

1: Chinese as a foreign language - Wikipedia

This book is a sequel to "The Chinese Learner: Cultural, Psychological and Contextual Influences", which was first published in and has been widely acclaimed. The book made a seminal contribution to the field by focusing on the influence of cultural factors on approaches to learning in Chinese societies.

Review Jill Duffy The Best Language-Learning Software of Which app is best for learning a brand new language, brushing up on one you studied years ago, or even picking up a few words before traveling? Our reviews can guide you to the best language-learning software for you. Learn a Language on Your PC Choosing the right language-learning software is a highly personal decision. Do you need virtual tutoring? What about making sure you can study while driving? Do you need to master core grammar or just be able to speak some essential phrases for travel? Is the program you want in your price range? There are so many excellent programs that can teach you a language, no matter what your needs or your budget. It also presents bite-size learning, making it a great tool for studying in short sessions. You can set a goal for your daily learning schedule, and some gamification aspects encourage you to hit that goal consistently. We highly recommend Duolingo either on its own or as a companion to another language-study program. At present, Duolingo has programs in 26 languages: There are some language-learning courses in beta, and four more that are "hatching," which means they are in development and not quite open for use: Arabic, Hawaiian, Hindi, and Indonesian. In other words, these languages will be available in the future. Rosetta Stone has an excellent and stable system, and the experience of using it is smooth as glass. While some people may complain that the content is repetitive and a little dry, the deductive learning method it uses stands out as being much more memorable than most other programs that use, say, flashcards as their primary learning mechanic. We also like that the lessons are consistent in length, so you always know how much time you need to invest to complete a section. Rosetta Stone keeps track of your progress, scores you as you complete exercises, and repeats important ideas at the right intervals to help you keep them fresh in your mind. It incorporates reading, writing, speaking, and listening equally, and it has optional e-tutoring sessions in which you can take a class with a real instructor via a web conferencing setup. Rosetta Stone is available for 28 languages, which are all listed in our review. If you run a business with employees who regularly travel abroad and need some instruction in the languages of their destinations, you should definitely look into Rosetta Stone Catalyst for your company. The Best Service for Brushing Up on a Language If you already have some experience speaking a language and need to brush up, We recommend two services: Transparent Language Online and Yabla. In our experience with the program, Transparent Language Online is hard. Transparent is similar to Rosetta Stone in that it covers all the major areas of learning: Yabla is also very good for brushing up, but for a very different reason. After you watch a video, you replay it in segments and answer questions about the content and words used. Beginners trying a new language may find it overwhelming. But when used with a language they have already studied, it became challenging in a positive way for students. There are some videos that are slower and for beginners, but the real value of Yabla is in the intermediate and advanced videos. Interactive mobile apps are great when you can spare the attention of your eyeballs and fingers, but what if your idea of learning on the go is to do it while driving or walking the dog? Pimsleur is somewhat old-school in the sense that the programs are almost entirely audio based, with only a few optional PDFs to help you with spelling and reading. When you buy Pimsleur, you get a batch of MP3 files that you can play on any device that supports them. Each lesson is about 30 minutes long, and the content is exceptional. The learning experience is highly independent. But when it comes to learning a new language, sometimes you need a human being to explain something to you. Living Language is a program that includes e-tutoring in its package. In the e-tutoring sessions, you video-conference with an instructor. They have set material to cover, but they are free to answer questions, speak to you in English, and so forth. Another great program with a more human touch is Fluenz. The guide explains concepts, breaks down pronunciation, and becomes a familiar face on your learning journey. What do you do, then, if you need to learn Urdu, Igbo, or Ojibwe? Transparent Language Online has programs for more than languages. Some of those programs are short at the

moment, but the company is busy adding to them. Pimsleur has 50 languages in its catalog, and a few of them are not offered by Transparent. That might sound deadly dull, but Quizlet actually offers a bunch of tools to mix up the memorization, ranging from flashcards to fill-in-the-blanks questions, and even a few game modes. The tools are nicely animated, and the app offers speech-to-text features for pronunciation help, too. The result is a surprisingly engaging tool that is a good adjunct for any language-learning course. You can create your own study set, adding to it as new words pop up, or you can choose from the millions of user-generated sets out there. While languages make up just a fraction of the premade sets, a quick look shows that there are plenty of sets available for Chinese, French, Japanese, Spanish and many other languages. For that, you need to practice with other human beings and come up with things you genuinely want to say, rather than words that an app is prompting you to learn. Using the apps listed below can teach you a lot, though, so develop a base knowledge first with them and then go out and use your skills in the real world. If one of the apps sounds good to you, you can click the links and read the full review for a deeper dive. For a few pointers for kick-starting your language studies, we have some excellent tips for getting the most out of your language-learning software.

2: Teaching method holds the key in Chinese learning

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YouTube is packed full of great content for learning Mandarin Chinese. You can find video lessons that cover a wide range of subjects, and they are totally free. YangYang – Based in the U. With professional presentations, effective teaching methods, and concise explanations, Yangyang does a great job of teaching Mandarin. She covers topics such as grammar, Pinyin, and important Chinese basics. Finding really high quality Chinese learning videos online is always tough, but Yangyang is right up there in providing the best of these kinds of videos. The main host has changed from Jenny to Fiona Tian. All of their videos are not very long – from 15 seconds to 10 minutes – which is perfect for learning with your free time. Her courses include pronunciation, characters, and a how-to-say series. Now she is making a course based on HSK. Her teaching style is repeating the target content several times to make sure you are engaged and will remember her lessons. Thus, you can always find the type of course which can fit your taste and learning abilities. You can find more high quality Mandarin Chinese learning video courses on their site. Chels teaches Chinese – Chels is really a unique character in the Chinese teaching world. She is very funny and uses exaggerated expressions to impress you. This makes learning Chinese with her easier and more relaxed. HelloChinese focuses on teaching Chinese via multi-media. Podcast is usually hosted by two people talking about the culture and language comparison. Minute Mandarin is about the slang learning done in about a minute. Over time, their videos are getting better and better developed. Litao Chinese – We recommended this channel in the post the most recommended online Chinese courses. Their videos are based on HSK and are now already up to level 2. Recently, they also made some AskLitao videos to answer some frequently asked questions. This channel shows two Chinese men explaining grammar points according to the HSK requirements. The grammar points coverage is wider than many of the other Chinese teaching YouTubers. You can find some explanations on their page which are less mentioned by others. ChineseClass supplies various Chinese learning videos, and one of them is about how to learn Chinese in three minutes. There are several basic simple sentences that the teacher, Ma Yanru, explains in detail. They also have special vocabulary learning videos. Their travel videos are very useful as well, and they give you a tour of some places, and even include survival skills. Mandarin Corner – One of the obvious features of Mandarin Corner is the diversity of the video topics, such as HSK, vocabulary, reading, talking, surviving, and even translations. The other outstanding feature is the teaching style. The teacher uses casual conversations which may be used in real life so as to teach the viewers in a practical way. The Chinese and English subtitles also help learners understand the content easier. From their videos, you can experience various role playing while learning new vocabulary which may not be found in the regular textbooks.

3: Best Ways to Learn Mandarin Online – 1-to-1 Lessons with Chinese Teachers

Teaching the Chinese Learner focuses on the work of teachers in Hong Kong and China. It analyses the ways in which teachers in these countries think about and conduct their teaching. Differences between Chinese and Western approaches to teaching are identified and lessons are drawn for educational reform.

Kircher divides Chinese characters into 16 types, and argues that each type originates from a type of images taken from the natural world. The interpretation of the Chinese language in the West began with some misunderstandings. Since the earliest appearance of Chinese characters in the West, [8] the belief that written Chinese was ideographic prevailed. I thought that someday, perhaps one could accommodate these characters, if one were well informed of them, not just for representing the characters as they are ordinarily made, but both for calculating and aiding imagination and meditation in a way that would amazingly strike the spirit of these people and would give us a new means of teaching and mastering them. They mastered the language without the aid of any grammar books or dictionaries, and are often viewed as the first Western sinologists. Ruggieri set up a school in Macau, which was the first for teaching foreigners Chinese and translated part of the Great Learning into Latin. This was the first translation of a Confucian classic into any European language. He also wrote a religious tract in Chinese, the first Chinese book written by a Westerner. Matteo Ricci brought Western sciences to China, and became a prolific Chinese writer. With his wide command of the language, Ricci impressed the Chinese literati and was accepted as one of them, much to the advantage of his missionary work. Several scientific works he authored or co-authored were collected in the Siku Quanshu, the imperial collection of Chinese classics. Page from the Portuguese-Chinese dictionary manuscript by Ricci, Ruggieri, and Fernandez Ricci and Ruggieri, with the help of the Chinese Jesuit Lay Brother Sebastiano Fernandez also spelled Fernandes; 利瑪竇, are thought to have created the first Portuguese-Chinese dictionary some time between 1600 and 1610. The distinction between aspirated and unaspirated consonants was also made clear through the use of apostrophes, as in the much later Wade-Giles system. Although neither of the two dictionaries were published – the former only came to light in the Vatican Secret Archives in 1929, and saw publication in 1933, while the later has not been found so far – Ricci made the transcription system developed in 1605, and in 1626 it was finally published, with minor modifications, by another Jesuit Nicolas Trigault in a guide for new Jesuit missionaries. The system continued to be in wide use throughout the 17th and 18th century. The earliest surviving one is by Francisco Varo 1622. His *Arte de la Lengua Mandarina* was published in Canton in 1622. Glossaries for Chinese circulated among the missionaries from early on. Due to the status of Guangzhou as the only Chinese port open to foreign trade and exchange in the 17th century, Cantonese became the variety of Chinese that came into the most interaction with the Western world in early modern times. Foreign works on Chinese were largely centered around this variant until the opening up of other Chinese regions for commerce through unequal treaties, which exposed European scholars to a much larger number of Chinese varieties. Since then sinology became an academic discipline in the West, with the secular sinologists outnumbering the missionary ones. Some of the big names in the history of linguistics took up the study of Chinese. After this period, only Cantonese and Mandarin remained as the most influential variants of Chinese, the former due to the importance of maritime trade in Guangzhou and the emergence of Hong Kong as a key economy in East Asia. Chinese departments in the West were largely centered on Cantonese due to British colonial rule over Hong Kong until the opening of communist-ruled China starting in the 1940s. Starting with Bulgaria in 1949, China also dispatched Chinese teachers abroad, and by the early 1950s had sent teachers as far as the Congo, Cambodia, Yemen and France. The programs were disrupted for several years during the Cultural Revolution. According to the Chinese Ministry of Education, there are institutions teaching Mandarin Chinese as a foreign language, receiving about 40,000 foreign students. In addition, there are almost 5,000 Chinese language teachers. Since the State Education Commission has managed a Chinese language proficiency exam program, which tests has been taken around million times including by domestic ethnic minority candidates. Characters[edit] While English uses an alphabet, Chinese uses hanzi, or Chinese characters, as its writing system. However, most of the characters contained there are archaic and obscure. In his article "Why Chinese is So Damn Hard", David Moser states that an English

speaker would find the "ridiculous" writing system "unreasonably hard to learn" to the level of achieving literacy due to the large number of characters. Moser argued that he was unable to "comfortably read" a newspaper even though he knew 2, characters. Many other Chinese dialects have more, for example, Cantonese has six often numbered as nine, but three are duplicates. In most Western languages, tones are only used to express emphasis or emotion, not to distinguish meanings as in Chinese. A French Jesuit , in a letter, relates how the Chinese tones cause a problem for understanding: I will give you an example of their words. They told me chou [shu in modern Pinyin [32]] signifies a book: Chou, the next time I heard it, I found signified a tree. Now I was to recollect, chou was a book, or a tree. I should not finish, were I to attempt to give you all its significations. Chinese courses have been blooming internationally since at every level of education. The teaching of Chinese as a foreign language is known as *duiwai hanyu jiaoxue* simplified Chinese: Taiwan has long been a place for students to study Mandarin. Many online courses in Standard Mandarin , Standard Cantonese and some other varieties are available through commercial, governmental and nonprofit websites catering to speakers of English and over a hundred other languages. Software is also available to help students pronounce, read and translate Chinese into English and other languages. Notable non-native speakers of Chinese[edit] Viktor Axelsen: Danish national badminton player Pearl S.

4: Resource: Teaching Foreign Languages K A Library of Classroom Practices

See The Chinese Learner: Cultural, Psychological, and Contextual Influences (Edited by David Watkins and I; Hong Kong: Centre for Comparative Research in Education/Camberwell, Vic: Australian Council for Educational Research,).

But their progress is not as rapid as might be expected. They have been discussing the way Chinese is taught around the world. Estimates vary as to the number of people learning Chinese, but none falls below 30 million. The numbers are growing as Chinese is offered at more and more universities and even schools, and as the China National Office for Teaching Chinese as a Foreign Language enthusiastically directs the establishment of teaching institutes. But many students do not seem to be getting very far. The high level of interest in Chinese and hours of hard work are not paying off. He contrasted the high number of Chinese learners with a lack of really competent Chinese speakers, citing Germany as an example. There, he said, there are only three people who can provide thoroughly proficient German-Chinese simultaneous translation. Kupfer pointed out that many foreigners who come to work in China speak limited or no Chinese, and although many local staff have studied English, communication over technical matters can sometimes be highly problematic. Why is the Chinese language giving the world such a hard time? One major obstacle is that Chinese language acquisition is so poorly understood. Until now, he said, Chinese learning and teaching methods have relied upon European language acquisition theory, which is completely inappropriate as the two language families are radically different. Expressing a belief endorsed by many of the speakers at the forum, Hao stated that it is imperative a specialized field of Chinese language acquisition theory be developed as soon as possible. The process of Chinese language acquisition is thought to be unique. An interesting piece of evidence for this was offered by Zhou Xuan, assistant to the President of Nanjing University. Zhou noted Chinese students have a particularly strong academic record at foreign universities. This is believed, he said, to be influenced by the nature of Chinese language acquisition and the way in which it stimulates development of the brain from a young age. Some research suggests knowing Chinese increases IQ by points. Even Chinese children take longer to reach a certain level of literacy than their counterparts learning to read in languages with phonetic writing systems. It is into this aspect of Chinese, therefore, that research is most urgently needed. Japanese and Korean students have an advantage as their languages, though unrelated to Chinese, give them some exposure to characters. Despite this, said Scrimgeour, teaching methods in China are biased towards Japanese and Korean learners. These students make up around two-thirds of foreign students in China, and have therefore been on the receiving end of the bulk of resources allocated to teaching research. Speakers at the conference were advocating changes to Chinese teaching methods worldwide. Speakers advocated a shift from teacher-oriented to student-centred methods. Teacher-centred learning has the student entirely dependent upon the instructor for information, rather than being given the freedom to create his or her own learning process. As a result, student-centred learning is far more effective. The excellent Chinese spoken by many foreign experts at the conference demonstrated indisputably that fluency in Chinese is an attainable goal for second-language learners. But very few students have the stamina and motivation to pursue this goal, often painfully, even to the bright end.

5: Teaching the Chinese Learner

When Chinese students do employ a surface approach, it is likely to be a response to perceptions of contextual factors in the teaching and learning environment, rather than as a characteristic of a cultural group or a predominant regional trait.

Daily Routines Japanese I, grade 5: This lesson focuses on the daily routines of individuals in Japan and the U.S. Margaret Dyer uses a variety of activities including TPR, modeling, paired practice, and student-led charades to introduce and review new vocabulary and concepts. Go to this unit. Fruits of the Americas Spanish I, grade 4: Teacher Carina Rodriguez combines visual media and multisensory activities in a vocabulary-building lesson about familiar and new fruit. Students learn what country the fruit comes from, try to identify the fruit solely through touch, and taste the fruit to categorize it as sweet or sour. Communicating About Sports Chinese I, grade 6: They practice writing Chinese characters for an ongoing activity – a letter they are composing and sending to Chinese students. At the end of the lesson, the students create skits to perform for their classmates. After preparing her students for new vocabulary, Paris Granville retells a Cajun folktale while students act out the story. Students then create a story map to delve into the different story elements. Granville introduces zydeco music and the instruments typically used to create it, such as the washboard, accordion, and spoons. Touring a French City French I, grade 8: During the lesson, students take turns role-playing tourists asking for directions and tourist bureau agents giving directions and describing the buildings and the city. Hearing Authentic Voices Spanish I, grade 8: Later, two native Mexican students visit the class and answer questions about how they spend their free time in Mexico. Comparing the Weather Arabic Grade 6: Fawzy shows slides of the weather in Chicago and Egypt and asks students about the weather in each place and then has them develop questions of their own. Food Facts and Stories Spanish I, grade 8: In a small-group activity, students pick a card and asks classmates whether they like doing the activity pictured. Students then poll one another about their free-time activities. They also discuss a Canadian community that they had read about and plan what they would do if they were to visit. Through individual and group-centered activities, students learn to express conditional statements about personal preferences. Michel Pasquier focuses his class on interpreting and adapting film, literature, and music, using the classic tale Beauty and the Beast. The students work in groups to find moral meaning in the Jean Cocteau classic film and compare the film to the original story and a French rap song. This lesson focuses on advanced conversation proficiency with connections to social, political, and pop culture. Sports in Action German I, grades 9 - Denise Tanner guides her students through graduated activities including a TPR vocabulary review of the body, a grammar segment teaching the German structure *gefallen*, and a discussion of the German medals won at the Winter Olympics. As a culminating activity, students act out a TPR story in front of the class. The class learns new vocabulary words, then practices them during a line dance and a card game. For homework, the students compose letters describing their homes, which they will email to students in Italy. Students pair off, assuming the roles of telemarketers and prospective customers. Japanese II, grades 10 - As part of a larger unit on the geography and culture of Japan, students learn the major regions and cities and discuss popular tourist destinations. As a culminating project, students create a travel brochure and begin planning a promotional video to attract visitors to Japan. Then the whole class works in pairs to create their own versions of illuminated Latin manuscripts. Russian IV students are paired with small groups of Russian I students to read a story, gather information, and write their own folktales. Each group shares their tale while the remaining students use their interpretive skills to write down specific information. In a separate activity, Russian IV students debate the role of the leader in Russian history after reading an article about Vladimir Putin. Routes to Culture Spanish II, grades 9 - This culturally rich lesson falls in the middle of a thematic unit about the African presence in Latin America. Then they work in small groups to incorporate these cultural aspects into skits to be performed by their classmates. In this lesson, students use their interpretive abilities to learn about culture and history through art. In a lesson rich with music and visuals, students learn vocabulary to describe the rooms and exterior features of modern and traditional houses in Arab countries. In this lesson, Fran Pettigrew gives her

students a letter from a teacher in Chile who plans to bring students to visit the United States. Working with authentic tourist brochures in Spanish and their previous research, student groups plan itineraries for their Chilean counterparts. They prepare to send a follow-up letter to the Chilean teacher sharing their suggestions. Barbara Pope Bennett guides students as they recount the details and discuss their interpretations of the story and its moral message. Students act out segments of the story and then collaborate in groups to come up with alternate endings. Politics of Art Spanish V, grade During the debate, students assume the role of Latin American artists whose work they had researched and weigh the pros and cons of boycotting an invitation to exhibit their work in Spain. After the debate, the class votes on whether or not to accept the Spanish invitation. Students converse about what they will be doing in the future, in pairs and expanding to a group of four. Belal Joundeya presents a scenario in which two celebrities negotiate their busy schedules to agree on a dinner date, and then he role plays a similar situation with a student volunteer.

6: Learning and Teaching Mandarin Chinese: A Collection of Lesson Plans

Learning and teaching in the Chinese classroom: responding to individual needs. [Shane N Phillipson; Bick-Har Lam] -- A major concern of all education authorities around the world is the challenge that schools face in catering for learner diversity.

September 2, Learn Chinese Songs are a great way to learn a new language as well as mandarin Chinese, because through music you can learn words and phrases from the lyrics. What is particularly great about songs is that they make the content stick in your head through the melody. You can remember a surprising amount of detail if it goes with a catchy tune. There is so much that you can unpack from any given song when learning yourself or teaching others and so many activities that can come from this style of learning. This is a really good way to build up a repertoire of phrases that one can say with grammatical accuracy because the tune of the song makes it less likely that you will drop words out, add words, or get them in the wrong order. Play with the speed settings in Youtube. You can slow the video down so that you can understand and follow the song better. You can practice the Chinese vocabulary and phrases with online tools like Quizlet. You can also print them out and turn them into fridge magnets that you can practice pairing up on the fridge. There are many other things you can surely do – just use your imagination! Further Related Vocabulary The song you use to learn can be used as a springboard from which you can go down one or more paths to learn further language. So, for the next lesson I put together activities which taught and practiced these. The song made the student go further into learning new vocabulary, which was learned within the context and visuals of the original song, making the memory links stronger. Differentiation for teachers This is one of the current buzzwords in education. Follow-up Activities The possibilities for more activities are endless and depend on the age and stage of the learner s. You can do craft activities, card games, board games, running games, video making, Pictionary, etc. Retell Retelling the story or content of the song in your own words is a good way to improve your speaking, even if it is still not perfect right away. This is a good way to learn sentence connectors which make a story or conversation flow well. To finish, just as a little note from a self-admitted introvert: If you force them, they might resent you for doing that because it will make them feel deeply uncomfortable.

7: Project MUSE - Learning and Teaching in the Chinese Classroom

Chinese learning culture inclines to the first conception of teaching and learning. Chinese educational philosophy and learning traditions have been profoundly influenced by Confucianism (Bush & Qiang,).

Additional Information In lieu of an abstract, here is a brief excerpt of the content: Accepting personal responsibility for learning. Cultural, psychological and contextual influences pp. Hong Kong and Australia: Psychological and pedagogical perspectives pp. Learning and motivation of Chinese students in Hong Kong: Psychology in the Schools, 40, 51â€” Subjective meaning of success in high and low achievers. International Journal of Intercultural Relations, 12, â€” Assessment in special and inclusive education. A topical approach to lifespan development. Howard Gardner under fire: The rebel psychologist faces his critics. How professionals think in action. Educating the reflective practitioner. Perspectives on four curriculum traditions. A contemporary approach pp. Competence and control beliefs: Distinguishing the means and ends. Building general knowledge and skill: Cognition and microdevelopment in science learning. Modeling and measuring cognitive change pp. The construction of social reality. Implicit theories of creativity: A comparison of student-teachers in Hong Kong and Singapore. A Journal of Comparative Education, 38, 71â€” As described by Piaget and measured by psychometrics. British Journal of Educational Psychology, 78, 1â€” Diligence makes people smart: Chinese perspectives of intelligence. References Shi, J. Intelligence current in creative activities. High Ability Studies, 15, â€” An examination of the multiple goal perspective. The Elementary School Journal, 1 , 39â€” A curriculum for the twenty-first century. Oregon School Study Council. Child Development, 71, 26â€” Singapore Ministry of Education. Flexibility and diversity in Singapore schools. Retrieved 22 October , from [http: Encyclopedia of Informal Education](http://Encyclopedia of Informal Education). Retrieved 5 May , from www. From beginning teacher education to professional teaching: A study of the thinking of Hong Kong primary science teachers. Teaching and Teacher Education, 21, â€” Ecological and typological characteristics in early adolescent truancy. Journal of Early Adolescence, 11, â€” The abilities of man: Their nature and measurement. Research on globalization and education. Review of Educational Research, 78, â€” Action plan to raise language standards in Hong Kong: Hong Kong Government Printer. You are not currently authenticated. View freely available titles:

8: The Easiest Way to Learn Mandarin Chinese - wikiHow

9 Linguistic and Cultural Differences to Know When Teaching English to Chinese Students. We'll first look at four main differences between the English and Chinese languages (speaking rhythm, word stress, pronunciation and grammar), followed by a section of five cultural aspects to be aware of.

9: Learning and Teaching Chinese Language Through Song -

Chinese as a foreign or second language is the study of the Chinese varieties by non-native speakers. Increased interest in China from those outside has led to a corresponding interest in the study of Standard Chinese ("Mandarin") as a foreign language, the official language of mainland China and Taiwan.

Ccs exam preparation seventh edition Its a matter of philosophy : remedies x 10 Sewing patterns for baby boy The trouble with Steve Maigret et Son Mort V. 2. Elizabethan drama, edited by L. Dean. Latakia j.f smith Memoirs of the life of count de Grammont Commentary on the Gospel according to John Electric vehicle technology explained Mapping the Land And Environment (Map Readers) House as setting, symbol, and structural motif in childrens literature Joinings and Disjoinings Design of shallow foundations french On fossil organic remains as a means of distinguishing rock-formations Exploring Native American Wisdom The critical way in religion Cooks Illustrated 2003 Annual Drm software for Demon lost connie suttler Herb-Doctors and Physicians in the Ancient World Celebrations of faith The Slings And Arrows Comic Guide Community based theatre in Zimbabwe Ruining me nicole reed bud A Rebellious Bride (Avon Romance) Rogues of the Borderlands (Middle Earth Role Playing/MERP No. 8014) Dewey Decimal Classification Index and Relative Index Option for the poor in Christian theology Patriotism for today Amflo retractable hose reel parts Harvesting the past Flying the F-117 Stealth fighter Node.js design patterns 2nd edition Critique of aesthetic hedonism Radiation effects on nonelectronic materials Between peer review and peer production: genre, Wikis, and the politics of digital code in academe Doreen Fully human, fully alive Tutorial crystal report visual studio 2010 11 Flash for wildlife photography in the field 58