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Nota di contenuto	Frontmatter -- Contents -- Figures and Tables -- Acknowledgments -- Foreword -- 1 Why Study a Language Academy? -- 2 Theoretical Paradigms: Dynamics of Language Change -- 3 What are Language Academies Good For? -- 4 Language Policy and Planning in Peru: A Brief History -- 5 Quest for Official Recognition -- 6 Anatomy of an Academy: Structure, Membership, Statutes -- 7 Imagining a 'Nation', Idealizing a Language -- 8 Constructing and Deconstructing Expertise -- 9 Allies or Enemies? Collaborating with the HAQL -- 10 Status Planning with the HAQL -- 11 Corpus Planning's Alphabet Wars: Quechua Graphization -- 12 Standardizing and Modernizing Quechua: An Ongoing Dilemma -- 13 Preparing for Pedagogy -- 14 Learning Quechua with the HAQL -- 15 Where Do We Go From Here? Final Thoughts and Recommendations -- Appendix 1: Log of Audio-Recorded Data -- Appendix 2: Publications Associated with the HAQL Related to Status, Corpus and Acquisition Planning -- References -- Index
Sommario/riassunto	This book explores the role of language academies in preserving and revitalizing minority or endangered languages. The author studies the

controversial High Academy of the Quechua Language (HAQL) in Peru, the efficacy of which has been questioned by some experts. The book delves into the positions, attitudes, ideologies and practices of the HAQL and the role it has played in language policy and planning in the Andean region. The author uses ethnographic fieldwork to support what was previously only anecdotal evidence from individuals viewing the Academy from the outside. This book would appeal to anyone studying the sociolinguistics of the Quechua language, as well as to those studying broader issues of Indigenous language policy and planning, maintenance and revitalization.
