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Le cours de langue ... d'exercices, des détails sur les points de grammaire abordés ainsi qu'un précis de grammaire. Le manuel est payant. En Allemagne, il est édité avec un cahier ...

The sixtieth anniversary edition of Frantz Fanon's landmark text, now with a new introduction by Cornel West First published in 1961, and reissued in this sixtieth anniversary edition with a powerful new introduction by Cornel West, Frantz Fanon's The Wretched of the Earth is a masterfuland timeless interrogation of race, colonialism, psychological trauma, and revolutionary struggle, and a continuing influence on movements from Black Lives Matter to decolonization. A landmark text for revolutionaries and activists, The Wretched of the Earth is an eternal touchstone for civil rights, anti-colonialism, psychiatric studies, and Black consciousness movements around the world. Alongside Cornel West's introduction, the book features critical essays by Jean-Paul Sartre and Homi K. Bhabha. This sixtieth anniversary edition of Fanon's most famous text stands proudly alongside such pillars of anti-colonialism and anti-racism as Edward Said's Orientalism and The Autobiography of Malcolm X.

In Corsica, spelling contests, road signs, bilingual education bills and Corsican language newscasts leave language planners and ordinary speakers deeply divided over how to define what "counts" as Corsican and how it is connected with cultural identity. In Ideologies in Action Alexandra Jaffe explores the complex interrelationship between linguistic ideologies and practices on the French island of Corsica. This detailed exploration of the ideological and political underpinnings of three decades of language planning raises fundamental questions about what it means to "save" a minority language, and the way in which specific cultural, political and ideological contexts shape the "successes" and "failures" of linguistic engineering efforts. Jaffe's ethnography focuses both on the way dominant language ideologies are inscribed in the everyday experience of ordinary people, as well as how they shape the evolving strategies of language planners trying to revitalize the Corsican language. While Jaffe's analysis demonstrates the pervasive influence of dominant language ideologies on minority language speakers and language planners, she also draws on case studies from everyday discourse, educational practice and public and mediatized debates over language issues to develop an ethnographically-grounded perspective on levels of resistance. In the final part of the book she explores the emergence (and the limits) of "radical" genres of resistance found in forms of Corsican language activism and in examples of codeswitching and language mixing in bilingual radio practice. This book contributes to a growing literature on language ideology, and will be of interest to anthropologists, political scientists and linguists interested in the practical and theoretical dimensions of language contact, minority language literacy, bilingual education, and language shift.

In the late 1920s the Gold Coast businessman Charles Francis Hutchison published the first volume of his book titled The Pen-Pictures of Modern Africans and African Celebrities. The book contains 162 biographical sketches of Ghanaians who were important in business, in society, in the church, in government, and in (nationalist) politics, both from Hutchison's own time and from the nineteenth century. The text of the biographies is in blank verse, and portrait photographs accompany most sketches. Additional photographs of houses and special events, and added biographical information in the form of lists of famous deceased people complete the book. The Pen-Pictures is a well-known but rare source for the history of the Gold Coast, modern Ghana, cited and quoted by both professional historians and interested lay-people. In effect, The Pen-Pictures is an important socio-historical document. The format, the style of presentation, the intimacy of many of the life histories, the overview offered of non-European Gold Coast society in the 1920s, they all allow for multiple analyses by historians, sociologists, social anthropologists and scholars of language and literature. This annotated edition is the first reprint of the book and offers a lively and both historically and literarily interesting text about an important phase in Ghanaian history. The added introduction and annotation offer a context hitherto unavailable to the scholar and general reader.

Claire Kramsch and Lihua Zhang use an ecological approach and a complexity thought model to examine the identities, experiences, and practices of foreign language teachers as native or non-native speakers, multilingual instructors, and professional educators. What is their sense of legitimacy? How do they bridge the historical and cultural gaps between them and their students? What stories do they share in the classroom? Which do they not share? How do they view their ethical responsibility? Drawing on primary research with teachers at the college level in the US, the book explores some of the key issues related to teaching languages in an era of increasing global mobility, institutional control, and educational uncertainty. In this landmark publication, Kramsch and Zhang show us the challenges facing the multilingual instructor and the importance of understanding their experiences in order to improve the quality of teaching and learning as transformative practices. The ecological framework provides a very useful model for future studies, while the attention to the ethical role of the multilingual instructor is a timely reminder to us all. Li Wei, Chair of Applied Linguistics, UCL Institute of Education, University College London Claire Kramsch is Emerita Professor of German and Professor of the Graduate School of Education at University of California, Berkeley Lihua Zhang is Lecturer of Chinese and Chinese Language Program Coordinator at University of California, Berkeley Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

Juntos: Italian for Speakers of English and Spanish, Third Edition, is the first comprehensive textbook for the teaching of Italian to students who already possess knowledge of Spanish, whether as L1 Spanish speakers, heritage speakers, or L2 Spanish learners. Suitable for students at the high school and college levels, Juntos is also the first textbook to cultivate interlinguistic awareness through intercomprehension, developing bridges that foster the recognition and use of students' bilingual repertoire as a tool for learning Italian and acquiring other Romance languages. Features: Networked approach that motivates learners to draw on their multilingual language repertoire to acquire reading, writing, speaking, and listening skills in Italian Innovative activities that encourage multilingual, multicultural, and metalinguistic thinking and analysis Readings and translation activities that promote and develop translanguaging—the practice of drawing from one's multilingual linguistic repertoire as a whole when thinking, speaking, and writing Instruction that reinforces learners' knowledge of English and Spanish, while building understanding of the links and interactions between global Romance languages and cultures Inclusive readings on topics of transnational interest that invite students to reflect on the interconnectedness of cultures around the world Companion website (available on the book title page on www.hackettpublishing.com) with audio files and supplemental web-based activities that reinforce students' intercultural awareness and literacy Full-color interior, with illustrations and easy-to-read, color-coded language recognition system

French realism's immortal siren crawled from the gutter to the heights of society, devouring men and squandering fortunes along the way. Zola's 1880s classic is among the first modern novels.

Transcriptions of actual tuition sessions by the originator of Method Acting, tutor to such talents as Paul Newman, Al Pacino, James Dean, Marilyn Monroe and Dustin Hoffman.

"The definitive reference in the field of English language teaching"--

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