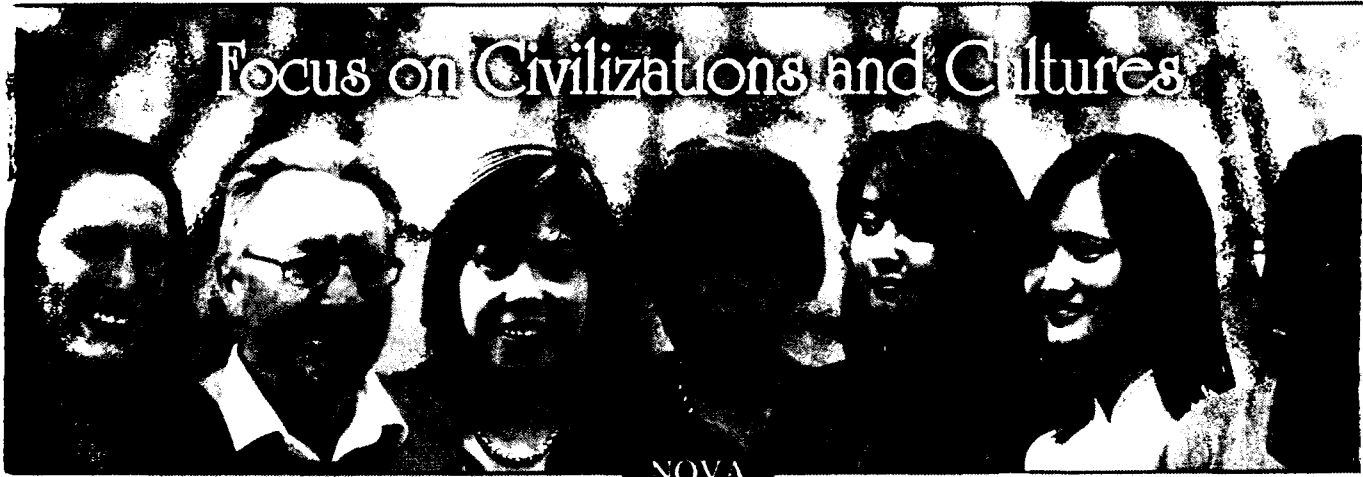


# Linguistic Diversity *and* Cultural Identity

*A Global Perspective*

Quynh Lê  
Thao Lê  
Editors

Focus on Civilizations and Cultures



NOVA

FOCUS ON CIVILIZATIONS AND CULTURES

**LINGUISTIC DIVERSITY AND CULTURAL  
IDENTITY: A GLOBAL PERSPECTIVE**

**QUYNH LÊ**

AND

**THAO LÊ  
EDITORS**



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## PREFACE

Due to the rise of globalisation, the world is becoming more and more intricately multidimensional culturally and linguistically. During the course of globalisation, English emerges as an increasingly dominant language in the international context and has permeated various social and cultural discourses nationally and globally. With the advent of the Internet English has gradually become a prominent discourse to be recognised globally and most importantly to be examined critically.

Language is so deeply embedded in culture that cultural identity is defined to a great extent in terms of language. Based on this premise, the loss of one's language contributes to the loss of one's culture. This is the reason it is essential to maintain one's linguistic integrity in order to protect one's cultural identity. While many minority languages are struggling to survive, some speech communities are anxious not to allow their languages and cultures to be devalued by the presence or infiltration of other linguistic entities.

Education is not immune from the confrontations brought about by competing linguistic and cultural influences. The traditional role of a teacher as a knowledge provider is too limited to deal with the complexity of teaching and learning in a global village full of challenges. Lack of awareness of and sensitivity to learners' self-concepts, identities, languages and cultures could diminish education into hegemonic social practices, or worse change teaching, consciously or unconsciously, into a subversive activity, cognitively and affectively.

This book, *'Linguistic diversity and cultural identity: A global perspective'*, aims to capture the fundamental concepts and issues raised in this context. The 26 chapters are arranged into four parts:

- Linguistic diversity and cultural identity;
- Language maintenance in a global context;
- Aspects of emotion, self-concept and identity; and
- Socio-cultural accommodation in language learning.

The chapter authors in this book come from different cultural backgrounds and academic disciplines. With their professional expertise and personal experiences in language and education, they share with us their innovative ideas and insightful experiences about linguistic diversity, cultural identity, and their views on teaching and learning.

The editors of this book would like to express their deep appreciation to Nova Science Publishers for its encouragement and support in this book. Special thanks should go to Hoan Boi Nguyen and Si Fan for their editorial assistance.

Chapter 12

## THE LANGUAGE RIGHTS OF INDIGENOUS LANGUAGES: AN APPROACH TO MAINTAINING INDONESIA'S LINGUISTIC AND CULTURAL DIVERSITY

*Handoyo Puji Widodo and Aan Erlyana Fardhani*

### ABSTRACT

Although language or linguistic rights (LRs) have been well-articulated or institutionalized in some countries (i.e., South Africa, Kenya, or USA), this issue has been under-examined in Indonesia's indigenous language preservation movement. For this reason, this chapter highlights the use of the LRs approach to maintaining linguistic and cultural diversity in Indonesia. Using this approach, we would like to propose a framework for indigenous language maintenance. In the short term, this framework is aimed to promote an awareness of the importance of diverse linguistic resources. In the long term, the linguistic rights might be institutionalized through bilingual education and practiced within communities of practices (i.e., families and schools).

**Keywords:** Indigenous languages, language maintenance, language rights, linguistic cultural diversity

### INTRODUCTION

Generally speaking, language functions not only as a tool for communication, but also as a symbol of belonging and a representation of community and culture. For every nation, language is a crucial part of ethnic and national identities (Boonlong, 2007; Riagain, 1999). For this reason, it is important to understand fundamental human rights, which include linguistic aspects. In doing so, as de Varennes (1999) points out, it is indispensable to consider the relationship between minority language rights and the values of tolerance,