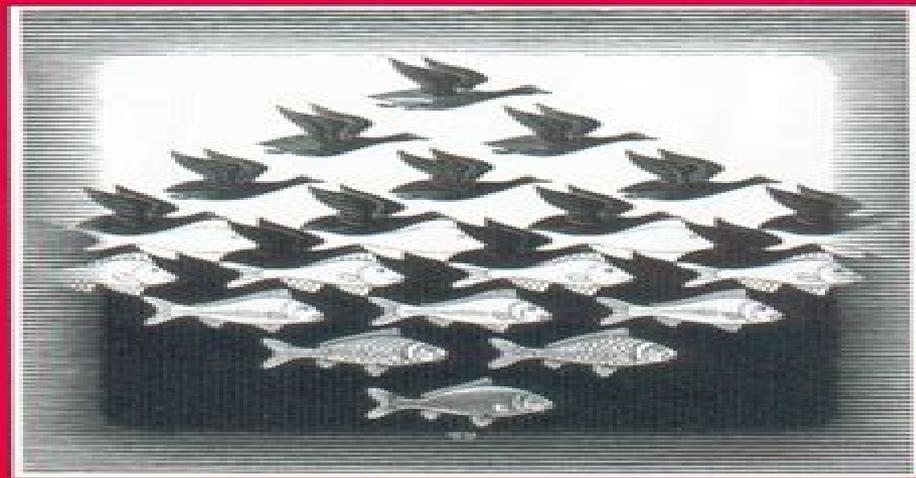


MULTILINGUAL MATTERS

Bilingualism: Beyond Basic Principles



Edited by
**Jean-Marc Dewaele,
Alex Housen and Li Wei**



Bilingualism Beyond Basic Principles

**Jean-Marc Dewaele, Hugo Baetens
Beardsmore, Alex Housen, Li Wei**

Bilingualism Beyond Basic Principles:

Bilingualism Jean-Marc Dewaele, Alex Housen, Li Wei, 2003-03-05 The publication of Hugo Baetens Beardsmore's book *Bilingualism Basic Principles* by Multilingual Matters in 1982 coincided with an unprecedented upsurge of interest in bilingualism A major reason for this was the acknowledgement that bilingualism is far more common than was previously thought and perhaps even the norm The number of bilinguals at the turn of the third millennium is probably greater than ever before and will continue to grow as a result of the combined forces of globalisation automatised mobility and migration and modernisation of foreign language teaching The contributions in this book prove that given the right conditions bilingualism can confer distinct benefits like intellectual psychological social cultural and economic improvement on the individual The papers in this volume have been written by leading scholars in the field of bilingualism and deal with individual bilingualism societal and educational phenomena addressing issues such as bilingual usage acquisition teaching and language planning and policy The volume's major asset lies in its diversity not only in depth of investigation and in topical variety but also in the range of languages and geographical regions covered Another important feature of the volume is its multidisciplinary perspective Among the contributors are linguists sociologists psychologists and sociolinguists

Bilingualism Jean-Marc Dewaele, Hugo Baetens Beardsmore, Alex Housen, Li Wei, 2003-01-01 The papers in this volume have been written by leading scholars in the field of bilingualism and deal with individual bilingualism societal and educational phenomena addressing issues such as bilingual usage acquisition teaching and language planning and policy The volume's major asset lies in its diversity not only in depth of investigation and in topical variety but also in the range of languages and geographical regions covered Another important feature of the volume is its multidisciplinary perspective Among the contributors are linguists sociologists psychologists and sociolinguists **Bilingualism** Jean-Marc Dewaele (editor.), 2003

Bilingualism: Beyond Basic Principles: Festschrift in Honour of Hugo Baetens Beardsmore Prof. Wei Li, *Bilingualism* Hugo Baetens Beardsmore, 1986 This revised edition of a major textbook provides an introduction to the queries that arise in connection with bilingualism and the effect it has on the personality It underlines the normality of speaking and using more than one language and aims to dispel many myths and fears It should interest all types of reader parents educators and policy makers as well as language specialists *Bilingual and Multilingual Education in the 21st Century* Christian Abello-Contesse, Paul M. Chandler, María Dolores López-Jiménez, Rubén Chacón-Beltrán, 2013-10-30 Bilingual education is one of the fastest growing disciplines within applied linguistics This book includes the work of 20 specialists working in various educational contexts across Europe Latin America and North America to create a volume which is both comprehensive in scope and multidimensional in its coverage of current bilingual initiatives The central themes of this volume which draws on past experiences of bilingual education include issues in language use in classrooms at elementary secondary and tertiary levels participant perspectives on bilingual education experiences and the language needs of bi and

multilingual students in monolingual schools This collection will be of interest to teachers and administrators in bi and multilingual education programs as well as scholars working in the field of language education *Bilingualism and Malay Language Planning in Singapore* Dr. Mohamed Aidil Subhan,2018-04-20 This book details concerns both perceived and real among the Malay language community against a background of language shift and changing attitudes toward the language as a result of the bilingual policy and to analyze the impact of the English knowing and Mandarin led bilingual system This research will list selected educational review reports and relate it to its impact on Malay language planning and offer a response in terms of pedagogical approaches required to address the changing demographics and language shift among Malay language learners *On the Dynamics of Early Multilingualism* Barbara Hofer,2015-07-01 This book contributes to current issues in TLA and multilingualism research It discusses multilingual learning and development from a Dynamic Systems Theory perspective The author argues that trilingual education does not harm or confuse young learners but that the teaching of three languages from an early age carries positive implications for children s linguistic metalinguistic and crosslinguistic awareness **Beyond Misunderstanding** Kristin Bührig,Jan D. ten Thije,2006-05-09 This book challenges two tacit presumptions in the field of intercultural communication research Firstly misunderstandings can frequently be found in intercultural communication although one could not claim that intercultural communication is constituted by misunderstandings alone This volume shows how new perspectives on linguistic analyses of intercultural communication go beyond the analysis of misunderstanding Secondly intercultural communication is not solely constituted by the fact that individuals from different cultural groups interact Each contribution of this volume analyses to what extent instances of discourse are institutionally and or interculturally determined These linguistic reflections involve different theoretical frameworks e g functional grammar systemic functional linguistics functional pragmatics rhetorical conversation analysis ethno methodological conversation analysis linguistic anthropology and a critical discourse approach As the contributions focus on the discourse of genetic counseling gate keeping discourse international team co operation international business communication workplace discourse internet communication and lamentation discourse the book exemplifies that the analysis of intercultural communication is organized in response to social needs and therefore may contribute to the social justification of linguistics **Discourse and Power in a Multilingual World** Adrian Blackledge,2005-09-16 In *Discourse and Power in a Multilingual World* the discourse of politicians and policy makers in Britain links languages other than English and therefore speakers of these languages with civil disorder and threats to democracy citizenship and nationhood These powerful arguments travel along chains of discourse until they gain the legitimacy of the state and are inscribed in law The particular focus of this volume is on discourse linking race riots in England in 2001 with the Nationality Immigration and Asylum Act 2002 which extended legislation to test the English language proficiency of British citizenship applicants Adrian Blackledge develops a theoretical and methodological framework which draws on critical discourse analysis to reveal the

linguistic character of social and cultural processes and structures on Bakhtin's notion of the dialogic nature of discourse to demonstrate how voices progressively gain authority and on Bourdieu's model of symbolic domination to illuminate the way in which linguistic minority speakers may be complicit in the misrecognition or valorisation of the dominant language

Equality in the Primary School Dave Hill, Leena Helavaara Robertson, 2011-11-24 Drawing on a wealth of knowledge from a diverse group of contributors this volume addresses the importance of going beyond equal opportunities The contributors provide a compelling argument for promoting equality in primary schools Issues covered include social class race gender sexual orientation disability and special educational needs with reference to all subjects taught at primary school level

Bilingual Education in the 21st Century Ofelia García, 2009 Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena presents program types variables and policies in bilingual education and concludes by looking at practices especially pedagogies and assessments This thought provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language bilingualism and bilingual education and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world and presents cases of how this is being carried out

Multilingual Learning Jean Conteh, Peter W. Martin, Leena Helavaara Robertson, 2007 With its stories of individual learners and teachers in a wide range of contexts this book argues for a rethink of both the theoretical and practical discussions concerning multilingual education in Britain

Multiple Voices Carol Myers-Scotton, 2006 This text provides a comprehensive overview of all major aspects of bilingualism It is primarily concerned with bilingualism as a socio political phenomenon in the world and as such emphasizes languages in contact language maintenance and shift language policy and bilingual education

Indian Linguistics : Journal of the Linguistic Society of India , 2008

The Multilingual/bilingual Dichotomy Amy S. Thompson, 2009 Bilingualism Sanz 2000 motivation Pintrich 1989 and language aptitude Grigorenko Sternberg and Ehrman 2000 are crucial individual differences that contribute to successful adult language learning Since Gardner's 1985 seminal work on motivation many studies have shown that motivation is dynamic and that it affects language development in many ways Dornyei 2005 We also know that bilingualism has clear benefits for successful third language L3 acquisition Bialystok 2006 2001 Da Fortuna Swain et al 1990 Yet still at issue is how much bilingualism contributes to the success of L3 acquisition when taking into consideration other individual differences such as motivation and aptitude This study addresses the profiles of second language L2 and third language L3 learners of English using 128 participants from the Casa de Cultura Britanica's English language program which

is affiliated with the Universidade Federal do Ceara in Fortaleza Brazil The participants completed the Portuguese version of the Motivated Strategies for Learning Questionnaire mslq Questionario de Estrategias Motivacionais para Aprendizagem gema Brown et al 2001 the Cognitive Ability for Novelty in Acquisition of Language Foreign canal ft Grigorenko et al 2000 the Michigan State University English Language Test msuelt Cook 2001 and a self rated proficiency scale based on the Common European Framework of Reference cefr Hasselgreen 2005 Analyses of the aforementioned factors including ANOVAs correlations factor analyses and discriminant function analyses compare the bilingual and multilingual participants illustrating the differences between the groups Motivational profiles language aptitude scores performance on the independent measure of English proficiency and retention rates of the bilingual and multilingual participants are discussed using the aforementioned analyses There is also a content analysis of interview data collected from a subgroup of the multilingual participants One important finding of this dissertation includes the statistically significant results for the language aptitude scores between the bilingual and multilingual participants This dissertation also supports the slowly growing body of research indicating that even a small amount of previous language learning experience can affect the process of learning subsequent languages In addition language learners who positively perceive interactions between languages studied might have advantages in subsequent language learning experiences The dissertation citations contained here are published with the permission of ProQuest llc Further reproduction is prohibited without permission Copies of dissertations may be obtained by Telephone 800 1 800 521 0600 Web page <http://www.proquest.com/en/US/products/dissertations/individuals.shtml>

Young English Language Learners Eugene E. Garcia, Ellen C. Frede, 2010-07-30 It is well known that the number of non English speakers is on the rise in the United States What is less well known is that the largest proportion of this population is children under the age of 5 These young English language learners ELLs often demonstrate achievement gaps in basic math and reading skills when they start school How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners The chapters in this important book provide up to date syntheses of the research base for young ELLs on critical topics such as demographics development of bilingualism cognitive and neurological benefits of bilingualism and family relationships as well as classroom assessment and teacher preparation practices Each chapter reviews the research and answers the following questions What does the research clearly indicate for policy and practice How solid is this database and what findings are emerging What should the research agenda be for young ELLs

Ideology and Image D. E. Ager, 2003 This text describes and evaluates recent language planning and policy in the British Isles Issues including minority language rights and problems such as the standard English battle are analysed against the background of detailed study of contemporary British society and politics

Urban Multilingualism in Europe Guus Extra, Kutlay Yağmur, 2004 This book focuses on the increase of urban multilingualism in Europe as a consequence of processes of migration and minorisation It offers multidisciplinary crossnational and crosslinguistic

perspectives on immigrant minority languages at home and in school in six multicultural cities across Europe In each of these cities Germanic or Romance languages have a dominant status in public life This Multilingual Cities Project is based on large scale empirical findings and has been carried out under the auspices of the European Cultural Foundation in Amsterdam Part I offers multidisciplinary background information on phenomenological demographic language rights and educational aspects of the status of immigrant minority communities and their languages in a variety of international contexts Part II offers methodological considerations on the Multilingual Cities Project In addition it presents both national and local perspectives on multilingualism in each of the six cities under consideration Each chapter provides information on the distribution and vitality of immigrant minority languages spoken at home and on the status of these languages in primary and secondary schools Part III offers crossnational and crosslinguistic perspectives on the twenty most prominent languages that emerge from the study The focus is again on the two major private and public domains in which language transmission may or may not occur the home and the school respectively The book offers a challenging outlook on the educational management of language diversity in the increasingly multicultural and multilingual context of European nation states *Studia Romanica Et Anglica Zagrabienia* ,2005

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