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This book constitutes the refereed proceedings of the 4th International Workshop on Controlled Natural Language, CNL 2014, held in Galway, Ireland, in August 2014. The 17 full papers and one invited paper presented were carefully reviewed and selected from 26 submissions. The topics include simplified language, plain language, formalized language, processable language, fragments of language, phraseologies, conceptual authoring, language generation, and guided natural language interfaces.

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South Africa's transformation to democracy has highlighted the need for reliable socio-economic information and analysis to inform the process of meeting our numerous and complex development challenges.

This book discusses "tourism and hospitality" from different perspectives and disciplines. In addition, this book, considering the tourism and hotel management terminology, is expected to be a source book for the theoretical and practical scientific studies in the fields which is in close relationship such as gastronomy, recreation and marketing.

This book constitutes the proceedings of the First International Conference on Language, Data and

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Knowledge, LDK 2017, held in Galway, Ireland, in June 2017. The 14 full papers and 19 short papers included in this volume were carefully reviewed and selected from 68 initial submissions. They deal with language data; knowledge graphs; applications in NLP; and use cases in digital humanities, social sciences, and BioNLP.

South Africa Yearbook

Controlled Natural Language

A Secret History of Language in South Africa

Scholar's Zulu Dictionary; English-Zulu, Zulu-English

Language Vitality in South Africa

Psycholinguistic, Neurolinguistic, and Educational Perspectives

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Drawing for Science Education

The New Cambridge Shakespeare appeals to students worldwide for its up-to-date scholarship and emphasis on performance. The series features line-by-line commentaries and textual notes on the plays and poems. Introductions are regularly refreshed with accounts of new critical, stage and screen interpretations. This second edition of *The Merchant of Venice* retains the text and Introduction prepared by M. M. Mahood and features a new introductory section by Charles Edelman. Where Mahood focuses in her Introduction on the expectations of the play's first audience and on our

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modern experience of seeing and hearing the drama performed, Edelman explores the play's sexual politics. He also foregrounds recent scholarship on the position of Jews in Shakespeare's time and surveys the international scope and diversity of theatrical interpretations of the text in the 1980s and 1990s. He pays particular attention to the ways in which directors and actors tackle the troubling figure of Shylock.

The Routledge Handbook of English as a Lingua Franca (ELF) provides an accessible, authoritative and comprehensive introduction to the main theories, concepts, contexts and applications of this

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rapidly developing field of study. Including 47 state-of-the art chapters from leading international scholars, the handbook covers key concepts, regional spread, linguistic features and communication processes, domains and functions, ELF in academia, ELF and pedagogy and future trends. This handbook is key reading for all those engaged in the study and research of English as a lingua franca and world/global Englishes more broadly, within English language, applied linguistics, and education.

This unique and timely book focuses on research conducted into the experiences of students from

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rural backgrounds in South Africa: foregrounding decolonial perspectives on their negotiation of access and transitions to higher education. This book highlights not only the challenges of coming from a rural background against the historical backdrop of apartheid and ongoing colonialism, but also shows the immense assets that students from rural areas bring into higher education. Through detailed narratives created by student co-researchers, the book charts early experiences in rural communities, negotiations of transitions to university and, in many cases, to urban life and students' subsequent journeys through higher

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education spaces and curricula. The book will be of significant interest and value to those engaged in rurality research across diverse settings, those interested in the South African higher education context and higher education more widely. Its innovative, participatory methodology will be invaluable to researchers seeking to conduct collaborative research that draws on decolonising approaches.

From best-selling author Holly Webb comes a brand new series full of mystery and intrigue following the adventures of a very determined heroine and her dog! Holly Webb fans will be thrilled to pieces to

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discover the adventures of Maisie Hitchens, the pluckiest little detective in Victorian London. Maisie Hitchens lives in her grandmother's boarding house, longing for adventure. She idolizes the famous detective, Gilbert Carrington, and follows his every case. But Maisie is about to be given the opportunity of a lifetime: her own mystery to solve! In the first book in this fantastic new series, Maisie rescues a puppy in peril whilst running an errand, and adopts him. She decides to investigate the puppy's original cruel owner, but instead gets tangled up in an intriguing plot involving stolen sausages, pilfered halfpennies and a fast-paced bicycle chase. The

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streets of Victorian London are never safe, but
Maisie's on the case!

Decolonial Perspectives

Bilingual Early Learning & Easy Teaching Zulu (IsiZulu) Books for Kids

Linguistics and Language Behavior Abstracts

English in Australia

English Medium Instruction

Perspectives Emerging from South Africa and
Beyond

A Profile of Gauteng Province

In this volume a range of authors from different

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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

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will be of interest to wide range of people engaged in language and literacy education.

As the colonial hegemony of empire fades around the world, the role of language in ethnic conflict has become increasingly topical, as have issues concerning the right of speakers to choose and use their preferred language(s). Such rights are often asserted and defended in response to their being violated. The importance of understanding these events and issues, and their relationship to individual, ethnic, and national identity, is central to research and debate in a range of fields outside of,

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as well as within, linguistics. This book provides a clearly written introduction for linguists and non-specialists alike, presenting basic facts about the role of language in the formation of identity and the preservation of culture. It articulates and explores categories of conflict and language rights abuses through detailed presentation of illustrative case studies, and distills from these key cross-linguistic and cross-cultural generalizations.

Classified list with author and title index.

This volume fills an important gap in exploring English in the domains of business and commerce

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through the prism of sociolinguistics and the sociology of language, as opposed to analyzing business genres or taking a linguodidactic approach. It expands the regional coverage of English in Europe, with several studies based in Central Europe, and also considers contexts which interact with Europe even though they are physically outside of it (Asia, Africa). It addresses English as just one of several languages at play in the ecology of the countries. It focuses not only on the position of languages as declared in documents of various organizations, that is, language policy, but also

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everyday linguistic practices as observed in business contexts, that is, interactions. The studies are divided into three thematic areas: ideologies and discourses on English in the business sphere, the management of English in business and organizational contexts, and English and other languages on local and international labor markets. It will be of interest to readers concerned with multilingualism in the economic sphere and the workplace and the interplay between macro and micro levels during the management of communication in organizations.

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South African national bibliography
English-Medium Instruction and Translanguaging
4th International Workshop, CNL 2014, Galway,
Ireland, August 20-22, 2014, Proceedings
English a Changing Medium for Education
Digital Libraries: Providing Quality Information
The Routledge Handbook of English as a Lingua
Franca

Breaking down barriers for educators

***This edited volume considers why the
African language press is unstable and
what can be done to develop quality***

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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

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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. This volume is the first published collection of papers on the impact of diglossia and dialectal variations on language and literacy acquisition, impairment, and education. The authors are pioneering in this field and are leading researchers with substantial

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experience in conducting research in this area. A wide range of areas and languages are covered, including the US, South Africa, Israel, and various European countries. The chapters present novel data and insights regarding the role of dialectal variations on language and literacy, from a wide range of countries and perspectives. These insights have significant theoretical and practical implications. A majority of literacy

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learners worldwide are taught to read and write in a language variety or a dialect that is not the same as their spoken language. Not only is this the global norm, but it is probably also the greatest obstacle to literacy learning. This volume is the first published collection of papers on the role of dialect in language and literacy acquisition, impairment, and education in a variety of languages and situations across Europe, the Middle

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East, North America, Africa, and Asia. The authors are pioneers in this field.

This book addresses the following questions: What are the social, cultural or religious particularities of advertising and advertising practices? Are there any taboos? What about legal restrictions? How is the advertising infrastructure? Are there any institutions, federations or boards of advertising? How are media data

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collected? How can specific target groups be addressed? Are there any specific habits in using media? Specialists from Australia, Belgium, Finland, France, Germany, India, Mexico, Russia, South Africa, Taiwan, and the USA provide comprehensive information on advertising conditions in their countries.

"Why are you learning Zulu?" When Mark Sanders began studying the language, he was often asked this question. In

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Learning Zulu, Sanders places his own endeavors within a wider context to uncover how, in the past 150 years of South African history, Zulu became a battleground for issues of property, possession, and deprivation. Sanders combines elements of analysis and memoir to explore a complex cultural history. Perceiving that colonial learners of Zulu saw themselves as repairing harm done to Africans by Europeans, Sanders reveals deeper

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motives at work in the development of Zulu-language learning—from the emergence of the pidgin Fanagalo among missionaries and traders in the nineteenth century to widespread efforts, in the twentieth and twenty-first centuries, to teach a correct form of Zulu. Sanders looks at the white appropriation of Zulu language, music, and dance in South African culture, and at the association of Zulu with a martial masculinity. In

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exploring how Zulu has come to represent what is most properly and powerfully African, Sanders examines differences in English- and Zulu-language press coverage of an important trial, as well as the role of linguistic purism in xenophobic violence in South Africa. Through one person's efforts to learn the Zulu language, Learning Zulu explores how a language's history and politics influence all individuals in a

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multilingual society.

***Speaking Subjects in Multilingualism
Research***

***Reflecting Society in Higher Education
The African Book Publishing Record***

***17th International Conference on Asia-
Pacific Digital Libraries, ICADL 2015,
Seoul, Korea, December 9-12, 2015.***

Proceedings

***Interactions and Policies; English in
Europe***

Taking Ethno-Cultural Diversity

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Seriously in Constitutional Design A Theory of Minority Rights for Addressing Africa's Multiethnic Challenge

Did you ever want to teach your kids the basics of Zulu (isiZulu) ? Learning Zulu (isiZulu) can be fun with this picture book. In this book you will find the following features: Zulu (isiZulu) Alphabets. Zulu (isiZulu) Words. English Translations.

Using a legal and multidisciplinary

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approach towards empirical and prescriptive analysis of contemporary minority rights standards, this book defends and elaborates a robust minority rights framework for articulating a constitutional design responsive to the claims of ethno-cultural groups in Africa. Language, Data, and KnowledgeFirst International Conference, LDK 2017, Galway, Ireland, June 19-20, 2017, ProceedingsSpringer Comprehensive second editions of History for the IB Diploma Paper 2, revised for

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first teaching in 2015.

*Development, Economics and Management
Ethnolinguistic Perspectives on Human
Conflict*

African Language Media

Focus

*Multilingual Universities in South Africa
Gaffney's Local Government in South Africa
English Matters Level 4 Module 8*

This book constitutes the refereed proceedings of the 8th International RuleML Symposium, RuleML 2014, co-located with the 21st European Conference

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on Artificial Intelligence, ECAI 2014, held in Prague, Czech Republic, in August 2014. The 17 full and 6 short papers presented together with 3 keynote talks were carefully reviewed and selected from 48 submissions. The papers cover the following topics: semantic web rule languages and standards, rule engines, formal and operational semantics and rule-based systems, the relation between natural language and rules, automation of business rules generation from existing data, and aspects related to legal rules and norms for web and corporate environments.

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This book constitutes the refereed proceedings of the 17th International Conference on Asia-Pacific Digital Libraries, ICADL 2015, held in Seoul, South Korea, in December 2015. The 22 full papers, 9 short papers, 7 panels, 6 doctoral consortium papers and 19 poster papers presented were carefully reviewed and selected from 141 submissions. The papers for this 2015 conference cover topics such as digital preservation, gamification, text mining, citizen science, data citation, linked data, and cloud computing. This book offers a critical exploration of definitions,

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methodologies and ideologies of English-medium instruction (EMI), contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts. It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels, in a variety of countries, with different approaches to translanguaging, different named languages, and different policies. These studies include several underrepresented contexts across the globe, providing a broad view of how translanguaging in EMI is understood in these educational settings.

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Furthermore, this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom. "A masterpiece of contemporary Bible translation and commentary."—Los Angeles Times Book Review, Best Books of 1999 Acclaimed for its masterful new translation and insightful commentary, *The David Story* is a fresh, vivid rendition of one of the great works in Western literature. Robert Alter's brilliant translation gives us David, the beautiful, musical hero who slays Goliath and, through his

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struggles with Saul, advances to the kingship of Israel. But this David is also fully human: an ambitious, calculating man who navigates his life's course with a flawed moral vision. The consequences for him, his family, and his nation are tragic and bloody. Historical personage and full-blooded imagining, David is the creation of a literary artist comparable to the Shakespeare of the history plays.

The Merchant of Venice

Advertising Conditions in Selected Countries

LLBA.

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Advertising Worldwide

8th International Symposium, RuleML 2014, Co-located with the 21st European Conference on Artificial Intelligence, ECAI 2014, Prague, Czech Republic, August 18-20, 2014, Proceedings

Rural Transitions to Higher Education in South Africa

Multilingualism, Literacy and Dyslexia

This fully revised new edition provides advice on the identification, assessment and support of bilingual learners and assists practitioners in identifying the difference between literacy difficulties due to bilingualism or multilingualism and dyslexia. An essential text for staff development, it includes innovative approaches in technology and teaching programmes

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beneficial to multilingual learners and advice on learning additional languages. With contributions from experts from across the globe, this book will provide guidance on key themes including: the assessment of multilingual learners the impact of dyslexia on bilingualism the literacy challenges facing learners from Indigenous cultures the role of the SENCO in identifying children with English as an additional language and Dyslexia the emotional needs of learners with bi/multilingualism and Dyslexia This book will provide guidance to anyone involved in literacy development and language learning. With the increase in international schools around the globe and the ever growing desire for parents to ensure that their children become proficient in English, this book will appeal to teachers, teaching assistants, specialists, and all other practitioners who work with

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bi/multilingual children.

The importance of the first-year experience is now well recognised. This collection of papers makes a fascinating and important contribution to our understanding of students' transition to higher education. This is a scholarly, engaging and illuminating text, that is relevant not only in the context of South Africa, but for anyone interested in student learning in the first year of university education. David Gosling, Plymouth University

Focusing on the use of African languages in higher education, this book showcases South African higher education practitioners' attempts to promote a multilingual ethos in their classes. It is a first-time overview of multilingual teaching and learning strategies that have been tried and tested in a number

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of higher education institutions in South Africa. Despite language-in-education policies that extol the virtues of multilingualism, practice remains oriented towards English-only learning and teaching. In the multilingual contexts of local campuses, this book shows how students and lecturers attempt to understand their multiple identities and use the available languages to create multilingual learning environments. This book argues for the essential use of drawing as a tool for science teaching and learning. The authors are working in schools, universities, and continual science learning (CSL) settings around the world. They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking – sometimes direct observation and in other instances, their memories. The result is

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a collection of research and essays that offer theory, technique outcomes, and models for the reader. Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms. Secondary students describe their ideas of chemistry and physics. Teacher educators use drawings to consider the progress of their undergraduates' understanding of science teaching and even their moral/ethical responses to teaching about climate change. Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted. A physician explains how the history of drawing has been a critical tool to medical education and doctor-patient communications. Each chapter contains samples, insights, and where applicable, analysis techniques. The chapters in this book

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should be helpful to researchers and teachers alike, across the teaching and learning continuum. The sections are divided by the kinds of activities for which drawing has historically been used in science education: An instance of observation (Audubon, Linnaeus); A process (how plants grow over time, what happens when chemicals combine); Conceptions of what science is and who does it; Images of identity development in science teaching and learning.

Handbook of Literacy in Diglossia and in Dialectal Contexts
Focus on First Year Success

Learning Zulu

Proceedings of the British Psychological Society

South Africa's Magnifying Glass

First International Conference, LDK 2017, Galway, Ireland,

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June 19-20, 2017, Proceedings

History for the IB Diploma Paper 2 Evolution and Development of Democratic States (1848–2000)

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

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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.

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions

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about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics

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*Series Advisers: Anne Burns and Diane Larsen-Freeman
Seminar paper from the year 2011 in the subject English -
Pedagogy, Didactics, Literature Studies, grade: 1,3, Ernst
Moritz Arndt University of Greifswald
(Anglistik/Amerikanistik), course: Hauptseminar: English in
Contact, language: English, abstract: There are 24
languages which are regularly used by more than 44.8
million South Africans and almost 80 % of the South African
population use one of the African languages at home. "The
most commonly spoken home language is isiZulu, which is
spoken by 23.8 % of the population, followed by isiXhosa
(17.6 %) and Afrikaans (13.3 %)" Although English is the
home language of only 8.2 % of the South African
population it is still used as a lingua franca throughout the*

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nation. The eleven official languages are used by 99% of the country's population and those languages are all supposed to have equal rights. Belonging to these languages are English and Afrikaans, and nine other African languages: "Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, and isiZulu". There are also many other languages spoken in South Africa like for example Arabic, German, Greek, Hindi, Tamil, Hebrew and many more. Some European languages like French, German, and Portuguese are used in South Africa but they are not nearly as influential as English. The historical development of South Africa has brought the question of language forward. The country became aware of its unique language situation and the chances and problems which are connected to it.

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After Mandela many people developed a greater interest in smaller languages. The paper is going to explore the language vitality of some of the 11 official South African languages, dealing with the problem of language endangerment/death and language revitalisation. It is going to be seen whether the multilingualism which is propagandized by the government is or can be realised in real life. Due to the lack of valid information for many of the smaller indigenous African languages the paper will mostly look at the situation of Afrikaans and English, only rarely considering the other languages in much detail. Controlled natural languages (CNLs) are based on natural language and apply restrictions on vocabulary, grammar, and/or semantics. They fall broadly into 3 groups. Some are

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designed to improve communication for non-native speakers of the respective natural language; in others, the restrictions are to facilitate the use of computers to analyze texts, for example, to improve computer-aided translation; and a third group of CNLs are designed to enable reliable automated reasoning and formal knowledge representation from seemingly natural texts. This book presents the 11 papers, selected from 14 submitted, and delivered at the sixth in the series of workshops on Controlled Natural Language, (CNL 2018), held in Maynooth, Ireland, in August 2018. The papers cover a full spectrum of controlled natural languages, ranging from human oriented to machine-processable controlled languages and from more theoretical results to interfaces, reasoning engines, and the real-life

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application of CNLs. The book will be of interest to all those working with controlled natural language, whatever their approach.

English in Business and Commerce

Rules on the Web: From Theory to Applications

The David Story: A Translation with Commentary of 1 and 2 Samuel

Language Conflict and Language Rights

An International Perspective

The New Tribe