

Language Policy And Nation Building In Post Apartheid South Africa

Language, Education and Nation-building
Nation-Building, Identity and Citizenship Education
Language Policy and National Unity
Revivals, Nationalism, and Linguistic Discrimination
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Language, Education and Nation-building
Language Policy and Language Planning
Language Policy in Higher Education
Language Conflict and National Development

Language, Education and Nation-building

This volume considers a range of ways in which bilingual programs can make a contribution to aspects of human and economic development in the global South. The authors examine the consequences of different policies, programs, and pedagogies for learners and local communities through recent ethnographic research on these topics. The revitalization of minority languages and local cultural practices, management of linguistic and cultural diversity, and promotion of equal opportunities (both social and economic) are all explored in this light.

Nation-Building, Identity and Citizenship Education

Papers from a workshop on Language, Nation and Development in Southeast Asia held in Singapore, 2003.

Language Policy and National Unity

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Revivals, Nationalism, and Linguistic Discrimination

A unique analysis of language policies in the central Asian states of the former Soviet Union

The Politics of Nation-Building

Nation-building as a process is never complete and issues related to identity, nation, state and regime-building are recurrent in the post-Soviet region. This comparative, inter-disciplinary volume explores how nation-building tools emerged and evolved over the last twenty years. Featuring in-depth case studies from countries throughout the post-Soviet space it compares various aspects of nation-building and identity formation projects. Approaching the issue from a variety of disciplines, and geographical areas, contributors illustrate chapter by chapter how different state and non-state actors utilise traditional instruments of nation-construction in new ways while also developing non-traditional tools and strategies to provide a contemporary account of how nation-formation efforts evolve and diverge.

Nation-building in the Post-Soviet Borderlands

Academic Paper from the year 2019 in the subject Speech Science / Linguistics, , language: English, abstract: This work has attempted to give an overview of how the language policy of the different regimes in Ethiopia has contributed to the sense of national identity. Although language is not the only factor that consolidates or weakens national identity, it plays a significant role. It is with this in mind that the book is written. Different language-related policies and documents of the imperial, military and EPRDF regimes were closely investigated. Sections and statements in the policy pertaining to language use were considered as units of analysis. Furthermore, empirical and theoretical literature written in areas of language policy and national identity were consulted. The author also included his personal experiences as a university instructor and informal meetings held with people in different walks of life. The evidence obtained from the sources mentioned above reflects that the language policy used in Ethiopia is highly polarized: ranging from one language to all to no language to all. That is, the regimes before EPRDF dictate one language to be used as a tool of communication to all Ethiopians. On the other hand, the EPRDF regime emphasized local language and culture without (practically) giving any

room for national communication. Both approaches contribute little to national identity formation. This book recommends that Ethiopians need to learn from other multilingual countries about language planning. Ethnocentric thinking that assumes one's own language as superior to the other's language should be avoided. Politicians also need to abstain from politicizing language (identity) and using it as a means of mobilizing support. This book recommends that bilingual/multilingual education contributes a lot to Ethiopian national identity formation.

Latvia -- A Work in Progress?

The preamble to the post-apartheid South African constitution states that 'South Africa belongs to all who live in it, united in our diversity' and promises to 'lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law' and to 'improve the quality of life of all citizens'. This would seem to commit the South African government to, amongst other things, the implementation of policies aimed at fostering a common sense of South African national identity, at societal development and at reducing of levels of social inequality. However, in the period of more than a decade that has now elapsed since the end of apartheid, there has been widespread discontent with regard to the degree of progress made in connection with the realisation of these constitutional aspirations. The 'limits to liberation' in the post-apartheid era has been a theme of much recent research in the fields of sociology and political theory (e. g. Luckham, 1998; Robins, 2005a). Linguists have also paid considerable attention to the South African situation with the realisation that many of the factors that have prevented, and are continuing to prevent, effective progress towards the achievement of these constitutional goals are linguistic in their origin.

Language Policy in the Soviet Union

A major aim of *Nation-Building, Identity and Citizenship Education: Cross-cultural Perspectives* is to present a global overview of selected scholarly research on global and comparative trends in dominant discourses of identity politics, and nation-building in comparative education research. It provides an easily accessible, practical, yet scholarly source of information about the international concern in the field of nation-building, identity and citizenship education. Above all, the book offers the latest findings on discourses surrounding national identity, nation-building, and citizenship education in the global culture. It offers a timely overview of current issues affecting the formation of social identity and citizenship education in the global culture. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalisation and the forces of globalisation on nations, organisations, communities, educational institutions and individuals around the world. This is particularly relevant to the evolving and constantly changing notions of nation-states, national identity, and citizenship education globally. Current global and comparative research demonstrates a rapidly changing world where citizens are experiencing a growing sense of alienation, uncertainty, and loss of moral

purpose. In this stimulating and important book, the authors focus on discourses surrounding three major dimensions affecting the national identity, nation-building, and citizenship education debate in education and society: ideology, democracy, and human rights. These are among the most critical and significant dimensions defining and contextualising the processes surrounding the nation-building and identity.

Language Policy Challenges in Multi-Ethnic Malaysia

Set in Malaysia, this book encompasses language and cultural policy challenges that many other multi-ethnic nations currently have to address. The people of Malaysia constitute a diverse ethnic, linguistic and cultural population and one of the continuing challenges is the development and establishment of the Malaysian people's ethnic, national and global cultural identities. This challenge is evident in the journey of language and cultural policy from the post-independence period to the 21st century; a period of over 50 years. The book highlights political, socio-cultural, economic and knowledge economy factors as they impact on decisions made by the government with regard to language policy in the various educational systems. It examines decisions made on the selection of the national language, the medium of instruction in educational systems, the varying changes in language policy for the field of science and technology and the maintenance and sustenance of minority languages.

Nation-Building and Identity in the Post-Soviet Space

This book examines how national and ethnic identities are being reformed in the post-Soviet borderland states.

Nation-building, Ethnicity and Language Politics in Transition Countries

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Ethiopians. On the other hand, the EPRDF regime emphasized local language and culture without (practically) giving any room for national communication. Both approaches contribute little to national identity formation. This book recommends that Ethiopians need to learn from other multilingual countries about language planning. Ethnocentric thinking that assumes one's own language as superior to the other's language should be avoided. Politicians also need to abstain from politicizing language (identity) and using it as a means of mobilizing support. This book recommends that bilingual/multilingual education contributes a lot to Ethiopian national identity formation.

The Politics of Language and Nation Building in Zimbabwe

What drives a state's choice to assimilate, accommodate or exclude ethnic groups within its territory? In this innovative work on the international politics of nation-building, Harris Mylonas argues that a state's nation-building policies toward non-core groups - individuals perceived as an ethnic group by the ruling elite of a state - are influenced by both its foreign policy goals and its relations with the external patrons of these groups. Through a detailed study of the Balkans, Mylonas shows that how a state treats a non-core group within its own borders is determined largely by whether the state's foreign policy is revisionist or cleaves to the international status quo, and whether it is allied or in rivalry with that group's external patrons. Mylonas injects international politics into the study of nation-building, building a bridge between international relations and the comparative politics of ethnicity and nationalism.

Multilingualism and Nation Building

As part of a long series of Vietnam's policy objectives, English education has been identified as key to improving the quality of its rapidly expanding tertiary institutions and is crucial to the larger aim of modernising and internationalising its economy. Bringing together a wide range of Vietnamese and foreign English education scholars, and tertiary educational practitioners, this book documents the significant progress and challenges in the realisation of Vietnam's English language policies as they are enacted in the higher education sector. Changes to Vietnam's higher education system remain unstable, unsystematic, and insubstantial. This book provides insights into how recent Vietnamese government policy is providing for a substantial and comprehensive renewal of Vietnam's tertiary education as part of their 2020 plan. Academics and students of English education, language policy, and nation building within the context of increased globalisation and marketisation in developing nations and Vietnam, in particular, should find this book valuable.

Language Policy and Nation-Building in Post-Apartheid South Africa

Takes stock of the experience of the countries concerned in dealing with linguistic diversity. The emphasis is on the

interplay between the politics of language and the development of language legislation codifying the respective status of different languages. Nine case studies, ranging from the high-visibility cases of the Baltic States to much less known language policy developments in Armenia or Tatarstan, provide in-depth analyses illustrating the remarkable range of language politics in times of change. The case of a stateless people, the Roma, and the politicization of the debate on the standardization of Romanes are also discussed. Apoint venture with the European Centre for Minority Issues (Flensburg, Germany).

Language and the Nation

The decades around 1800 constitute the seminal period of European nationalism. The linguistic corollary of this was the rise of standard language ideology, from Finland to Spain, and from Iceland to the Habsburg Empire. Amidst these international events, the case of Dutch in the Netherlands offers a unique example. After the rise of the ideology from the 1750s onwards, the new discourse of one language-one nation was swiftly transformed into concrete top-down policies aimed at the dissemination of the newly devised standard language across the entire population of the newly established Dutch nation-state. Thus, the Dutch case offers an exciting perspective on the concomitant rise of cultural nationalism, national language planning and standard language ideology. This study offers a comprehensive yet detailed analysis of these phenomena by focussing on the ideology underpinning the new language policy, the institutionalisation of this ideology in metalinguistic discourse, the implementation of the policy in education, and the effects of the policy on actual language use.

Nation Building in South Korea

This book is interdisciplinary, drawing on the sociology and politics of language, African linguistics, African history and social history in general. It focuses on the various issues related to multilingualism in West Africa, but is also relevant to multilingual situations in Third World countries generally. Although the book is aimed at the educated general reader, it should also be of interest to language specialists and students of Third World politics.

Bilingual Education and Language Policy in the Global South

This book examines how national and ethnic identities are being reforged in the post-Soviet borderland states.

Language Planning in the Post-Communist Era

Is linguistic revival beneficiary to the plight of newly emerging, peripheral or even 'threatened' cultures? Or is it a smokescreen that hides the vestiges of ethnocentric ideologies, which ultimately create a hegemonic relationship? This book takes a critical look at revival exercises of special historical and geopolitical significance, and argues that a critical and cautious approach to revival movements is necessary. The cases of Sinhala, Kazakh, Mongolian, Catalan, and even Hong Kong Cantonese show that it is not through linguistic revival, but rather through political representation and economic development, that the peoples in question achieve competitiveness and equality amongst their neighbors. On the other hand, linguistic revival in these and other contexts can, and has been, used to support nationalist or ethnocentric agendas, to the detriment of other groups, recreating the same dynamics that generated the argument for revival in the first place. This book argues that respect for linguistic and other diversity, multilingualism and multiculturalism, is not compatible with linguistic revival that mirrors nation-building and essentializing identity construction.

Bilingual Education and Language Policy in the Global South

Research Companion to Language and Country Branding

This is the first systematic study of language conflict in a developing society and of its consequences for the integrational processes of nation building. Jyotirindra Das Gupta maintains that language rivalry does not necessarily impede national integration, but can actually contribute to the development of a national community. He explains that the existence of a multiplicity of language groups in a segmented society is not, in itself, indicative of the prospects for successful integration. Only when language groups mobilize into political interest groups is it possible to determine the pattern of intergroup conflict likely to emerge. The way in which this conflict is handled and resolved depends upon the general political atmosphere and upon the type of institutions available for decision making. In the specific case of India, the author finds that because the Indian government has proved capable of meeting the demands of diverse language interests, it is supported by the Indian population as a whole for its role in mediating language rivalries. This book therefore offers evidence for the efficacy of democratic procedures for political development and integration. In the course of his analysis, Das Gupta discusses the impact of Indian language associations on national politics and on the political community in general; the formulation and implementation of a national language policy; and the language policies of nationalist and of separatist groups both before and since Independence. In order to place the Indian experience in a wider context he provides comparative empirical data from other countries. This title is part of UC Press's Voices Revived program, which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice, reach, and impact. Drawing on a backlist dating to 1893, Voices Revived makes high-quality, peer-reviewed scholarship accessible once again using print-on-demand technology. This title was originally published in 1970.

Language Policy Challenges in Multi-Ethnic Malaysia

The central focus of each chapter is language policy and how it accomplishes-or fails to accomplish-the task of maintaining national unity in the face of linguistic diversity. Included among the nations considered are examples of postcolonial cultures, as well as nations that have sheltered linguistic minorities within their borders throughout their history, countries fragmented into tribal groups, and those divided by a plethora of local dialects.

English Tertiary Education in Vietnam

A quarter century after the formation of the Popular Front and a decade since joining the EU, processes of state- and nation-building in Latvia are still on-going. Issues such as citizenship, language policy, minority rights, democratic legitimacy, economic stability, and security all remain objects of vigorous public discussion. The current situation also reflects longer-standing debates on the relationship between state, nation, and sovereignty in Latvian society and polity. By examining different aspects of these relationships, this volume aims to reveal both key turning points and continuities in Latvia's development, thereby helping to inform current debates.

US Nation-Building in Afghanistan (Open Access)

This book considers the issue of language in the European Union. Without a community of communication, the EU must remain a trading association run in an autocratic way by bilingual patrician technocrats; with a community of communication, the European Union could develop democratic structures and legitimacy and give meaning to its policies of free movement. How to achieve that community of communication is the biggest challenge facing Europe today.

Nation-building in the Post-Soviet Borderlands

This volume provides an in-depth analysis of the attempts of language experts and governments to control language use and development in Eastern Europe, Eurasia and China through planned activities generally known as language planning or language policy. The ten case studies presented here examine language planning in China, Russia, Tatarstan, Central Asia, Ukraine, Lithuania, Latvia, Poland, Slovakia and the Czech Republic, and focus in particular on developments and disputes that have occurred since the 'fall of communism' and the emergence of a new order in the late 1980s. Its authors highlight the dominant issues with which language planning is invariably intertwined. These include power politics, tensions between 'official language' and 'minority languages', and the effects of a country's particular political, social, cultural and psychological environment. Offering a detailed account of the socio-political and ideological developments that underlie

language planning in these regions, this book will provide a valuable resource for students and scholars of linguistics, cultural studies, political science, sociology and history.

Language Policy of Education and National Identity in Ethiopia

Timor-Leste's long journey to nationhood spans 450 years of colonial rule by Portugal, a short-lived independence in 1975, and a 24-year occupation by Indonesia. This book examines the history of nation-building and national identity in Timor-Leste, and the evolution of a collective identity through two consecutive colonial occupations, and into the post-independence era. It charts the evolution of the idea of an East Timorese nation: its origins, its sources, and its competitors in traditional understandings of political community, and the distinct colonial visions imposed by Portugal or Indonesia. The author analyses the evolution of ideas of collective identity under the long era of Portuguese colonial rule, and through the 24-year struggle for independence from Indonesia from 1975 to 1999. Reflecting the contested history of the territory, these include successive attempts to define its members as colonial subjects in a wider 'pluri-racial' Portuguese empire, as citizens in an 'integrated' province of the Republic of Indonesia – and, of course, as a nation that demanded its right to self-determination. Finally, the host of nation-building tensions and fault lines that emerged after the restoration of independence in 2002 are discussed. Examining the history of debates and conflict over national identity, national history, cultural heritage, language policy, and relationships between distinct regions, generations, and language groups, this book will be of interest to academics in the fields of Asian studies, nationalism studies, and international and community development.

Language Policy of Education and National Identity in Ethiopia

This book examines the exclusion of minority languages (and their speakers) from the mainstream domains of everyday social life in postcolonial Zimbabwe. It considers forces of hegemonic nation building, subtle cultural oppression and a desire for linguistic uniformity as major factors contributing to the social exclusion of Zimbabweans from language groups other than Shona and Ndebele. The book interprets the various forms of language-based exclusion exercised by Shona and Ndebele language speakers over minority groups as constituting a form of linguistic imperialism. Contrary to the popular view that English is Zimbabwe's «killer language», which should be replaced by selected indigenous languages that are perceived as more nationally «authentic» and better grounded in both pre- and post-imperial frameworks, this book argues that linguistic imperialism has very little to do with whether the dominating language is «foreign» or «indigenous». The author discusses oral submissions from minority language speakers, language experts, policy-makers and educators. While the focus is specifically on the politics of language and identity in Zimbabwe, this case study gives an insight into the complexity of identity and nation building in postcolonial Africa.

Language Policy and Nation-Building in Post-Apartheid South Africa

Is liberalism really compatible with nationalism? Are there limits to linguistic nation-building policies? What arguments justify the imposition of national languages? This book addresses these questions by examining the linguistic disputes in Catalonia and Flanders, two major cases of sub-state nationalism. The book connects two strands of arguments: the political arguments around contested linguistic policies, drawing on a rich set of primary and secondary sources, and the theoretical arguments around liberalism and nationalism. The study also compares the historical trajectory and political dynamics of Catalan and Flemish nationalism. It shows that the relationship between language and nationhood is politically constructed through state nation-building and minority activism. The findings highlight the relevance and pervasiveness of nationalism in contemporary social and political life. This book will appeal to scholars and upper-level students interested in nationalism, contemporary political theory, the politics of language, and comparative territorial politics.

Language Planning as Nation Building

In today's increasingly interconnected, knowledge-based world, language policy in higher education is rapidly becoming a crucial area for all societies aiming to play a part in the global economy. The challenge is double faceted: how can universities retain their crucial role of creating the intellectual elites who are indispensable for the running of national affairs and, at the same time, prepare their best-educated citizens for competition in a global market? To what extent is English really pushing other languages out of the academic environment? Drawing on the experience of several medium-sized language communities, this volume provides the reader with some important insights into how language policies can be successfully implemented. The different sociolinguistic contexts under scrutiny offer an invaluable comparative standpoint to understand what position can – or could – be occupied by each language at the level of higher education.

Nationalism, Liberalism and Language in Catalonia and Flanders

The preamble to the post-apartheid South African constitution states that 'South Africa belongs to all who live in it, united in our diversity' and promises to 'lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law' and to 'improve the quality of life of all citizens'. This would seem to commit the South African government to, amongst other things, the implementation of policies aimed at fostering a common sense of South African national identity, at societal development and at reducing of levels of social inequality. However, in the period of more than a decade that has now elapsed since the end of apartheid, there has been widespread discontent with regard to the degree of progress made in connection with the realisation of these constitutional aspirations. The 'limits to liberation' in the post-apartheid era has been a theme of much recent research in the fields of sociology and

political theory (e. g. Luckham, 1998; Robins, 2005a). Linguists have also paid considerable attention to the South African situation with the realisation that many of the factors that have prevented, and are continuing to prevent, effective progress towards the achievement of these constitutional goals are linguistic in their origin.

Neoliberalism and English Language Education Policies in the Arabian Gulf

This volume tracks the complex relationships between language, education and nation-building in Southeast Asia, focusing on how language policies have been used by states and governments as instruments of control, assimilation and empowerment. Leading scholars have contributed chapters each representing one of the countries in the region.

Language Policy and Political Development

Focusing on the problem of multilingualism in relation to national integration, communication, development and education in Eastern Africa, this study examines the processes of policy formulation. It discusses different types of language policies and practices in the context of the role of national and international agencies of language planning. Although the focus of the book is sub-Saharan Africa, comparisons with other parts of the world are made whenever necessary.

Politics of Language in the Ex-Soviet Muslim States

Over the past two decades, the Arabian oil-rich Gulf countries have faced enormous social, political, economic, cultural, religious, ideological and epistemological upheaval. Through detailed, critical comparative investigation, *Neoliberalism and English Language Education Policies in the Arabian Gulf* examines the impact of such disruption on education policies in a political and economic union, consisting of six countries: Saudi Arabia, the United Arab Emirates, Oman, Qatar, Bahrain and Kuwait. Using data collected from a wide range of sources, this thought-provoking book documents the inner workings of neoliberalism across a strategic geographical area of the Islamic world. The book teases apart the complex issues surrounding the ways in which access to English has been envisioned, contested, and protected from being challenged among different players within and between the Gulf countries. Osman Z. Barnawi explores the intensifying ideological debates between Islamic culture and Western neoliberal values, and questions whether Islamic values and traditions have been successfully harmonised with neoliberal capitalist development strategies for nation building in the Arabian Gulf region. *Neoliberalism and English Language Education Policies in the Arabian Gulf* will be of interest to academics, researchers and postgraduates working in the fields of language education and, more specifically, TESOL, applied linguistics, education policy, and teacher education.

The Politics of Language and Nation Building in Zimbabwe

Why has the US so dramatically failed in Afghanistan since 2001? Dominant explanations have ignored the bureaucratic divisions and personality conflicts inside the US state. This book rectifies this weakness in commentary on Afghanistan by exploring the significant role of these divisions in the US's difficulties in the country that meant the battle was virtually lost before it even began. The main objective of the book is to deepen readers understanding of the impact of bureaucratic politics on nation-building in Afghanistan, focusing primarily on the Bush Administration. It rejects the 'rational actor' model, according to which the US functions as a coherent, monolithic agent. Instead, internal divisions within the foreign policy bureaucracy are explored, to build up a picture of the internal tensions and contradictions that bedevilled US nation-building efforts. The book also contributes to the vexed issue of whether or not the US should engage in nation-building at all, and if so under what conditions.

Language, Nation and Development in Southeast Asia

This volume tracks the complex relationships between language, education and nation-building in Southeast Asia, focusing on how language policies have been used by states and governments as instruments of control, assimilation and empowerment. Leading scholars have contributed chapters each representing one of the countries in the region.

Community and Communication

In this ambitious and innovative study Gregg Brazinsky examines American nation building in South Korea during the Cold War. Marshaling a vast array of new American and Korean sources, he explains why South Korea was one of the few postcolonial nations that achieved rapid economic development and democratization by the end of the twentieth century. Brazinsky contends that a distinctive combination of American initiatives and Korean agency enabled South Korea's stunning transformation. On one hand, Americans supported the emergence of a developmental autocracy that spurred economic growth in a highly authoritarian manner. On the other hand, Americans sought to encourage democratization from the bottom up by fashioning new institutions and promoting a dialogue about modernization and development. Expanding the framework of traditional diplomatic history, Brazinsky examines not only state-to-state relations, but also the social and cultural interactions between Americans and South Koreans. He shows how Koreans adapted, resisted, and transformed American influence and promoted socioeconomic change that suited their own aspirations. Ultimately, Brazinsky argues, Koreans' capacity to tailor American institutions and ideas to their own purposes was the most important factor in the making of a democratic South Korea.

Nation-Building and National Identity in Timor-Leste

Soviet language policy provides rich material for the study of the impact of policy on language use. Moreover, it offers a unique vantage point on the tie between language and culture. While linguists and ethnographers grapple with defining the relationship of language to culture, or of language and culture to identity, the Soviets knew that language is an integral and inalienable part of culture. The former Soviet Union provides an ideal case study for examining these relationships, in that it had one of the most deliberate language policies of any nation state. This is not to say that it was constant or well-conceived; in fact it was marked by contradictions, illogical decisions, and inconsistencies. Yet it represented a conscious effort on the part of the Communist leadership to shape both ethnic identity and national consciousness through language. As a totalitarian state, the USSR represents a country where language policy, however radical, could be implemented at the will of the government. Furthermore, measures (such as forced migrations) were undertaken that resulted in changing population demographics, having a direct impact on what is a central issue here: the very nature of the Soviet population. That said, it is important to keep in mind that in the Soviet Union there was a difference between stated policy and actual practice. There was no guarantee that any given policy would be implemented, even when it had been officially legislated.

Language, Education and Nation-building

This book examines the exclusion of minority languages (and their speakers) from the mainstream domains of everyday social life in postcolonial Zimbabwe. It considers forces of hegemonic nation building, subtle cultural oppression and a desire for linguistic uniformity as major factors contributing to the social exclusion of Zimbabweans from language groups other than Shona and Ndebele. The book interprets the various forms of language-based exclusion exercised by Shona and Ndebele language speakers over minority groups as constituting a form of linguistic imperialism. Contrary to the popular view that English is Zimbabwe's «killer language», which should be replaced by selected indigenous languages that are perceived as more nationally «authentic» and better grounded in both pre- and post-imperial frameworks, this book argues that linguistic imperialism has very little to do with whether the dominating language is «foreign» or «indigenous». The author discusses oral submissions from minority language speakers, language experts, policy-makers and educators. While the focus is specifically on the politics of language and identity in Zimbabwe, this case study gives an insight into the complexity of identity and nation building in postcolonial Africa.

Language Policy and Language Planning

Research Companion to Language and Country Branding brings together entirely new interdisciplinary research conducted by scholars working on various sociolinguistic, semiotic, anthropological and discursive analytical aspects of country

branding all over the world. Branding is a process of identity construction, whereby countries gain visibility and put themselves on the world map as distinctive entities by drawing on their history, culture, economy, society, geography, and their people. Through branding, countries aim not only at establishing their uniqueness but also, and perhaps most importantly, at attracting tourism, investments, high quality human capital, as well as at forging financial, military, political and social alliances. Against this backdrop, this volume explores how countries and regions imagine and portray others and themselves in terms of gender, ethnicity, and diversity today as well as the past. In this respect, the book examines how branding differs from other, related policies and practices, such as nation building, banal nationalism, and populism. This volume is an essential reference for students, researchers, and practitioners with an interest in country, nation, and place branding processes.

Language Policy in Higher Education

Set in Malaysia, this book encompasses language and cultural policy challenges that many other multi-ethnic nations currently have to address. The people of Malaysia constitute a diverse ethnic, linguistic and cultural population and one of the continuing challenges is the development and establishment of the Malaysian people's ethnic, national and global cultural identities. This challenge is evident in the journey of language and cultural policy from the post-independence period to the 21st century; a period of over 50 years. The book highlights political, socio-cultural, economic and knowledge economy factors as they impact on decisions made by the government with regard to language policy in the various educational systems. It examines decisions made on the selection of the national language, the medium of instruction in educational systems, the varying changes in language policy for the field of science and technology and the maintenance and sustenance of minority languages.

Language Conflict and National Development

This revised second edition is a comprehensive overview of why we speak the languages that we do. It covers language learning imposed by political and economic agendas as well as language choices entered into willingly for reasons of social mobility, economic advantage and group identity.

Where To Download Language Policy And Nation Building In Post Apartheid South Africa

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