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(Palgrave Studies in Minority Languages and Communities) Nancy Hornberger. This volume offers a close look at four cases of indigenous language revitalization: Maori in Aotearoa/New Zealand, Saami in Scandinavia, Hñāññhñññ in Mexico and Quechua and other ...

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Contexts, " 2006)—can ever be saved. If indigenous languages are at the verge of extinction, whether the languages can be revitalized and brought into life, and, whether the work of saving indigeno...

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Not only the survival of Indigenous languages is precarious, but also especially the survival and economic viability of their speakers in national contexts where educational systems massively fail Indigenous people, closing them out and leaving them illiterate and oppressed in their own land (Kamwangamalu 2005).

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The relationship between school and language revitalization is mentioned only tantalisingly at the very end. In his chapter on Latin America, Luis Enrique López forcefully makes the point that Indigenous schools are not only about language, but also the revalorization of Indigenous culture and the empowerment of communities.

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She sums up that 'schools alone cannot do the job, but in tandem with other institutions, they can be (and have been) a strategic resource for exerting Indigenous language and education rights' (p. 175).

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Table of Contents. Preface Notes on Contributors Introduction: Can Schools Save Indigenous Languages? Policy and Practice on Four Continents; N.H.Hornberger PART 1: CASE STUDIES ON FOUR CONTINENTS "Out on the Fells, I Feel Like a Sámi" - Is There Linguistic and Cultural Equality in the Sámi School?;

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Schools alone are not enough to do the job, but in tandem with other social institutions, can be a strategic resource. Indigenous language revitalization is never only about language, but also about the identities and experiences of speakers and communities.

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at cases of indigenous language revitalization on four continents: Maori in Aotearoa, New Zealand, Sami in the Nordic countries, Hnahno in Mexico, and indigenous ...

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