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Zusammen mit allgemeinen Hinweisen zur äußerlichen Form englischer und amerikanischer Geschäftskorrespondenz, Vokabelverzeichnis und Glossar finden Lernende die wichtigsten Bereiche der beruflichen Kommunikation abgedeckt. Contents: The title of the book 'In Transit'-as a reference to the novel written by Anna Seghers-functions on two levels: On a narrative level, it is a primary metaphor for the fate of all German Jews who fled from the Third Reich and found themselves in France doubly stigmatized as Germans-the despised boches-and as juifs. On another level, 'In Transit' offers perspectives on the Occupation of France and the Vichy regime-the so-called Dark Years-that have not been part of the Vichy debate. So how did German Jews who fled from Nazi Germany to France narrate and document their experiences? This book tells their stories, and in a sense brings them back home to Germany, where they always wanted to belong. It is high time to bring these narratives out of exile and place them firmly on the ground of the Vichy regime. The Author: Ruth Schwertfeger is Professor of German at the University of Wisconsin-Milwaukee. Her dissertation at Oxford on the German Expressionist Georg Kaiser led to her engagement with exile studies and with the Holocaust. Schwertfeger is the author of *Women of Theresienstadt* and *Else Lasker-Schler*, both published by Berg Publishers, Oxford and *The Wee Wild One: Stories of Belfast and Beyond*, published by the University of Wisconsin Press. In a time when the increasing cultural diversity and population mobility of the continent calls for good communication skills, this fascinating book features a wealth of data and critical opinion on the topic of mother tongue education. In the first part of the book, the two editors address central cultural, political and educational concerns relating to the mother tongue, using some of the findings of their European Commission funded research on the changing European classroom. The second part presents case study articles by practitioners from nine countries which have significant regional or immigrant mother tongue populations. These include Welsh in Wales, Catalan and Galician in Spain, Turkish and Greek in Germany, Arabic and Corsican in France, and Belorussian in Poland, as well as critical accounts of the main first language situation in England, Denmark, France, Germany, Poland, post-Soviet Russia, and Spain. The concluding part of the book looks at language awareness as a possible approach to linguistic diversity. It examines the preparation of teachers at all levels, as experienced by the editors through their involvement in an international language study group based in Calgary, Cambridge, Mainz and Bialystock. **Teaching the Mother Tongue in a**

Multilingual Europe is packed with original information which will be of use to all teachers and educationalists concerned with language. Katharina Reiss's now classic contribution to Translation Studies, *Möglichkeiten und Grenzen der Übersetzungskritik: Kategorien und Kriterien für eine sachgerechte Beurteilung von Übersetzungen*, first appeared in 1971. This is the first English translation of this major work, allowing students and practitioners of translation in the English-speaking world to make more extensive use of Reiss's pioneering treatment of a central theme in translation: how to develop reliable criteria for the systematic evaluation of translations. Using a wealth of interesting and varied examples, Reiss offers a systematic and illuminating text typology, a pragmatic approach to text analysis, a functional perspective on translation and a hermeneutic view of the translator, thus accounting for some of the most important aspects of the translation process: the text (both source and target versions), the conditions which determine the translator's decisions, and the translator as an individual whose personal interpretation has to be respected by any critic. In the three decades since Katharina Reiss wrote, the terminology of translation studies has evolved on many fronts. Erroll Rhodes' translation strikes an optimal balance between remaining faithful to the original presentation and using terminology that today's reader would generally understand and value. This book offers ideas and inspiration to educators well beyond the foreign language teachers. The pedagogical insights are deep and meaningful, and convey to the educator possibilities on how to teach adolescents in a 'head, heart, and hands' approach. Although primarily targeted towards the teacher of foreign languages, this book is of interest to anyone involved in education of students grades 6 - 12. The author draws on a lifetime of work with this age group. New insights are presented in this book, concerning the developmental stages of the adolescent, from the revolutionary rebellious spirit to the beginnings of objectivity towards the self and others. The author reminds us to always make room for the necessary humor, and to see the potential absurdity of every situation. This study asserts that the *Lessing* in the *Postscript* can only be understood within Kierkegaard's usage of pseudonymous figures to fulfill the requirements of indirect communication. Jacques de Coutre was a Flemish gem trader who spent nearly a decade in Southeast Asia at the turn of the 17th century. He left history a substantial autobiography written in Spanish and preserved in the National Library of Spain in Madrid. Written in the form of a picaresque tale, with an acute eye for the cultures he encountered, the memoirs tell the story of his adventures in the trading centres of the day: Melaka, Ayutthaya, Cambodia, Patani, Pahang, Johor, Brunei and Manila. Narrowly escaping death several times, De Coutre was inevitably drawn into dangerous intrigues between the representatives of European power, myriad fortune hunters and schemers, and the rulers and courtiers in the palaces of Pahang, Patani, Siam and Johor. A collection of essays, many translated into English for the first time, examines Weininger's influence and reception in Western culture, particularly his impact on important writers such as Ludwig Wittgenstein, Sigmund Freud, Franz Kafka, and James Joyce. It is clearly illogical to search for one good, universal solution for multilingual education when educational contexts differ so widely due to demographic and social factors. The situation is further complicated by the motivations of learners and teachers, and by attitudes towards multilingualism and 'otherness'. The studies in this volume seek to investigate not only whether certain solutions and practices are 'good', but also when and for whom they make sense. The book covers a wide range of Western multilingual contexts, and uncovers common themes and practices, shared aims and preoccupations, and often similar solutions, within seemingly diverse contexts. In addition to chapters based on empirical data, this book offers theoretical contributions in the shape of a discussion of the appropriateness of L1-Ln terminology when discussing complex multilingual realities, and looks at how the age factor works in classroom settings. For book publishing contacts on a global scale, International Literary Market Place 2006 is your ticket to the people, companies, and resources at the heart of publishing in more than 180 countries world-wide—from Afghanistan to Zimbabwe. With the flip of a page, you'll find completely up-to-date profiles for more than 16,500 book-related concerns around the globe, including... 10,500 publishers and literary agents 1,100 major booksellers and book clubs 1,500 major libraries and library associations... and thousands of other book-related concerns—such as trade organizations, distributors, dealers, literary associations, trade publications, book trade events, and other resources conveniently organized in a country-by-country format. Plus, ILMP 2006 includes two publisher indexes—Types of Publications Index and Subject Index—that offer access to publishers via some 140 headings. Additional coverage includes information on international literary prizes, copyright conventions, a yellow pages directory, and a worldwide calendar of events through 2011. Between 1933 and 1945, National Socialists enacted a focused effort to propagandize children's literature by distorting existing German values and traditions with the aim of creating a homogenous "folk community." A vast censorship committee in Berlin oversaw the publication, revision, and distribution of books and textbooks for young readers, exercising its control over library and bookstore content as well as over new manuscripts, so as to redirect the cultural consumption of the nation's children. In particular, the Nazis emphasized Nordic myths and legends with a focus on the fighting spirit of the saga heroes, their community loyalty, and a fierce spirit of revenge—elements that were then applied to the concepts of loyalty to and sacrifice for the Führer and the fatherland. They also tolerated select popular series, even though these were meant to be replaced by modern Hitler Youth camping stories. In this important book, first published in 1984 and now back in print, Christa Kamenetsky demonstrates how Nazis used children's literature to selectively shape a "Nordic Germanic" worldview that was intended to strengthen the German folk community, the Führer, and the fatherland by imposing a racial perspective on mankind. Their efforts corroded the last remnants of the Weimar Republic's liberal education, while promoting an enthusiastic following for Hitler. The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention. This book applies a novel method of critical reading of *Lumen Gentium* and *Mystici Corporis* in combination with redaction-historical analysis to channel the Second Vatican Council's modest attempts at pneumatological renewal into a more open and receptive faith practice and theology. This programmatic socio-rhetorical investigation approaches the Epistle of James as an instance of written deliberative rhetoric, and it seeks to ascertain the social texture of James 2.5, a rhetorical performance of language that in other contexts is explicitly attributed to Jesus. Utilizing the conventions of Greco-Roman rhetoric, Dr Wachob successively probes the inner texture, the intertexture, the social and cultural texture, and the ideological implications of the rhetoric in James 2.1-13. He analyses James' activation of antecedent texts in the LXX, common conceptions and topics in the broader culture, and also sayings in the Jesus tradition. He concludes that James emanates from the same milieu as the pre-Matthean Sermon on the Mount and shows James 2.5 to be an artful performance of the principal beatitude in that early epitome of Jesus' teachings. In recent years, research on valency has led to important insights into the nature of language. Some of these findings are published in this volume for the first time with up-to-date accounts of language description and new reflections on language, above all for English and German. The volume also presents examples of contrastive analysis, which are of use for all those who deal professionally with these two languages. Furthermore, the articles in the psycholinguistic and computational linguistics section demonstrate the applicability and value of valency theory for these approaches and shed light on a fruitful cooperation between theoretical and descriptive linguistics and applied disciplines. The papers cover the following aspects of valency analysis: (i) theoretical aspects of the valency approach in relation to related theories of complementation (dependency syntax, FrameNet, case roles), (ii) descriptive aspects of valency and complementation, (iii) valency as a

concept for the description of cognitive processes in syntactic processing, (iv) contrastive aspects of valency, above all for English and German, and (v) possible computational applications of the valency concept in fields such as automatic syntactic recognition or language processing. The volume combines papers of representatives from different linguistic schools on the topic of complementation. One of the aims is to show how concepts developed for the analysis of one language, in the case of valency often German, can be applied to other languages such as English. This work contributes to the research in the linguistic analysis of Old English with corpus-based lexical databases. In the specific area of Old English, which presents numerous morphological variations and lacks a written standard, a lemmatised corpus is necessary. Thus, the aim of this work is to lemmatise part of the verbal lexicon of Old English, combining aspects of Morphology, Lexicography and Corpus Analysis. The scope is restricted to the most morphologically complex verbal classes of Old English, including irregular verbs and reduplicative verbs, which comprise preterite-present, anomalous, contracted and strong VII verbs. This aim requires, firstly, the selection and management of the sources of data and verification of results; and secondly, the design and sequencing of the steps of the lemmatisation tasks. This research also raises the issue of the automatization of the process of lemmatisation of Old English verbs, on which little previous literature has been found. In conclusion, this work offers an inventory of inflectional forms and lemmas of the verbs under analysis. On the applied side, this work presents different procedures of automatic and manual lemmatisation that can be applied to the fields of Lexicography and Corpus Linguistics.

In the years 2015 and 2016 more than 2.5 million refugees came to the European Union to seek asylum. Many of these refugees acquired professional qualifications in their home countries, but despite these qualifications they often struggle integrating into the labour market. The complex recognition process for their qualifications is one of the main reasons. At the same time the European Union is facing an alarming gap of SME successors and entrepreneurs. More entrepreneurs are needed and refugees need an easier way to become integrated into the labour market in their host country. These two principals were combined in the NEW ENTREPRENEURS project. A procedure for the identification of entrepreneurial potential builds the foundation. This is accompanied with a language training and a motivation and creativity training. To promote entrepreneurship a special training was developed, tested, evaluated and implemented, accompanied with a business start-up and takeover training. A comprehensive coaching process accompanies the whole process. The developed procedures and trainings were successfully applied also to natives in Hungary, meaning that the range of the potential beneficiaries is even larger than expected. This publication contains the relevant curricula, application notes and experiences as a result of the project NEW ENTREPRENEURS with the following partners: Hanse-Parlament (DE), Berufsakademie Hamburg (DE), Institut für angewandte Gewerbeforschung (AT), Ipartestületek Országos Szövetsége (HU), T2I Trasferimento Tecnologico e innovazione scarl (IT) Die Reihe Europäisch-Jüdische Studien repräsentiert die international vernetzte Kompetenz des »Moses Mendelssohn Zentrums für europäisch-jüdische Studien« (MMZ). Der interdisziplinäre Charakter der Reihe, die in Kooperation mit dem Selma Stern Zentrum für Jüdische Studien Berlin-Brandenburg herausgegeben wird, zielt insbesondere auf geschichts-, geistes- und kulturwissenschaftliche Ansätze sowie auf intellektuelle, politische, literarische und religiöse Grundfragen, die jüdisches Leben und Denken in der Vergangenheit beeinflusst haben und noch heute inspirieren. Mit ihren Publikationen weiß sich das MMZ der über 250jährigen Tradition der von Moses Mendelssohn begründeten Jüdischen Aufklärung und der Wissenschaft des Judentums verpflichtet. In den BEITRÄGEN werden exzellente Monographien und Sammelbände zum gesamten Themenspektrum Jüdischer Studien veröffentlicht. Die Reihe ist peer-reviewed.

The Eucharist in the Reformation: Incarnation and Liturgy takes up the words, 'this is my body', 'this do', and 'remembrance of me' that divided Christendom in the sixteenth century. It traces the different understandings of these simple words and the consequences of those divergent understandings in the delineation of the Lutheran, Reformed, and Catholic traditions: the different formulations of liturgy with their different conceptualizations of the cognitive and collective function of ritual; the different conceptualizations of the relationship between Christ and the living body of the faithful; the different articulations of the relationship between the world of matter and divinity; and the different epistemologies. It argues that the incarnation is at the center of the story of the Reformation and suggests how divergent religious identities were formed. From the teaching of grammar to the teaching of literature; from classroom teaching to independent learning; from role-playing to CAL - few books on teaching languages cover such a wide field. In this book teaching experience and research from practitioners in four European countries throw new light on old problems faced every day, while others reveal innovative teaching methods and new insights into how teachers and learners interact. Sections include: \*language learning strategies and computer-assisted language learning \*facilitating individual progress through autonomous learning \*how to bring a foreign country alive in the classroom \*de-mythologising grammar teaching \*how different types of dictionaries can make valuable contributions to language teaching \*teaching and using idiomatic phrases. This volume brings together some of the most well-known and highly respected commentators on the work of Jacques Derrida from Britain and America in a series of essays written to commemorate the life and come to terms with the death of one of the most important intellectual presences of our time. Derrida's thought reached into nearly every corner of contemporary intellectual culture and the difference he has made is incalculable. He was indeed controversial but the astonishing originality of his work, always marked by the care, precision and respect with which he read the work of others, leaves us with a philosophical, ethical and political legacy that will be both lasting and decisive. The sometimes personal, always insightful essays reflect on the multiple ways in which Derrida's work has marked intellectual culture in general and the literary and philosophical culture of Britain and America in particular. The outstanding contributors offer an interdisciplinary view, investigating areas such as deconstruction, ethics, time, irony, technology, location and truth. This book provides a rich and faithful context for thinking about the significance of Derrida's own work as an event that arrived and perhaps still remains to arrive in our time. Contributors: Derek Attridge, Thomas Baldwin, Geoffrey Bennington, Rachel Bowlby, Alex Callinicos, David E. Cooper, Simon Critchley, Robert Eaglestone, Simon Glendinning, Marian Hobson, Christopher Johnson, Peggy Kamuf, Michael Naas, Nicholas Royle

Second-person storytelling is a continually present and diverse technique in the history of literature that appears only once in the oeuvre of an author. Based on key narratives of the post-war period, Evgenia Iliopoulou approaches the phenomenon in an inductive way, starting out from the essentials of grammar and rhetoric, and aims to improve the general understanding of second-person narrative within literature. In its various forms and typologies, the second person amplifies and expands the limits of representation, thus remaining a narrative enigma: a small narrative gesture - with major narrative impact. Based on comparative analyses of diachronic data, the articles in this volume address both theoretical and methodological issues in the study of grammaticalization and lexicalization in both Eastern and Western languages. The central question raised and discussed in this volume is how, if any, typological properties of the two genetically unrelated language families interact with the processes of grammaticalization and lexicalization. Because our own historical moment continues to be indebted to romanticism, such a shift in understanding prompts a rethinking in our ideas of the interrelation of literature, philosophy, and science."--Jacket.

Gotthold Ephraim Lessing (1729-81) stands as a key figure in German intellectual history, a bridge joining Luther, Leibniz, and German idealism. Despite his well-recognized importance in the history of thought, Lessing as theologian or philosopher of religion remains an enigmatic figure. Scholars refer to the "riddle" or "mystery" of Lessing, a mystery that has proved intractable because of his reticence on the subject of the final conclusions of his intellectual project. Toshimasa Yasukata seeks to unravel this mystery. Based on intensive study of the entire corpus of Lessing's philosophical and theological writings as well as the extensive secondary literature, Yasukata's work takes us into the systematic core of Lessing's thought. From his penetrating and

sophisticated analysis of Lessing's developing position on Christianity and reason, there emerges a fresh image of Lessing as a creative modern mind, who is both shaped by and gives shape to the Christian heritage. The first comprehensive study in English of Lessing's theological and philosophical thought, this book will appeal to all those interested in the history of modern theology, as well as specialists in the Enlightenment and the German romantic movement. Published at a time of unprecedented growth of interest in translation, the Dictionary of Translation Studies aims to present the insights of a number of different approaches to translation in an unbiased, non-partisan way. With more than 300 articles, this essential volume provides the reader with a snapshot of a rapidly developing discipline, based on work produced in several languages. With a clear, easy-to-follow layout, the Dictionary provides a comprehensive and highly accessible survey of key terms and concepts (such as Abusive Translation, Equivalence, Informationsangebot, Minimax Principle, Texteme and Thick Translation), types of activity (Autotranslation, Dubbing, Signed Language Interpreting), and schools and approaches (Leipzig School, Manipulation School, Nitra School). Each term is presented within the context in which it first occurred and is given a definition which is both clear and informative. Major entries include a discussion of relevant viewpoints as well as comments on how the usage and application of the term have developed subsequent to its coining. In addition, all entries provide suggestions for further reading, and there is an extensive bibliography included at the end. This is an indispensable tool for anyone studying or teaching translation at university level. TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. TRENDS IN LINGUISTICS considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

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