Other Voices Other Vistas Short Stories From Africa China India Japan And Latin America

This volume is the first of a series contributing to the academic study of Language Arts, as an English-language teaching paradigm. Language Arts has been widely used in native English-speaking countries including Australia and New Zealand. Its recent adoption into the second-language teaching curriculum in Hong Kong, as well as similar initiatives within secondary and tertiary education in mainland China, enhances its interest to scholars studying second-language teaching and learning in Asian contexts. This book offers many papers and discussions of interest to teachers, language professionals, scholars and administrators. Its chapters explore current topics in Language Arts research including trends in the rapprochment of stylistics and linguistics, teaching approaches and learning outcomes. At the same time, they offer diverse theoretical and methodological aproaches, of interest to the practitioner and policy-maker as well as the researcher. The value of this volume lies particularly in strengthening the theoretical and methodological foundations of Language Arts. The use of literature and the arts in humanist education has a long history within Europe, being traditionally appreciated for its ability to transform leaders, instill finer sensibilities and question social ills. In its postcolonial incarnations, as the traditional subject areas were informed by critical and linguistic theories, language arts subject areas were less often used, as they were understood to offer opportunities to analyse their functions as apology for leaders, coopting the young, and pacifying dissent but less often used to teach second language skills. Language Arts curricula arising since the 1980s have increasingly embraced authentic voices, styles and genres. Contemporary Language Arts curricula use literature to teach reading-based and communication skills, in conjunction with critical and creative thinking. The movement of English-language education beyond native English shores has placed Language Arts into a World Englishes frame, and therefore its curricula have included the teaching ethics, civics and intercultural sensitivity. The explosion of media and digital communications of the 1990s led to the adoption of media literacy as a crucial Language Arts skill. As digital innovations continue to impact the teaching of English, Language Arts has adopted multiliteracies. These developments are represented in the papers included in this volume.

Ten reviews and seventeen essays present critical commentary on the novel "Beloved," by Toni Morrison.

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1938-96, which gives full bibliographical information and tables of contents; an autobiographical author index; and an index of authors by their individual countries. Highly recommended"--Handbook of Latin American Studies, v. 58.

The author detects the coexistence of feminist consciousness and its unconscious repression in short stories by Lilia Pablo Amansec, Edith L. Tiempo, Tita Lacambra-Ayala, Kerima Polotan, and Ines Taccad Cammayo. She also examines the representation of women by four male fictionists - Nick Joaquin, Rony V. Diaz, Gregorio C. Brillantes, and Jose Y. Dalisay, Jr. Except for young Dalisay, all these writers were most productive during the so-called Golden Age of Philippine Fiction in English, an age when feminism was a non-word in literary discourse. An analysis of their stories within the contemporary feminist environment opens them to fresh insights which the traditional male canon would normally overlook. This book thus hopes to develop an awareness of a fascinating activity, namely, reading as a woman, particularly a Filipino woman. But the reader need not be a woman to get the point.

Contains narratives of the experiences of teachers using the testimonial of Rigoberta Menchu, a Guatemalan Indian woman who won the Nobel Peace Prize in 1992. Includes background essays on Menchu and the role of her story in political correctness debates.

The book questions patriarchy and the associated feminine power struggle. It traverses through the characters of the mythological Draupadi of the epic Mahabharat - seeing this epic through the eyes of Draupadi - and a Naxalite girl who was named after this mythological character who broke all typical stereotyped thoughts, convictions and conditioning. This book deals with gender stereotyping and breaking the bondages arising out of conditioning thereof. The detailed research done is bound to draw the attention of any reader towards the ease with which one accepts the indoctrination of stereotypical views, particularly of the feminine form as a norm. In this mundane world, where the dominating position in all subtleties is held by the MAN-kind, this book lucidly addresses questions related to feminine stereotyping. It also intrigues the reader regarding identities arising out of such conditioning.

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A multicultural selection of short stories from around the world includes the work of Nadine Gordimer, Bei Dao, Anita Desai, Kobo Abe, Gabriel Garcfa Mßrquez, Isabel Allende, Chinua Achebe, Wang Anyi, R. K. Narayan, Yukio Mishima, and fifteen other notable authors. Reprint.

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This carefully edited collection has been designed and formatted to the highest digital standards and adjusted for readability on all devices. Jack London (1876-1916) was an American novelist, journalist, and social activist. His amazing life experience also includes being an oyster pirate, railroad hobo, gold prospector, sailor, war correspondent and much more. He wrote adventure novels & sea tales, stories of the Gold Rush, tales of the South Pacific and the San Francisco Bay area - most of which were based on or inspired by his own life experiences. Content: The Cruise of the Dazzler A Daughter of the Snows The Call of the Wild The Kempton-Wace Letters The Sea-Wolf The Game White Fang Before Adam The Iron Heel Martin Eden Burning Daylight Adventure The Scarlet Plague A Son of the Sun The Abysmal Brute The Valley of the Moon The Mutiny of the Elsinore The Star Rover The Little Lady of the Big House Jerry of the Islands Michael, Brother of Jerry Hearts of Three Son of the Wolf The God of His Fathers Children of the Frost The Faith of Men Tales of the Fish Patrol Moon-Face Love of Life Lost Face South Sea Tales When God Laughs The House of Pride & Other Tales of Hawaii Smoke Bellew The Night Born The Strength of the Strong The Turtles of Tasman The Human Drift The Red One On the Makaloa Mat Dutch Courage Uncollected Stories The Road The Cruise of the Snark John Barleycorn The People of the Abyss Theft Daughters of the Rich The Acorn-Planter A Wicked Woman The Birth Mark The First Poet Scorn of Woman Revolution and Other Essays The War of the Classes What Socialism Is What Communities Lose by the Competitive System Through The Rapids on the Way to the Klondike From Dawson to the Sea Our Adventures in Tampico With Funston's Men The Joy of Small Boat Sailing Husky, Wolf Dog of the North The Impossibility of War...

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The International Story is an anthology with guidelines for reading and writing about fiction. The Instructor's Manual provides teaching suggestions, detailed notes, and summaries of the readings in the Student's Book.

A multicultural selection of short stories from around the world includes the work of Nadine Gordimer, Bei Dao, Anita Desai, Kobo Abe, Gabriel Garcia Marquez, Isabel Allende, Chinua Achebe, Wang Anyi, R. K. Narayan, Yukio Mishima, and fifteen other notabl

This book offers a different way of thinking about post-secondary curriculum by considering how institutional curricula can act as a critical agent for preparing students to participate in the democratic public sphere. Tierney demonstrates that the curriculum itself is a cultural product that institutions of higher education socially construct and that the manner in which the individual institution defines its curriculum commits it to certain philosophical and ideological choices. The result of a year's research that included over 250 interviews at seven colleges in universities throughout the U.S., the volume concludes with recommendations administrators and faculty may employ in the effort to advance democracy in their colleges and universities.

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