breakthroughs in Research and Practice* examines the politics, culture, language, history, socio-economic development, methodologies, and contemporary experiences of indigenous peoples from around the world, as well as how contemporary issues impact these indigenous communities on a local, national, and global scale. Highlighting a range of topics such as local narratives, intergenerational cultural transfer, and ethnicity and identity, this publication is an ideal reference source for sociologists, policymakers, anthropologists, instructors, researchers, academicians, and graduate-level students in a variety of fields.

*PISA Problem Solving for Tomorrow's World First Measures of Cross-Curricular Competencies from PISA 2003* OECD 2005-01-24 This book examines the results of the special portion of the 2003 PISA survey of student achievement relating to problem-solving skills. It examines how countries can raise their performance in this area and what countries with lower performance levels can learn from those whose students do well.

*Looking Beyond Words* Giuliana Salvato 2015-09-04 This book is a result of the growing number of insights found in recent research on gesture studies and language acquisition, which have renewed the attention of scholars in gesture functions and meanings in communication and language learning. Observation of the participation of both gesture and

speech in the formulation of meaning has revealed that communication is typically multimodal. This perspective has produced engrossing research questions, particularly in contexts where the combination of languages and cultures is complex and diversified. Competence in multiple languages and in different semiotic systems inevitably impacts the way in which people interact and learn languages. Given its status as a country of immigration, Canada provides such a context for this study. This book discusses the changes that the literature on gesture studies can help implement in current practices of language pedagogy. By including gesture as a nonverbal dimension of language and as a means for language acquisition, it provides a contrast to those traditions that have viewed gesture as a marginal aspect of communication and language learning. In addition, this book offers the results of three research studies in Italian language classes in Canada, showing that gesture enables a multimodal approach in language pedagogy and a richer experience for both teachers and learners.

*Minority Languages, National Languages, and Official Language Policies* Gillian Lane-Mercier 2018-12-30 In a context where linguistic and cultural diversity is characterized by ever-increasing complexity, adopting official multilingual policies to correct a country's ethno-linguistic, socio-economic, and symbolic imbalances presents many obstacles, but the greatest challenge is implementing them effectively. To what degree and in what ways have official multilingualism and multiculturalism policies actually succeeded in attaining their goals? Questioning and challenging foundational concepts, *Minority Languages, National Languages, and Official Language Policies* highlights the extent to which governments and international bodies are unable to manage complex linguistic and cultural diversity on an effective and sustained basis. This volume examines the principles, theory, intentions, and outcomes of official policies of multilingualism at the city, regional, and national levels through a series of international case studies. The eleven chapters - most focusing on lesser-known geopolitical contexts and languages - bring to the fore the many paradoxes that underlie the concept of diversity, lived experiences of and attitudes toward linguistic and cultural diversity, and the official multilingual policies designed to legally enhance, protect, or constrain otherness. An authoritative source of new and updated information, offering fresh interpretations and analyses of evolving sociolinguistic and political phenomena in today's global world, *Minority Languages, National Languages, and Official Language Policies* demonstrates how language policies often fail to deal appropriately or adequately with the issues they are designed to solve.

*Language in Canada* John Edwards 1998-07-09 *Language in Canada* provides an up-to-date account of the linguistic and cultural situation in Canada, primarily from a sociolinguistic perspective. The strong central theme connecting language with group and identity will offer insights into the current linguistic and cultural tension in Canada. The book provides comprehensive accounts of the original 'charter' languages, French and English, as well as the aboriginal and immigrant varieties which now contribute to the overall picture. It explains how they came into contact - and sometimes into conflict - and looks at the many ways in which they weave themselves through and around the Canadian social fabric. The public policy issues, particularly official bilingualism and educational policy and language, are also given extensive coverage. Non-specialists as well as linguists will find in this volume, a companion to *Language in Australia*, *Language in the USA* and *Language in the British Isles*, an indispensable guide and reference to the linguistic heritage of Canada.

*Rethinking Heritage Language Education* Peter Pericles Trifonas 2014-09-11 This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view. *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.