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| Nota di contenuto | Frontmatter -- Contents -- Acknowledgements -- Contributors -- Chapter 1. Discourses of Linguistic Exceptionalism and Linguistic Diversity in Education -- Introduction -- Chapter 2. African Perspectives on Linguistic Diversity: Implications for Language Policy and Education -- Chapter 3. Language in Education in Africa: Can Monolingual Policies Work in Multilingual Societies? -- Chapter 4. Perspectives, Challenges and Prospects of African Languages in Education: A Case Study of Kiswahili in Tanzania -- Chapter 5. Languages, Literacies and Libraries: A View from Africa -- Chapter 6. Street Setswana vs. School Setswana: Language Policies and the Forging of Identities in South African Classrooms -- Introduction -- Chapter 7. Creole Exceptionalism and the (Mis)Education of the Creole Speaker -- Chapter 8. Political and Cultural Dimensions of Creole as a Regional Language in the French Antilles -- Chapter 9. Success or Failure? Language, Tracking and Social Stratification of Anglophone Caribbean |

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Sommario/riassunto

This book examines the social cost of linguistic exceptionalism for the education of speakers of nondominant/subordinated languages in Africa and the African diaspora. The contributors take the languages of Africa, the Caribbean, and the US as cases in point to illustrate the effects of exceptionalist beliefs that these languages are inadequate for instructional purposes. They describe contravening movements toward various forms of linguistic diversity both inside and outside of school settings across these regions. Different theoretical lenses and a range of empirical data are brought to bear on investigating the role of these languages in educational policies and practices. Collectively, the chapters in this volume make the case for a comprehensive language awareness to remedy the myths of linguistic exceptionalism and to advance the affirmative dimensions of linguistic diversity.
