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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.
