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This book discusses salient moments of multilingual encounters and brings together contributions focused on the interplay between language use by individuals and societies, and language-related inequalities or opportunities for speakers. The chapters demonstrate how biographical and speaker-centred approaches can contribute to an understanding of linguistic diversity, how researchers can empirically account for lived experiences of languages, and how such accounts are embedded in a larger discussion on social (in)equality. Together the chapters make a powerful case for the importance of speaker-centred methodologies in multilingual and multilingualism research. The book is a rich source of theoretical and methodological reflections and will thus be a valuable resource for both experienced researchers and students beginning to explore biographical research methods. Did you ever want to teach your kids the basics of Swazi (siSwati) ? Learning Swazi (siSwati) can be fun with this picture book. In this book you will find the following features: Swazi (siSwati) Alphabets. Swazi (siSwati) Words. English Translations. The basis for this additional volume are the three volumes of the handbooks *Dictionaries. An International Encyclopedia of Lexicography* (HSK 5.1–5.3), published between 1989 and 1991. An updating has been perceived as an important desideratum for a considerable time. In the present Supplementary Volume the premises and subjects of HSK 5.1–5.3 are complemented by new articles that take account of the practice-internal and theoretical developments of the last 15 years. Special attention has been given to the following topics: the status and function of lexicographic reference works, the history of lexicography, the theory of lexicography, lexicographic processes, lexicographic training and lexicographic institutions, new metalexicographic methods, electronic and, especially, computer-assisted lexicography. The book provides insights into the systems and strategies of expressing the Phasal Polarity (PhP) concepts ALREADY, STILL, NOT YET and NO LONGER in African languages. Special emphasis is laid on careful examination of the functional spectrum

and paradigmatic affiliation of PhP expressions. The book challenges hypotheses and established assumptions in the typological literature.

Comprehensive second editions of History for the IB Diploma Paper 2, revised for first teaching in 2015. This coursebook covers Paper 2, World History Topic 9: Evolution and Development of Democratic States (1848-2000) of the History for the IB Diploma syllabus for first assessment in 2017. Tailored to the requirements of the IB syllabus and written by experienced IB History examiners and teachers, it offers authoritative and engaging guidance through the following detailed studies from around the world: South Africa, India, Germany, and the USA. The definitive reference work on World Englishes—fully revised, expanded, and updated The Handbook of World Englishes is a collection of articles on the cross-cultural and transnational linguistic convergence and change of the English language. Now in its second edition, this Handbook brings together multiple theoretical, contextual, and ideological perspectives, and offers new interpretations of the changing identities of world Englishes (WE) speakers and examines the current state of the English language across the world. Thematically integrated contributions from leading scholars and researchers explore the expansion, modification, and adaptation of English in various settings and discuss the role of English in local, regional, and global contexts. This highly regarded text has been fully updated throughout the new edition to reflect the current conditions, contexts, and functions of major varieties of English across the world. Significant revisions to topics—such as an overview of the varieties of modern world Englishes and the First Diaspora in Wales and Ireland—reflect expanded scholarship in the field and new directions of research. Each chapter from the first edition has been updated in content and citations, while 11 new chapters cover subjects including world Englishes testing and Postcolonial theory, as well as world Englishes in South America, Russia, Africa, China, Southeast Asia, the United States, and Canada. Examines both traditional and contemporary perspectives on World Englishes Written by international authors, experts in their respective fields Emphasizes the historical development of the English language through a series of diasporas Highlights research into a wide range of sociolinguistic contexts and processes including code switching, newly established WE varieties, and new data on Chinese and Russian Englishes Explores future directions in WE research, development, and application The Handbook of World Englishes is an essential resource for academics, researchers, practitioners, and advanced students in fields including applied linguistics, language teaching, the history of the English language, world literatures, and related social and language sciences. This edited collection introduces and defines the concept of “comparative restorative justice”, putting it in the context of power relations and inequality. It aims to compare the implementation and theoretical development of restorative justice internationally for research, policy and practice. In Part I, this volume compares practices in relation to the implementing environment - be that cultural, political, or societal. Part II looks at obstacles and enablers in relation to the criminal justice system, and considers whether inquisitorial versus adversarial jurisdictions have impact on how restorative justice is regulated and implemented. Finally, Part III compares the reasons that drive governments, regional bodies, and practitioners to implement restorative justice, and whether these impetuses impact on ultimate delivery. Featuring fifteen original chapters from diverse authors and practitioners, this will serve as a key resource for those working in social justice or those seeking to understand and implement the tenets of restorative justice comparatively. The first of a new series devoted to the study of African linguistics, this study presents papers on a wide range of disciplines pertinent to the field that will be of interest to students and researchers. This first volume includes work on Niger Congo languages such as Yoruba and Igbo, and several Bantu languages. Language in South Africa (LiSA) debates the role of language and language planning in the reconstruction, development and transformation of post-apartheid democratic South Africa. The 1996 constitution of South Africa is founded on the political philosophy of pluralism and is directed at promoting democratic values, equity and non-discrimination, human rights, national unity and the development of all the country’s communities. The question asked in LiSA is how language planning can contribute towards the attainment of these national ideals. Set against the language political

realities of the country — the a-symmetric power relations between the languages; the striking differences in the structural; functional and symbolic adaptation of the official languages; and the many language-related problems in the country — it debates the role of language in state administration, national integration, educational development and economic development. The volume concludes with a discussion of language development and language management. A discussion of the role which language, or, more properly, languages, can perform in the reconstruction and development of South Africa. The approach followed in this book is characterised by a number of features - its aim is to be factually based and theoretically informed. The present volume consists of nine articles dealing with the role of the constituent 'phonological word' (or 'prosodic word') in various typologically diverse languages. These languages and their respective families subsume Indo-European (Dutch, German, English, European Portuguese), Bantu (SiSwati, KiNande), Algonquian (Cree), Siouan (Dakota), and Salishan (Lushootseed). One contribution examines the phonological word in a sign language. The theoretical issues dealt with in the book include: evidence for the phonological word (e.g. rules, phonotactics, syllabification, stress patterns), the connection between morphosyntactic and prosodic structure (e.g. alignment phenomena in Optimality Theory), and the relationship between the phonological word and other prosodic constituents (e.g. the prosodic representation of clitics). The volume will be of interest to all linguists and advanced students of linguistics working on Prosodic Phonology, phonology-morphology and phonology-syntax interface and Optimality Theory. In this volume a range of authors from different international contexts argue that the notion of communicative competence in English, hitherto largely referenced to metropolitan native-speaker norms, has to be expanded to take account of diverse contexts of use for a variety of purposes. It also discusses the popular belief that language and literacy should simply be regarded as a technical 'skill' which confers universal benefits and that it should be replaced with a social practice view that recognises situated variations and diversity. This volume, we believe, provides a reference point for extended research and practice in these areas that will be of interest to a wide range of people engaged in language and literacy education. This volume in the series is devoted to Africa, a continent that possesses a vast treasure of medicinal plants and has produced some exclusive materials for the world market. This volume is expected to strengthen the medicinal plant sector in African countries by making comprehensive information on medicinal and aromatic plants available to policy-makers and entrepreneurs. It can be used to frame effective policies and create an environment conducive to the growth of the plant-based medicine industry, bringing economic benefit to African nations. It will help health organizations to improve the health of their people by using their own resources and a less expensive system of medicine, which is accepted by African society. It could also lead scientific communities to increase R&D activities in the field. In a world where higher education is increasingly internationalised, questions of language use and multilingualism are central to the ways in which universities function in teaching, research and administration. Contemporary universities find themselves in complex linguistic environments that may include national level language policies, local linguistic diversity, an internationalised student body, increasing international collaboration in research, and increased demand for the use and learning of international languages, especially English. The book presents a critical analysis of how universities are responding to these complexities in different contexts around the world. The contributions show that language issues in universities are complex and often contested as universities try to negotiate the national and the international in their work. In some contexts, universities' language policies and the ways in which they are implemented may have a negative impact on their ways of working. In other contexts, however, universities have embraced multilingualism in ways that have opened up new academic possibilities for staff and students. Collectively, the chapters show that universities' language policy and planning are a work in progress and that much further work is needed for universities to achieve their language goals. This book was originally published as a special issue of *Current Issues in Language Planning*. This book is the first comprehensive introduction to the literature of eSwatini. It details a literary trajectory that begins with renditions of the country by

early travelers and settlers and follows with the emergence of a national literature that is marked by early oral influences and molded by unique sociopolitical interests. Along the way, the author considers how contemporary writing by visitors, expatriates, and journalists have salvaged and recycled earlier images and attitudes through a series of representational and rhetorical practices. In particular, the lingering influence of colonial discourse is explored in the context of the nation's pivotal incwala ritual. A chapter on Hilda Kuper that situates her fiction and drama between outsider and insider accounts is followed by the final two chapters that trace the development of anglophone and siSwati writing and identify themes arising from the major literary genres produced by local authors. The concluding section features a comprehensive registry of writers, with brief summaries of their works. Leading linguists address various issues in the interaction of word formation and prosody. This volume seeks to reevaluate the nature of tone-segment interactions in phonology. The contributions address, among other things, the following basic questions: what tone-segment interactions exist, and how can the facts be incorporated into phonological theory? Are interactions between tones and vowel quality really universally absent? What types of tone-consonant interactions do we find across languages? What is the relation between diachrony and synchrony in relevant processes? The contributions discuss data from various types of languages where tonal information plays a lexically distinctive role, from 'pure' tone languages to so-called tone accent systems, where the occurrence of contrastive tonal melodies is restricted to stressed syllables. The volume has an empirical emphasis on Franconian dialects in the Netherlands, Belgium and Germany, but also discusses languages as diverse as Slovenian, Livonian, Fuzhou Chinese, and Xhosa. This book constitutes the refereed proceedings of the 21st International Conference on Asia-Pacific Digital Libraries, ICADL 2019, held in Kuala Lumpur, Malaysia, in November 2019. The 13 full, 13 short, and 5 poster papers presented in this volume were carefully reviewed and selected from 54 submissions. The papers were organized in topical sections named: text classification; altmetrics; scholarly data analysis and recommendation; metadata and entities; digital libraries and digital archives management; multimedia processing; search engines; information extraction; and posters. This new edition of takes a fresh look at enduring questions at the heart of fundamental debates about the role of schools in society, the links between education and employment, and conflicts between linguistic minorities and mainstream populations. The book, *Teaching English in Swaziland: The Life and Days of Gordon Thomas* is about Gordon the teacher and mentor. His life at Manzini Nazarene is one that all his students remember as filled with great moments of teaching and learning. In this book his ideas on teaching are written about in a semi-fictional manner that enables readers to think about their own teaching. The dedication he brought to the teaching task has been analyzed to bring out how he taught composition, poetry, drama and the novel. His students in the class of 75 called him Chaucer. We thank York University and the Church of the Nazarene for making it possible for such a great teacher and thinker to sow into our lives. His students have grown to be professors, ministers, ambassadors and many other important careers that are serving the nation of Swaziland in wonderful ways. The life of a Christian teacher is something that can never be replaced in the lives of students. Gordon will be remembered in all the countries around the world where he worked for all that he gave. Gordon Thomas died of melanoma cancer in 2006.

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