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Nota di contenuto	Introduction: can schools save indigenous languages? Policy and practice on four continents / Nancy H. Hornberger -- 'Out on the fells, I feel like a Sami': is there linguistic and cultural equality in the Sami school? / Vuokko Hirvonen -- Top-down and bottom-up: counterpoised visions of bilingual intercultural education in Latin America / Luis Enrique Lopez -- Maori-medium education: current issues and challenges / Stephen May and Richard Hill -- Learning with

differences: strengthening Hnahno and bilingual teaching in an elementary school in Mexico City / Nicanor Rebolledo Recendiz -- Revitalization through indigenous education: a forlorn hope? / Leena Huss -- Commentary from an African and international perspective / Nkonko M. Kamwangamalu -- Riding the tiger / Bernard Spolsky -- Schools as strategic tools for indigenous language revitalization: lessons from Native America / Teresa L. McCarty.

Sommario/riassunto

This volume offers a close look at four cases of indigenous language revitalization: Maori in Aotearoa/New Zealand, Saami in Scandinavia, Hñähñö in Mexico and Quechua and other indigenous languages in Latin America. Essays by experts from each case are in turn discussed in international perspective by four counterpart experts.
