Afrikaans Second Language 2014 Exam Qquestion Paper

Assembling a rich and diverse range of research studies on the role of plurilingualism across a wide variety of teaching and learning settings, this book supports teacher reflection and action in practical ways and illustrates how researchers tease out and analyze the complex realities of their educational environments. With a focus on education policies, teaching practices, training, and resourcing, this volume addresses a range of mainstream and specialized contexts and examines the position of learners and teachers as users of plurilingual repertoires. Providing a close look into the possibilities and constraints of plurilingual education, this book helps researchers and educators clarify and strengthen their understandings of the links between language and literacy and offers them new ways to think more rigorously and critically about the language ideologies that shape their own beliefs and approaches in language teaching and learning.

The volume provides insights on strategies and technologies for teaching and learning that are being used in unique national/cultural contexts of Africa, Asia and the Middle East, Europe, Latin America, and North America.

The Routledge Handbook of Spanish Phonology brings together leading experts in Spanish phonology to provide a state-of-the-art survey of the field. The five sections present current research on the phonological structure of Spanish including the most prominent segmental processes, suprasegmental features, the ways Spanish phonology interacts with other modules of grammar, the acquisition of Spanish phonology by first and second language learners, and an analysis of phonological variation and sound change. This volume provides comprehensive and detailed coverage of Spanish phonology. It addresses major burning questions and pressing issues that have arisen in the study of Spanish phonology, and is an essential reading resource for graduate students and researchers in the field.

Peterson's Graduate Programs in the Humanities, Arts & Social Sciences 2014 contains comprehensive profiles of more than 11,000 graduate programs in disciplines such as, applied arts & design, area & cultural studies, art & art history, conflict resolution & mediation/peace studies, criminology & forensics, language & literature, psychology & counseling, religious studies, sociology, anthropology, archaeology and more. Up-to-date data, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, requirements, expenses, financial support, faculty research, and unit head and application contact information. There are helpful links to in-depth descriptions about a specific graduate program or department, faculty members and their research, and more. There are also valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

This book examines a century of language change in written Afrikaans since it's standardization in the early twentieth century. It also explores theoretical questions regarding language change, contact induced language change, and external influences on

language use.

This book explores the ideologies, policies, and practices of English language education around the world today. It shows the ways in which ideology is a constituent part of the social realities of English language teaching (ELT) and how ELT policies and practices are shaped by ideological positions that privilege some participants and marginalize others. Each chapter considers the multiple ideologies underlying the thinking and actions of different members of society about ELT and how these inform overt and covert policies at the national level and beyond. They examine the implications of investigating ELT ideologies and policies for advancing socio-political understandings of practical aspects such as instruction, materials, assessment, and teacher education in the field. Introducing new persepctives on the theory and practice of language teaching today, this book is ideal reading for researchers and postgraduate students interested in applied linguistics and language education, faculty members of higher education institutions, English language teachers, and policy makers and planners.

What is transformation in contemporary South African higher education? How can it be facilitated through research and pedagogic practices? These questions are addressed in this edited collection by established academics and emerging research students from nine South African universities. The chapters give us access to students? worlds: how they construct, experience and navigate their complex spheres, on and off campus. By engaging with students as knowledge producers, we transform popular ways of thinking about race, gender, class, sexuality, disability and age as singular and natural markers of difference and diversity.ÿ Rather than taking diversity as fixed and rooted in nature, we explore how diversity is imagined and lived in particular contexts on and off campus.

This volume describes a wide range of educational situations where linguistic revitalization is currently taking place.

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.

Peterson's Graduate Programs in Business, Education, Information Studies, Law & Social Work 2014 contains comprehensive profiles of more than 11,000 graduate programs in disciplines such as, accounting & finance, business administration & management, education, human resources, international business, law, library & information studies, marketing, social work, transportation management, and more. Up-to-date info, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable data on degree offerings, professional accreditation, jointly offered degrees, part-time & evening/weekend programs, postbaccalaureate distance degrees, faculty, students, requirements, expenses, financial support, faculty research, and unit head and application contact information. There are helpful links to in-depth descriptions about a specific graduate program or department, faculty members and their research, and more. Also

find valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

From his humble beginnings in rural South Africa to his tragic death at age 95 in 2013, Nelson Mandela's life is a tale of inspiration and courage. The most up-to-date biography of Nelson Mandela. This powerful biography provides an in-depth look at Nelson Mandela who grew up in a rural village in South Africa under racist apartheid rule--a regime he ultimately helped overthrow. Denenberg explores the history of South Africa and its often violent struggle for civil rights, while tracing Mandela's role in that history. Lawyer, leader of the African National Congress, political prisoner who spent 26 years in jail, president--no one else has had such enormous influence on his fellow South Africans. Even beyond South Africa Nelson Mandela influenced freedom fighters everywhere. This latest biography traces Mandela's complete life story.

An invaluable guide for families embarking on the journey of educating their primary school-age children at home. One of the biggest challenges for homeschooling parents is to break away from the model of education they received in school and to re-educate themselves about Education, as the conventional classroom methodology is not the model of pedagogy (teaching) that works best in the homeschool scenario. This book offers tried-and-tested alternatives that will enrich and facilitate learning rather than hinder the process of educating young minds. Having been part of the first generation of South African homeschoolers, the author shares her knowledge, plus tips and advice she has learnt along the way, in order to help others make good choices and avoid common pitfalls and costly mistakes.

This edited volume considers why the African language press is unstable and what can be done to develop quality African language journalism into a sustainable business. Providing an overview of the African language journalism landscape, this book examines the challenges of operating sustainable African language media businesses. The chapters explore the political economy and management of African language media and consider case studies of the successes and failures of African language newspapers, as well as the challenges of developing quality journalism. Covering print and digital newspapers and broadcast journalism, this book will be of interest to scholars of media and journalism in Africa.

Presenting comprehensive research conducted with learners and educators in a range of settings, this volume showcases self-reflection as a powerful tool to enhance student learning. The text builds on empirical insights to illustrate how language professionals can foster critical self-reflection amongst learners of English as an additional language. This text uses ecologically sensitive practitioner research that addresses issues of both practical and pedagogical significance in the fields of TESOL, language teaching and learning, and teacher education. By synthesizing interdisciplinary research and theory, chapters show how various types of self-reflection—including guided and non-guided; group and individual forms; and written, oral, and technology-mediated reflection—can promote autonomous, self-regulated learning amongst students at various levels. Whilst offering readers a strong grounding in the theoretical and empirical knowledge that supports self-reflection, the volume gives constant attention is given to praxis, with a focus on effective pedagogical strategies and tools needed to implement, encourage, and evaluate critical learner reflection in readers' own teaching or research. This volume will be a critical resource for language-teaching professionals interested in critical learner reflection, including in-service, pre-service, and teacher educators in the field of TESOL. Scholars and researchers in the fields of applied linguistics and language education more broadly will find this volume valuable.

Decolonizing Foreign Language Education interrogates current foreign language and second language education approaches that prioritize white, western thought. Edited by acclaimed critical theorist and linguist Donaldo Macedo, this volume includes cutting-edge work by a select

group of critical language scholars working to rigorously challenge the marginalization of foreign language education and the displacement of indigenous and non-standard language varieties through the reification of colonial languages. Each chapter confronts the hold of colonialism and imperialism that inform and shape the relationship between foreign language education and literary studies by asserting that a critical approach to applied linguistics is just as important a tool for FL/ESL/EFL educators as literature or linguistic theory.

The contentious discourse around world literature tends to stress the 'world' in the phrase. This volume, in contrast, asks what it means to approach world literature by inflecting the question of the literary. Debates for, against, and around 'world literature' have brought renewed attention to the worldly aspects of the literary enterprise. Literature is studied with regard to its sociopolitical and cultural references, contexts and conditions of production, circulation, distribution, and translation. But what becomes of the literary when one speaks of world literature? Responding to Derek Attridge's theory of how literature 'works', the contributions in this volume explore in diverse ways and with attention to a variety of literary practices what it might mean to speak of 'the work of world literature'. The volume shows how attention to literariness complicates the ethical and political conundrums at the centre of debates about world literature.

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

Whose voices are taken into account in language policy and planning and whose have been ignored or more actively silenced? This is the central question addressed in this book. What are the political and social factors that have helped to create these historical exclusions, in terms of endangerment and loss of traditional languages? What are the global influences on the local landscape of languages and linguistic rights? What are the implications for cultural heritage and identity? In analyzing these questions and reporting on research in an array of countries, the chapter authors also suggest ways forward toward designing more inclusive policies and practices in educational contexts, whether in the context of obligatory schooling or in less formal educational contexts. UNESCO estimates that at least 43% of the estimated 6000 languages spoken in the world are endangered. Such statistics remind us that the linguistic diversity that characterizes the human condition is a fragile thing, and that certain languages need to be cultivated if they are to survive into the 21st century and beyond. The chapters in this volume originated as presentations at the XV World Congress of Comparative Education Societies (Buenos Aires, Argentina, 2013). They represent several global regions, namely Africa, Asia, Europe, and North America. They provide analyses of language policy and politics at the local, regional, national and transnational levels, grass-roots linguistic revitalization initiatives, and the attitudes of minority and majority speakers toward minoritized languages and cultures and towards intercultural and multilingual education programs./div

A vital resource on speech and language processing in bilingual adults and children The Listening Bilingual brings together in one volume the various components of spoken language processing in bilingual adults, infants and children. The book includes a review of speech perception and word recognition; syntactic, semantic, and pragmatic aspects of speech processing; the perception and comprehension of bilingual mixed speech (code-switches, borrowings and interferences); and the assessment of bilingual speech perception and comprehension in adults and

children in the clinical context. The two main authors as well as selected guest authors, Mark Antoniou, Theres Grüter, Robert J. Hartsuiker, Elizabeth D. Peña and Lisa M. Bedore, and Lu-Feng Shi, introduce the various approaches used in the study of spoken language perception and comprehension in bilingual individuals. The authors focus on experimentation that involves both well-established tasks and newer tasks, as well as techniques used in brain imaging. This important resource: Is the first of its kind to concentrate specifically on spoken language processing in bilingual adults and children. Offers a unique text that covers both fundamental and applied research in bilinguals. Covers a range of topics including speech perception, spoken word recognition, higher level processing, code-switching, and assessment. Presents information on the assessment of bilingual children's language development Written for advanced undergraduate students in linguistics, cognitive science, psychology, and speech/language pathology as well as researchers, The Listening Bilingual offers a state-of-the-art review of the recent developments and approaches in speech and language processing in bilingual people of all ages.

Second edition of this popular Handbook bringing together stimulating discussions of core English linguistics topics in a single, authoritative volume—includes numerous new and thoroughly updated chapters The second edition of the popular Handbook of English Linguistics brings together stimulating discussions of the core topics in English linguistics in a single, authoritative volume. Written by an international team of experts, the chapters cover syntax, methodology, phonetics and phonology, lexis and morphology, variation, stylistics, and discourse, and also provide discussions of theoretical and descriptive research in the field. The revised edition includes new and updated chapters on English Corpus Linguistics, experimental approaches, complements and adjuncts, English phonology and morphology, lexicography, and more. In-depth yet accessible chapters introduce key areas of English linguistics, discuss relevant research, and suggest future research directions. An important academic contribution to the field, this book: Presents thirty-two in-depth, yet accessible, chapters that discuss new research findings across the field, written by both established and emerging scholars from around the world Builds upon the very successful first edition, published in 2006 Incorporates new trends in English linguistics, including digital research methods and theoretical advances in all subfields Suggests future research directions The Handbook of English Linguistics, 2nd Edition is an essential reference work for researchers and students working in the field of English language and linguistics.

The book addresses some important issues in second language acquisition research, such as access to Universal Grammar, the factors that account for success or failure in L2 learning, as well as parameter (re)setting, within the generative framework. The empirical data against which the research hypothesis is tested come from two main studies: a longitudinal one, involving beginner learners, and an experimental one, with elementary and advanced learners; all subjects are adults learning English in a formal instruction setting, with Romanian as L1. Starting from Chomsky's (2005) account of first language acquisition in terms of three factors, namely genetic endowment, experience and non-linguistic principles, the first chapter of the book explores the question of whether the same three factors may be operating in second language learning. The rest of the book focuses on more specific research issues related to access to Universal Grammar and parameter (re)setting. Since L1 acquisition is defined mainly as the process of parameter setting on the basis of the input, parameter setting is expected to be at the core of L2 learning as well. However, in the literature, it has often been argued that one of the most important differences between L1 and L2 acquisition is related precisely to this process. The parameter which the book focuses on is the split IP parameter (Bobaljik and Thráinsson, 1998), in the case of Romanian L1 learners of English as L2. Romanian is (+ split IP) while English is (- split IP). In this case, the learners would need to move from the positive (+) value of the parameter to the negative (-) one, i.e. from a wider set of property values to a more restrictive one. There are three possible scenarios: (i) the L2 learners set the negative (-) value from the target

language from the very beginning, on the basis of input alone; (ii) the learners first transfer the positive (+) value from their L1 and reset this value to the L2 negative (-) one as they progress in acquiring the L2; the final state is L2-like; (iii) the learners first transfer the positive (+) value from their L1 but resetting is impossible; the L2 underlying representations are different from those of native speakers even with advanced speakers, and what may account for final L2 state is parameter learning. These scenarios are explored with the help of the data provided by longitudinal and experimental studies.

The Routledge Handbook of World Englishes constitutes a comprehensive introduction to the study of World Englishes. Split into six sections with 40 contributions, this Handbook discusses how English is operating in a wide range of fields from business to popular culture and from education to new literatures in English and its increasing role as an international lingua franca. Bringing together more than 40 of the world's leading scholars in World Englishes, the sections cover historical perspectives, regional varieties of English from across the world, recent and emerging trends and the pedagogical implications and the future of Englishes. The Handbook provides a thorough and updated overview of the field, taking into account the new directions in which the discipline is heading. This second edition includes up-to-date descriptions of a wide range of varieties of English and how these reflect the cultures of their new users, including new chapters on varieties in Bangladesh, Uganda, the Maldives and South Africa, as well as covering hot topics such as translanguaging and English after Brexit. With a new substantial introduction from the editor, the Handbook is an ideal resource for students of applied linguistics, as well as those in related degrees such as applied English language and TESOL/TEFL.

An in-depth look at the changing sociolinguistic dynamics that have influenced South African society. To date, there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society. Multilingualism and Intercultural Communication breaks new ground in this arena. The scope of this book ranges from macro-sociolinguistic questions pertaining to language policies and their implementation (or non-implementation) to micro-sociolinguistic observations of actual language-use in verbal interaction, mainly in multilingual contexts of Higher Education (HE). There is a gradual move for the study of language and culture to be taught in the context of (professional) disciplines in which they would be used, for example, Journalism and African languages, Education and African languages, etc. The book caters for this growing market. Because of its multilingual nature, it caters to English and Afrikaans language speakers, as well as the Sotho and Nguni language groups _ the largest languages in South Africa [and also increasingly used in the context of South African Higher Education]. It brings together various inter-linked disciplines such as Sociolinguistics and Applied Language Studies, Media Studies and Journalism, History and Education, Social and Natural Sciences, Law, Human Language Technology, Music, Intercultural Communication and Literary Studies. The unique cross-cutting disciplinary features of the book will make it a must-have for twenty-first century South African students and scholars and those interested in applied language issues.

Troubling Images explores how art and visual culture helped to secure hegemonic claims to the nation-state via the construction of a unified Afrikaner imaginary.

This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not yet thought of or explored, and if so what are they? In

practical terms, how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and one that is reflected in the schooling system. Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard-work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. "This is a landmark book on basic education in South Africa, an essential volume for those interested in learning outcomes and their inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from top quality researchers to explore what has improved, what has not, and why." Prof Lant Pritchett, Harvard University "There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people's future to maintaining the privileges of the few." Prof Martin Carnoy, Stanford University "Altogether, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps." Dr Luis Crouch, RTI
The conference will be held in Guangzhou, China during June 29-30, 2014. The aim objective of ichss2014 is to present the latest research and results of scientists related to Humanity and Social Science topics. This conference provides opportunities for the different areas delegates to exchange new ideas and application experiences face to face, to establish business or research relations and to find global partners for future collaboration. We hope that the conference results constituted significant contribution to the knowledge in these up to date scientific field. ichss2014 is supposed to be the largest technical event on Humanity and Social Science in Guangzhou in 2014. The focus of the conference is to establish an effective platform for institutions and industries to share ideas and to present the works of scientists, engineers, educators and students from all over the world. The organizing committee of conference is pleased to invite prospective authors to submit their original manuscripts to ichss2014. As preparation for ICSS2014, hundreds of contributions were received and reviewed. Most of these contributions have brought us a new possible solution to our problems; some of them can even be called as a breakthrough. All these researches have been included in this book. I believe it will be of great value to your future study.
This book brings together an ensemble of leading voices from the fields of economics, language policy, law, political philosophy, and translation studies. They come together to provide theoretical perspectives and practical case studies regarding a shared concern: translation policy. Their timely perspectives and case studies allow for the problematizing and exploration of translation policy, an area that is beginning to come to the attention of scholars. This book offers the first truly interdisciplinary approach to an

area of study that is still in its infancy. It thus makes a timely and necessary contribution. As the 21st century marches on, authorities are more and more confronted with the reality of multilingual societies, and the monolingual state polices of yesteryear seem unable to satisfy increasing demands for more just societies. Precisely because of that, language policies of necessity must include choices about the use or non-use of translation at different levels. Thus, translation policy plays a prominent yet often unseen role in multilingual societies. This role is shaped by tensions and compromises that bear on the distribution of resources, choices about language, legal imperatives, and notions of justice. This book aims to inform scholars and policy makers alike regarding these issues.

The definitive guide to 21st century investigations of multilingual neuroscience The Handbook of the Neuroscience of Multilingualism provides a comprehensive survey of neurocognitive investigations of multiple-language speakers. Prominent scholar John W. Schwieter offers a unique collection of works from globally recognized researchers in neuroscience, psycholinguistics, neurobiology, psychology, neuroimaging, and others, to provide a multidisciplinary overview of relevant topics. Authoritative coverage of state-of-the-art research provides readers with fundamental knowledge of significant theories and methods, language impairments and disorders, and neural representations, functions, and processes of the multilingual brain. Focusing on up-to-date theoretical and experimental research, this timely handbook explores new directions of study and examines significant findings in the rapidly evolving field of multilingual neuroscience. Discussions on the bilingual advantage debate, recovery and rehabilitation patterns in multilingual aphasia, and the neurocognitive effects of multilingualism throughout the lifespan allow informed investigation of contemporary issues. Presents the first handbook-length examination of the neuroscience and neurolinguistics of multilingualism Demonstrates how neuroscience and multilingualism intersect several areas of research, such as neurobiology and experimental psychology Includes works from prominent international scholars and researchers to provide global perspective Reflects cutting-edge research and promising areas of future study in the dynamic field of multilingual neuroscience The Handbook of the Neuroscience of Multilingualism is an invaluable resource for researchers and scholars in areas including multilingualism, psycholinguistics, second language acquisition, and cognitive science. This versatile work is also an indispensable addition to the classroom, providing advanced undergraduate and graduate students a thorough overview of the field.

This volume offers a critical perspective on current views on linguistic fixity and fluidity in sociolinguistics and highlights empirical accounts alternative to prevailing trends in the field. Featuring accounts from a broad range of regional contexts, the collection takes stock of such terms as "polylingualism", "metrolingualism" and "translanguaging" to question perceptions around multilingual and monolingual language use. The book critiques the status of fluid language use as a more "natural" language practice and in turn, its greater potential for corresponding social transformation, demonstrating the value of linguistic fixity and the continuous debate between fixity and fluidity in multilingual speakers' lives. In providing these accounts, the book seeks not to advocate for linguistic fixity or fluidity, but to argue that sociolinguists pay close attention to the way both types of linguistic practice open up or

close down avenues for social transformation. This collection is a key reading for graduate students and scholars in sociolinguistics, multilingualism, and linguistic anthropology.

The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self-initiated innovations for their teacher learners. The collection suggests that a way forward for second language teacher preparation programs is through 'reflective practice as innovation'.

This book details patterns of language use that can be found in the writing of adult immigrant learners of Norwegian as a second language (L2). Each study draws its data from a single corpus of texts written for a proficiency test of L2 Norwegian by learners representing 10 different first language (L1) backgrounds. The participants of the study are immigrants to Norway and the book deals with the varying levels and types of language difficulties faced by such learners from differing backgrounds. The studies examine the learners' use of Norwegian in relation to the morphological, syntactic, lexical, semantic and pragmatic patterns they produce in their essays. Nearly all the studies in the book rely on analytical methods specifically designed to isolate the effects of the learners' L1s on their use of L2 Norwegian, and every chapter highlights patterns that distinguish different L1 groups from one another.

Shortly after the giant bronze statue of Cecil John Rhodes came down at the University of Cape Town, student protestors called for the decolonisation of universities. It was a word hardly heard in South Africa's struggle lexicon and many asked: What exactly is decolonisation? This edited volume brings together the best minds in curriculum theory to address this important question. In the process, several critical questions are raised: Is decolonisation simply a slogan for addressing other pressing concerns on campuses and in society? What is the colonial legacy with respect to curriculum and can it be undone? How is the project of curriculum decolonisation similar to or different from the quest for postcolonial knowledge, indigenous knowledge or a critical theory of knowledge? What does decolonisation mean in a digital age where relationships between knowledge and power are shifting? The book combines strong conceptual analyses with novel case studies of attempts to 'do decolonisation' in settings as diverse as South Africa, Uganda, Tanzania and Mauritius. Such a comparative perspective enables reasonable judgements to be made about the prospects for institutional take-up within the curriculum of century-old universities.

Spanning Indigenous settings in Africa, the Americas, Aotearoa/New Zealand, Australia, Central Asia and the Nordic countries, this book examines the multifaceted language reclamation work underway by Indigenous peoples throughout the world. Exploring political, historical, ideological, and pedagogical issues, the book foregrounds the decolonizing aims of contemporary Indigenous language movements inside and outside of schools. Many authors explore language reclamation in their own communities. Together, the authors call for expanded discourses on language planning and policy that embrace Indigenous ways of knowing and forefront grassroots language reclamation efforts as a force for Indigenous sovereignty, social justice, and self-determination. This volume will be of interest to scholars, educators and

students in applied linguistics, Ethnic/Indigenous Studies, education, second language acquisition, and comparative-international education, and to a broader audience of language educators, revitalizers and policymakers.

This two-part volume provides a collection of 27 linguistic studies and contributions that shed light on the evolution of different Englishes world-wide (varieties, learner Englishes, dialects, creoles) from a broad spectrum of different perspectives, including both synchronic and diachronic approaches. What makes the volume unique is that it is the first-ever contribution to the field which includes a section exclusively commited towards testing, discussing and refining Schneider's (2007) Dynamic Model against recent realities of English world-wide (Part 1). These realities include a wide variety of case studies ranging from regions (socio)linguistically as diverse as South Africa, the Phillipines, Cyprus or Germany. Part 2 goes beyond the Dynamic Model and offers both empirical and theoretical perspectives on the evolution of World Englishes. In doing so, it provides contributions with a theoretical focus on the topic as well as cross-varietal accounts; it sheds light on individual Englishes from different geographical regions and offers new perspectives on "old" varieties.

The English language as spoken in Namibia has virtually been overlooked in most textbooks, handbooks, and surveys of varieties of English around the world, or else has only been mentioned in passing. However, this variety of English has recently attracted the attention of several researchers and the present volume brings together most scholars actively involved in the research on English in Namibia from various linguistic fields to present their current research. It covers a wide range of linguistic issues, such as empirical analyses on various levels of linguistic description and use, as well as the application of diverse methodologies, from questionnaire surveys, sociolinguistic interviews and focus group discussions, to corpus linguistics, linguistic landscaping, and digital ethnography. This book represents the first comprehensive collection of articles and in-depth discussions of this emerging variety of World Englishes.

This book outlines perspectives of emerging and established African scholars on what one could describe as the debate on leadership and the articulation of the life of the mind in Africa's socio-economic, political and cultural life from the time of independence to date. The papers contained in the book cover the following thematic areas: Alternative Leadership Paradigm for Africa's Advancement; African Perspectives on Globalisation and international relations; Pan-Africanism and the African Renaissance; Scientific, Technological and Cultural Dimensions of African Development. The first section deals with alternative leadership paradigms for Africa's advancement. It also debates the 'thin line' separating management studies from leadership studies and untangles the hermeneutic complexities in the term 'leadership'. Section two examines among other things, the crucial challenge of globalisation and public ethics and others African perspectives. The section also interrogates the current complexities and credibility deficits in the global governance of

trade and towards the end engages philosophical questions about conscience and consciousness in African development and progress. The debates in section three continue to section four and focus on the overall issues of language and liberation, the significance of Multi-, Inter and Trans-Disciplinary Approaches in the analysis of the African continent, appropriate indigenous paradigms for promoting the African renaissance as well as a series of debates on the meaning and prospects of regional integration in Africa's renewal. This provides just a snapshot of a very wide ranging and interesting debate contained in the publication.

English is the common denominator that unites the work presented in this volume; it provides a focal point to illustrate the ways in which a political economic approach can account for a range of phenomena in diverse settings in which a "global" language has attained a special status as (an often perceived) tool for socioeconomic mobility. The findings reveal the complex ways in which government leaders and policymakers, as well as communities and individuals in those communities, make decisions within a global economy about the languages that will be taught as subjects or used as media of instruction in schools. Whether or not the "Straight for English" policy that has become popular in various countries in southern Africa and elsewhere is a good or bad idea, in terms of improving school completion and literacy rates, English is often promoted by its advocates as a social "good" with unquestioned instrumental value; yet access to quality English medium education in low-income countries is mostly restricted to those with sufficient economic means to pay for it. As the capitalist world-economy undergoes transformations, and assuming that translation technologies continue to improve, it is likely that the roles and relative importance that English as a global language has enjoyed over the past century will change significantly. Synchronic contextual analyses of English in various countries and regions are snapshots of a moving target with fuzzy boundaries; this is even more so the case when the object of analysis is "lingua franca English," a fluid, contextually realized "practice" that may be described in situ, which is not stable and likely never will be. The degree to which English serves effectively as a lingua franca depends on who the interlocutors are, the situation, and the extent to which interlocutors' interests and goals are mutually compatible and understood.

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current

issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease†? takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog.†? Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings.†? Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations.†? Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation Critiquing the positioning of children from non-dominant groups as linguistically deficient, this book aims to bridge the gap between theorizing of language in critical sociolinguistics and approaches to language in education. Carolyn McKinney uses the lens of linguistic ideologies—teachers' and students' beliefs about language—to shed light on the continuing problem of reproduction of linguistic inequality. Framed within global debates in sociolinguistics and applied linguistics, she examines the case of historically white schools in South Africa, a post-colonial context where political power has shifted but where the power of whiteness continues, to provide new insights into the complex relationships between language and power, and language and subjectivity. Implications for language curricula and policy in contexts of linguistic diversity are foregrounded. Providing an accessible overview of the scholarly literature on language ideologies and

language as social practice and resource in multilingual contexts, Language and Power in Post-Colonial Schooling uses the conceptual tools it presents to analyze classroom interaction and ethnographic observations from the day-to-day life in case study schools and explores implications of both the research literature and the analyses of students' and teachers' discourses and practices for language in education policy and curriculum.

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