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Immigrant Children Learning Dutch - René Appel - 2019-10-08

Immigrant Children Learning Dutch - René Appel - 2019-10-08

Immigrant Children Learning Dutch - Rene Appel - 1984

Immigrant Children Learning Dutch - Rene Appel - 1984

Integrated Design and Manufacturing in Mechanical Engineering - Patrick Chedmail - 2002-11-30
Proceedings of the Third IDMME Conference held in Montreal, Canada, May 2000

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Proceedings of the Third IDMME Conference held in Montreal, Canada, May 2000

Language and Intergroup Relations in Flanders and in the Netherlands - Kas Deprez - 1989

Language and Intergroup Relations in Flanders and in the Netherlands - Kas

Community Languages in the Netherlands - Guus Extra - 2020-08-27
This book focuses on the international and educational context of ethnic communities and their language varieties in the Netherlands. It presents major trends in Dutch research on community languages and cross-cultural evidence on reported vs observed use of community languages at Dutch schools.

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were written by friends and colleagues of Theo van Els, in recognition of his considerable contributions to that area of applied linguistics which has captured his fascination for many years: foreign-language teaching policy.

**Perspectives on Foreign-language Policy** - Theo Bongaerts - 1997

This volume, containing fourteen invited papers on foreign-language policy, starts off with a brief history of foreign-language teaching policy in the Netherlands. This historical outline is followed by four contributions of authors who once developed the Dutch National Action Programme (NAP) on Foreign Languages under the directorship of Theo van Els. The second section consists of five contributions written by experts from Germany, Israel, Finland and the United States, who reflect on the language policies adopted in their countries and on the international impact of the ideas developed in the NAP. The final section of the book presents four contributions from Dutch authors, all focussing on language policy issues related to the respective roles of Dutch as a second language, and of ethnic-minority languages in the Netherlands. The contributions to this volume
compile a collection of high-quality monographs on language acquisition. The series serves the needs of everyone who wants to know more about the problem of language acquisition in general and/or about language acquisition in specific contexts.

**Ethnic Minorities and Dutch as a Second Language** - Guus Extra - 1985-01-01
Language acquisition is a human endeavor par excellence. As children, all human beings learn to understand and speak at least one language: their mother tongue. It is a process that seems to take place without any obvious effort. Second language learning, particularly among adults, causes more difficulty. The purpose of this series is to compile a collection of high-quality monographs on language acquisition. The series serves the needs of everyone who wants to know more about the problem of language acquisition in general and/or about...
instance, Dutch team specific contexts.

**Linguistics in the Netherlands 1987** - Frits Beukema - 2020-10-26

**The construction of intercultural discourse** - Tom Koole - 2020-10-12

This book breaks open the 'black box' of the workplace, where successful immigrants work together with their Dutch colleagues. In their intercultural team meetings the work itself consists of communication and the question is how that work is done. The teams consist of Dutch, Turkish, Moroccan, and Surinamese educational experts whose job it is to advise schools and teachers on the form and content of language teaching. Their meetings are structured according to institutional patterns, such as 'interactive planning' and 'reporting', and according to intercultural discourse structures. For members identify their immigrant colleagues as 'immigrant specialists' and are themselves identified as 'institutional specialists'. Further, the intercultural pattern 'thematizing and unthematizing racism' provides the team members with communicative methods to deal with the societal contradictions that exist between different cultural groups, in the Netherlands as well as elsewhere. These intercultural discourse structures concur with the institutional patterns so that, for instance, they affect the outcomes of planning discussions. Most studies on intercultural communication focus on misunderstandings and miscommunications. This book demonstrates that also communication without miscommunication can be shown to be intercultural.

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**Literacy in School and Society** - Elizabetta Zuanelli Sonino - 2013-06-29
The "function" and "notion" of literacy may be considered the keystone, a "filigree" principle underlying the educational, social, and cultural organization of the societies of the twentieth century. It is therefore interesting to try to pinpoint the notion and its implications at the turn of the century by focusing the attention of scholars from various disciplines-sociolinguistics, psychology, psycholinguistics, and pedagogy-on the subject. This is the purpose of this volume, which originated from an interdisciplinary meeting on trends in and
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Language Attitudes in the Dutch Language Area -
Roeland van Hout - 1988-01-01

Ethnic Minority Children Acquiring Literacy - Ludo Verhoeven - 1987-01-01

Language acquisition is a human endeavor par excellence. As children, all human beings learn to understand and speak at least one language: their mother tongue. It is a process that seems to take place without any obvious effort. Second language learning, particularly among adults, causes more difficulty. The purpose of this series is to compile a collection of high-quality monographs on language acquisition. The series serves the needs of everyone who wants to know more about the problem of language acquisition in general and/or about language acquisition in specific contexts.

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**Current Issues in European Second Language Acquisition Research** - Bernhard Kettemann - 1993

What happens – sociologically, linguistically, educationally, politically – when more than one language is in regular use in a community? How do speakers handle these languages simultaneously, and what influence does this language contact have on the languages involved? Although most people in the world use more than one language in everyday life, the approach to the study of language has usually been that monolingualism is the norm. The recent interest in bilingualism and language contact has led to a number of new approaches, based on research in communities in many different parts of the world. This book draws together this diverse research, looking at examples from many different situations, to present the topic in any easily accessible form. Language contact is looked at from four distinct perspectives. The authors consider bilingual societies; bilingual speakers; language use in the bilingual...
research in communities in itself (do languages change when in contact with each other? Can they borrow rules of grammar, or just words? How can new languages emerge from language contact?). The result is a clear, concise synthesis offering a much-needed overview of this lively area of language study.

Language Contact and Bilingualism - René Appel - 2006-01-02
What happens – sociologically, linguistically, educationally, politically – when more than one language is in regular use in a community? How do speakers handle these languages simultaneously, and what influence does this language contact have on the languages involved? Although most people in the world use more than one language in everyday life, the approach to the study of language has usually been that monolingualism is the norm. The recent interest in bilingualism and language contact has led to a number of new approaches, based on many different parts of the world. This book draws together this diverse research, looking at examples from many different situations, to present the topic in any easily accessible form. Language contact is looked at from four distinct perspectives. The authors consider bilingual societies; bilingual speakers; language use in the bilingual community; finally language itself (do languages change when in contact with each other? Can they borrow rules of grammar, or just words? How can new languages emerge from language contact?). The result is a clear, concise synthesis offering a much-needed overview of this lively area of language study.

Current Trends in Child Second Language Acquisition - Belma Haznedar - 2008-01
This volume presents recent generative research on the nature of grammars of child second language (L2) acquirers -- a learner
This volume presents recent generative research on the nature of grammars of child second language (L2) acquirers -- a learner population whose exposure to an L2 occurs between the ages of 4 to 8. The main goal is to define child L2 acquisition in relation to other types of acquisition such as child monolingual and bilingual acquisition, adult L2 acquisition, and specific language impairment. This comparative perspective opens up new angles for the discussion of currently debated issues such as the role of Universal Grammar in constraining development, developmental sequences in L2, maturational influences on the 'growth' of grammar, critical period effects for different linguistic domains, initial state and ultimate attainment in relation to length of exposure, and L1-transfer in relation to age of onset. These issues are explored using longitudinal, cross-sectional, and experimental data from L2 children acquiring a range of languages, including Dutch, English, French, and Greek.

**Current Trends in Child Second Language Acquisition** - Belma Haznedar - 2008-01
Experimental Methods in Language Acquisition Research - Elma Blom - 2010-10-26

Experimental Methods in Language Acquisition Research provides students and researchers interested in language acquisition with comprehensible and practical information on the most frequently used methods in language acquisition research. It includes contributions on first and child/adult second language learners, language-impaired children, and on the acquisition of both spoken and signed language. Part I discusses specific experimental methods, explaining the rationale behind each one, and providing an overview of potential participants, the procedure and data-analysis, as well as advantages and disadvantages and dos and don’ts. Part II focuses on comparisons across groups, addressing the theoretical, applied and methodological issues involved in such English, French, and Greek.

comparative work. This book will not only be of use to advanced undergraduate and postgraduate students, but also to any scholars wishing to learn more about a particular research method. It is suitable as a textbook in postgraduate programs in the fields of linguistics, education and psychology.

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**Syntactic architecture and its consequences II** - András Bárány - 2020-12-30

This volume collects novel contributions to comparative generative linguistics that “rethink” existing approaches to an extensive range of phenomena, domains, and architectural questions in linguistic theory. At the heart of the contributions is the tension between descriptive and explanatory adequacy which has long animated generative linguistics and which continues to grow thanks to the increasing amount and diversity of data available to us. The chapters address research questions in comparative morphosyntax, including the modelling of syntactic categories, relative clauses, and demonstrative systems. Many of these contributions show the influence of research by Ian Roberts and collaborators and give the reader a sense of the lively nature of current discussion of topics in morphosyntax and morphosyntactic variation.

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**Issues Unresolved**

International Congress on Education for the Deaf 1995 Tel Aviv, Israe - 1998

Of the more than 400 studies presented at the 18th International Congress on Education of the Deaf, the 20 most incisive papers were selected, rewritten, and edited to construct the trenchant volume *Issues Unresolved: New Perspectives on Language and Deaf Education*. The resulting book provocatively challenges the invested reader in four critical areas of deaf education worldwide. Part 1, Communication: Signed and Spoken Languages, addresses matters that range from considering critical periods for language acquisition, researched by Susan D. Fischer, to assessing the impact of immigration policies on the ethnic composition of Australia's deaf community, intriguing work by Jan Branson and Don Miller. Part 2, Communication: Accessibility to Speech, continues the debate with works on the perception of speech by deaf and hard of hearing children, contributed by Arthur Boothroyd, and automatic speech recognition and its applications, delineated by Harry Levitt. Educational issues are brought to the forefront in Part 3 in such engrossing studies as Lea Lurie and Alex Kozulin's discourse on the application of an instrumental-enrichment cognitive intervention program with deaf immigrant children from Ethiopia.
Stephen Powers offers another perspective in this section with his retrospective evaluation of a distance education training course for teachers of the deaf. Part 4, Psychological and Social Adjustment reviews progress in this area, with Anne de Klerk's exposition on the Rotterdam Deaf Awareness Program, and Corinne J. Lewkowitz and Lynn S. Liben's research on the development of deaf and hearing children's sex-role attitudes and self-endorsements. These and the many other contributions by renowned international scholars in the field make Issues Unresolved a compelling new standard for all involved in deaf education.

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The Sociolinguistics of Globalization - Jan Blommaert - 2010-04-08
Human language has changed in the age of globalization: no longer tied to stable and resident communities, it moves across the globe, and it changes in the process. The world has become a complex 'web' of villages, towns, neighbourhoods and settlements connected by material and symbolic ties in often unpredictable ways. This phenomenon requires us to revise our understanding of linguistic communication. In The Sociolinguistics of Globalization Jan Blommaert constructs a theory of changing language in a changing society, reconsidering locality, repertoires, competence, history and sociolinguistic inequality.

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**Ethnic Amsterdam** - Liza Nell - 2009
"May this book contribute to a better understanding of the role of immigrants - coming from more than 170 countries of the world - during the last century in making Amsterdam the diverse city it is."Job Cohen, Mayor of Amsterdam -

The language of young people is central in sociolinguistic research, as it is seen to be innovative and a primary source of knowledge about linguistic change and the role of language. This volume brings together a team of leading scholars to explore and compare linguistic practices of young people in multilingual urban spaces, with analyses ranging from grammar to ideology. It includes fascinating examples from cities in Europe, Africa, Canada and the US to demonstrate how young people express their identities through language, for example in hip-hop lyrics and new social media. This is the first book to cover the topic from a globally diverse perspective, and it investigates how linguistic practices across different communities intersect with age, ethnicity, gender and class. In doing so it shows commonalities and differences
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**Language Ideologies** - Roseann Duenas Gonzalez - 2021-10-15

How do educators balance the rights of the rapidly growing percentage of the United States’ population whose first language is not English or whose English differs from standard usage with the rights of the majority of students whose first and generally only language is English? This two-volume set addresses the complicated and divisive issues at the heart of the debate over language diversity and the English Only movement in the U.S. public education. Blending social, political, and legal analyses of the ideologies of language with
Language focuses in the English Only movement on education and on classrooms at all levels, Language Ideologies: Critical Perspectives on the Official English Movement offers a wide range of perspectives that teachers and literacy advocates can use to inform practice as well as policy. This exhaustive, two-volume collection not only updates existing information on the English Only movement in the United States, but also includes the international context, looking at the emergence of English as a world language through a postcolonial lens. The complexity of the debate is also reflected in the exceptionally diverse list of contributors, who speak from varying disciplines and backgrounds including sociology, linguistics, university administration, the ACLU, law, ESL, and English. Both volumes explore the political, legislative, and social implications of language ideologies. Volume 1: Education and the Social Implications of Official particular on the consequences for the classroom. In Volume 2: History, Theory, and Policy, the focus is on the implications for policymakers and language-program administrators. **Language Ideologies** - Roseann Duenas Gonzalez - 2021-10-15 How do educators balance the rights of the rapidly growing percentage of the United States' population whose first language is not English or whose English differs from standard usage with the rights of the majority of students whose first and generally only language is English? This two-volume set addresses the complicated and divisive issues at the heart of the debate over language diversity and the English Only movement in the U.S. public education. Blending social, political, and legal analyses of the ideologies of language with perspectives on the impact of the English Only movement on education and on
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Islam in Dutch Society - W. A. R. Shadid - 1992
This book generally discusses three main topics connected to the situation of Muslims in Dutch society. First of all, attention is given to the subject of faith and rituals such as the existing mystical orders, mosque sermons and the institutionalization of ritual slaughter. The second subject deals with Islam and the second-generation Muslims in the Netherlands. In this context, the situation of the so-called runaway girls and education in general are discussed. Special attention is given to the development and functioning of Islamic schools and to the education in one's own language and culture. The last topic deals with Muslim organizations, their development and role in the emancipation of these religious groups in Dutch society. Furthermore,
the education in one's establishment of a Muslim council on a national level are thoroughly discussed. This book can be of interest to various categories of people, such as scholars (theologians, social scientists, lawyers), policy makers, and those who, through their profession, are in regular contact with members of the Muslim community in the Netherlands.

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**The Sociolinguistics of Voice in Globalising China** - Jie Dong - 2016-07-01
This book deploys and develops the notion of voice in an investigation of China’s rapidly reshuffling society. The book is structured around two aspects of the voicing process in contemporary China: (1) stratification of voice, which addresses the stabilizing condition of voice;
process in contemporary voice that draws attention to the dynamics of the system of which the order is reshuffling and not yet apparent. This structure allows us to unveil the hidden forces played out in the voice making process and to stratifying and re-stratifying process of contemporary Chinese society in which some people are making themselves heard whereas others are losing voice. Despite its importance and usefulness, voice has been under theorized in recent decades. The ambitions of this book therefore are to invest serious efforts in developing the notion and to position it in the center of the theoretical toolkits available to students and scholars within and outside sociolinguistics.

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Dutch Language Proficiency of Turkish Children Born in the Netherlands - Josine A. Lalleman - 1986
Dutch linguistics by major scholars from abroad and this country. Copublished with the American Association for Netherlandic Studies.

This volume deals with various aspects of the Dutch language, mainly synchronic, although the historical dimension is not completely forgotten. The articles range thematically from formal and functional approaches to issues in modern Dutch syntax to language comparison, language planning, and Dutch language in America. All in all, these eleven contributions represent an excellent selection of current work in Dutch linguistics by major scholars from abroad and this country. Copublished with the American Association for Netherlandic Studies.

Contemporary Dutch Linguistics - Theo van Els - 1990

Contemporary Dutch
and immigrant languages in 1990

**Sociolinguistica** - Ulrich Ammon - 2003
Internationales Jahrbuch für europäische Soziolinguistik.

**Sociolinguistica** - Ulrich Ammon - 2003
Internationales Jahrbuch für europäische Soziolinguistik.

**The Other Languages of Europe** - Guus Extra - 2001
The book offers demographic, sociolinguistic, and educational perspectives on the status of both regional and immigrant languages in Europe and in a wider international context. From a cross-national point of view, empirical evidence on the status of these other languages of multicultural Europe is brought together in a combined frame of reference.

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**Human Communication and Its Disorders** - - 1990

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**Second Language Acquisition by Adult Immigrants: Processes in the developing lexicon** - - 1988

**Second Language Acquisition by Adult Immigrants: Processes in the developing lexicon** - - 1988

**Linguistics in the Netherlands** - - 1987

**Linguistics in the Netherlands** - - 1987

**What Is Sociolinguistics?** - Gerard Van Herk - 2017-09-29
in Van Herk’s clear and engaging voice, which accompanies the text throughout, providing an accessible point of entry for those new to, or less familiar with, sociolinguistics. Chapter summaries and textboxes are similarly employed to signpost and illuminate learning. A companion website features PowerPoint slides for each chapter with suggestions for framing class discussions and exercises, further examples of concepts discussed, additional reading suggestions, and ready-to-go slides for class presentation. Packed with the latest research and practical teaching aids, What is Sociolinguistics? Second edition retains the highly-praised character of its predecessor and provides an essential up-to-date text for both students and instructors alike.


How is our language affected by our ethnicity, gender, and region? How are our conversations and other interactions structured? How do we use language to present ourselves to others? In this revised and updated second edition of the popular What Is Sociolinguistics? Gerard Van Herk explores these and other intriguing questions about language, how we use it, and its relationships to society. Van Herk guides the reader on a tour through the major issues that define the field, including region, status, gender, time, language attitudes, interaction, and style, at the same time exploring the sociolinguistics of multilingualism, culture and ethnicity, language contact, and education. This second edition has been revised and updated to include new and more exercises, discussion questions, and suggested readings, as well as expanded chapters exploring gender duality and Latino English. Key readings are introduced
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Minority Education - Tove Skutnabb-Kangas - 1988
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**Child L2, Adult L2, Child L1** - Sharon Unsworth - 2005

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**Frisian as First and Second Language** - Jehannes Ytsma - 1995

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**Migrants and Their Children in Britain** - Anthony F. Heath - 2016-01-22

Do second-generation ethnic minorities, those born and brought up in Britain, increasingly adopt British attitudes, values and ways or life, or do they, as some commentators have claimed, remain isolated from the mainstream? This study maps the extent of generational

minority population and explores the underlying processes involved. It asks whether generational change has been in the direction of greater integration, or whether some minorities been slower to integrate, perhaps as a result of the prejudice and discrimination from the white British that they have encountered or because of desires to maintain ethnic values and resist Western practices. The study draws on the most recent and most authoritative British data to answer these questions. Chapter authors include leading authorities both from Britain and America, including Mary Waters (Harvard), Lucinda Platt (LSE) and Anthony Heath, CBE (Oxford and Manchester) as well as a new generation of young scholars. It will be essential reading both for students and scholars working on ethnic relations and for policy-makers and the wider public interested in questions of social cohesion, multiculturalism and integration. This book was
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**Multidisciplinary Perspectives on Multilingualism** - Simona Montanari - 2019-10-08
Multilingualism is a typical aspect of everyday life for most of the world’s population; it has existed since the beginning of humanity and among individuals of all backgrounds. Nonetheless, it has often been treated as a variant of bilingualism or as a
individual areas of study. The purpose of this book is to review current knowledge about the acquisition, use and loss of multiple languages using a multidisciplinary perspective, highlighting the common themes and stimulating insights that can emerge when multilingualism is viewed from different but related areas of investigation. The chapters focus on research evidence, showing that multilingualism is a complex phenomenon that involves a myriad of linguistic and extra-linguistic forces and that should be studied in its own right as evidence of human potential and capacity for language. The book is primarily addressed to students and scholars interested in deepening their understanding of the different facets of multilingualism, including the individual and societal circumstances that contribute to it, the cognitive and neural mechanisms that make it possible, and the dynamics involved in the acquisition, use and loss of multiple languages.

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