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Nota di contenuto	Chapter 1: Introduction (Esther Mukewa Lisanza and Leonard Muaka) -- SECTION 1: Language and Education -- Chapter 2: 21st Century North Africa: Nationalism, Globalization and the Struggle for Tamazight Language (Ali Alalou) -- Chapter 3: Appropriation of Orature for Pedagogy by Early Yorùbá Christians (Damola Adesina and Sola Olorunyomi) -- Chapter 4: Swahili Learning in the United States: What Does it Mean? (Esther Mukewa Lisanza) -- Chapter 5: Learning that Brings Joy in an African Language Class: The Power of Reflection and Service Learning (Dainess Maganda) -- Chapter 6: Linguistic Commodification and Africa's Linguistic Identities: Creating a Nexus! (Leonard Muaka) -- SECTION 2: Language and Literatures -- Chapter 7: Voicing the Silenced Through African Tongues: An Examination of Moolaadé and Tumaini (Rose Sau Lugano) -- Chapter 8: Racism and Identity crisis of a Muslim immigrant in Ahmed's Mhanga Nafsi Yangu (Mohamed Mwamzandi) -- Chapter 9: An Examination of Okot P' Bitek' s Song of Lawino as a Mega Metaphor for the African Indigenous Languages (Martha Michieka) -- Chapter 10: Black-Islamic Feminism in 21st Century Senegalese Women's Pop Songs (Samba Camara) -- Chapter 11: Conclusion (Leonard Muaka and Esther Mukewa Lisanza).

Sommario/riassunto

"The editors present a fascinating and original contribution to the field, and a wide range of perspectives on African languages, literatures and cultures." -- Kizitus Mpoche, University of Douala, Cameroon This edited book examines the crucial role still played by African languages in pedagogy and literatures in the 21st century, generating insights into how they effectively serve cultural needs across the African continent and beyond. Boldly positioning African languages as key resources in the 21st century, chapters focus on themes such as language revolt by marginalized groups at grassroots level, the experience of American students learning African languages, female empowerment through the use of African languages in music, film and literary works, and immigration issues. The contributions are written by scholars of language, literature, education and linguistics, and the book will be of interest to students and scholars in these and related areas.
