

Swedish For Parents Language For Life With A Youn

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MCMAHON BRYCE

Children Listen: Psychological and Linguistic Aspects of Listening Difficulties During Development
 Springer Nature

This book critically investigates the relationship between the Irish language and politics through a survey of individuals and movements associated with the language. This approach takes into account competing socialist and nationalist perspectives on language and society to demonstrate the different motivations for and class interest in Irish. The increasing power of the global market has the negative effect of reducing the well-being and autonomy of national populations. The study examines the decline of the Irish language as part of a global neo-liberal system that homogenises markets by reducing national and linguistic boundaries. It is argued that the struggle for rights is transformational and that the struggle for language rights by individuals and communities is an essential part of this transformation.

Multicultural Child Care Springer Nature

A unique new insight into multilingual families, this book views multilingual childhoods from the point of the child and is based on over 50 interviews with adults who grew up in multilingual settings. The book charts their recollections of their childhoods and includes many different types of families, discusses many of the common issues that arise in multilingual families, and draws examples from all over the world. The book fills a significant gap in the literature and resources available to multilingual parents. It was researched and written by a self-help group of multilingual parents and thus the book remains very practical and gives clear and realistic advice to multilingual parents facing choices or dilemmas. However, because of its unique viewpoint, this book also includes much new material that will be of interest to researchers and students of bilingualism.

A Nearly Normal Family Routledge

This volume examines the relationship between young children's degrees of bilingualism and features of the verbal input which these children receive from their parents. In particular, it seeks

to explore the following question: to what extent are families who follow the 'one parent-one language' principle and whose children become active bilinguals this way, different from families who take the same approach but whose children never develop an active command of the minority language? Case studies of six first-born children growing up with German and English were done during the children's third year of life. The input the children received was examined for parents' consistency of language choice, parents' insistence that the children use the appropriate language, parents' sensitivity towards the children's interactional and attentional needs, and parents' orientation towards the teaching of formal aspects of the linguistic system. The findings support the notion that raising one's children bilingually according to the 'one parent-one language' principle involves great efforts on the side of the minority language-speaking parent. Importantly, they indicate that these efforts must be invested in the child's education turn-by-turn. Handbook of Home Language Maintenance and Development Multilingual Matters
 Extending the tradition of this series, which has become a standard reference work in language acquisition, this volume contains chapters on seven more languages, including a section on

ergative languages. Languages in this volume include: Georgian; Greenlandic; K'iche Mayan; Warlpiri; Mandarin; Scandinavian and Sesotho.

Successful Family Language Policy Pan Macmillan

Proceedings of the international symposium, "Language Planning in Capitals and Urban Environments," held March 25–26, 2010 at the University of Ottawa, with sponsorship from the Official Languages and Bilingualism Institute, Canadian Heritage, the Office of the Commissioner of Official Languages and the City of Ottawa. The Language Planning in Capitals and Urban Environments Symposium brought together administrators and researchers from Canadian and European cities to discuss language planning in urban environments. Two important concepts emerged from the proceedings: municipal bilingualism as an asset that deserves to be promoted, rather than merely a question of regulation; and bilingualism as a symbol of openness and inclusion that cities can use to advantage to distinguish themselves from their competitors.

The Nordic Education Model in Context Multilingual Matters

Even a cursory look at conference programs and proceedings reveals a burgeoning interest in the field of social and affective factors in home language maintenance and development. To date, however, research on this topic has been published in piecemeal fashion, subsumed under the more general umbrella of 'bilingualism'. Within bilingualism research, there has been an extensive exploration of linguistic and psycholinguistic perspectives on the one hand, and educational practices and outcomes on the other. In comparison, social and affective factors – which lead people to either maintain or shift the language – have been under-researched. This is the first volume that brings together the different strands in research on social and affective factors in home language maintenance and development, ranging from the micro-level (family language policies and practices), to the meso-level (community initiatives) and the macro-level (mainstream educational policies and their implementation). The volume showcases a wide distribution across contexts and populations explored. Contributors from around the world represent different research paradigms and perspectives, providing a rounded overview of the state-of-the-art in this flourishing field.

Language Variation in European Perspectives Taylor & Francis

Foreigners often say that English language is "easy." A language like Spanish is challenging in its variety of verb endings (the verb speak is conjugated *hablo, hablas, hablamos*), and gender for nouns, whereas English is more straight forward (I speak, you speak, we speak). But linguists generally swat down claims that certain languages are "easier" than others, since it is assumed all languages are complex to the same degree. For example, they will point to English's use of the word "do" -- Do you know French? This usage is counter-intuitive and difficult for non-native speakers. Linguist John McWhorter agrees that all languages are complex, but questions whether or not they are all equally complex. The topic of complexity has become a hot issue in recent years, particularly in creole studies, historical linguistics, and language contact. As McWhorter describes, when languages came into contact over the years (when French speakers ruled the English for a few centuries, or the vikings invaded England), a large number of speakers are forced to learn a new language quickly, and this came up with a simplified version, a pidgin. When this ultimately turns into a "real" language, a creole, the result is still simpler and less complex than a "non-interrupted" language that has been around for a long time. McWhorter makes the case that this kind of simplification happens in degrees, and criticizes linguists who are reluctant to say that, for example, English is simply simpler than Spanish for socio-historical reasons. He analyzes how various languages that seem simple but are not creoles, actually are simpler than they would be if they had not been broken down by large numbers of adult learners. In addition to English, he looks at Mandarin Chinese, Persian, Malay, and some Arabic varieties. His work will interest not just experts in creole studies and historical linguistics, but the wider community interested in language complexity.

Bilingualism Or Not Createspace Independent Publishing Platform

Provides useful sentences and phrases for travel or everyday living abroad, giving the English phrase, the Swedish equivalent, and a transliteration.

Maintenance and Loss of Minority Languages Courier Corporation

This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

Bilingual and Multilingual Education in the 21st Century Routledge

Increasingly, children grow up hearing two languages from birth. This comprehensive textbook

explains how children learn to understand and speak those languages. It brings together both established knowledge and the latest findings about different areas of bilingual language development. It also includes new analyses of previously published materials. The book describes how bilingually raised children learn to understand and use sounds, words and sentences in two languages. A recurrent theme is the large degree of variation between bilingual children. This variation in how children develop bilingually reflects the variation in their language learning environments. Positive attitudes from the people in bilingual children's language learning environments and their recognition that child bilingualism is not monolingualism-times-two are the main ingredients ensuring that children grow up to be happy and expert speakers of two languages.

Language from Below Oxford University Press

Family policy paradoxes examines the political regulation of the family in Sweden between 1930 and today. It draws attention to the political attempts to create a 'modern family' and the aspiration to regulate the family and establish gender equality, thereby shedding light on ongoing policy processes within Europe and how these can be understood in the light of a particular political experience. The book is valuable for researchers, lecturers, undergraduate and graduate students who study gender, gender equality and welfare state development in gender studies, sociology, social and public policy, social work, politics and social/contemporary history

Growing Up with Languages John Benjamins Publishing Company

This book examines the language development of two children from the ages of two till four, who are growing up exposed to English, Swiss German and French. Its aim is to ascertain the importance of different environmental factors in fostering active trilingualism. These factors include the quantity of input for each language, whether or not the societal language is spoken in the home, and the conversational style of the caregivers. Although increasing numbers of children are being raised trilingually, research in this field is scarce; this study thus makes an important contribution to our knowledge of trilingual language acquisition. A special point of interest lies in a comparison of the acquisition of two minority languages by a single child, since this allows us to pinpoint more precisely how the development of non-societal languages can be influenced. This book will be of considerable interest to researchers and students working on multilingualism and language acquisition alike.

From English to Swedish 1 John Benjamins Publishing Company

In this volume, the editors aim to offer a timely focus on preschool bilingual education in the 21st century by drawing attention to the following trends: (1) the diversity of language models and their hybrid, dynamic and flexible nature; (2) the complexities of children's linguistic backgrounds; (3) children's, parents' and teachers' agencies in interaction; and (4) early bilingual development and education as contextually embedded. Given the complexity of providing a global and comprehensive view of these trends in just one issue, the selection of studies included here seeks to offer insightful consideration of these trends using a range of qualitative and quantitative methods. The contributors explore the trends in different socio-cultural and national contexts in five countries: Finland, Sweden, the Netherlands, Israel and Singapore. The book highlights the need on the one hand to examine early bilingual education within specific socio-cultural contexts, and on the other to search for its universal features. It aims to promote the field of preschool bilingual education as a unique research domain by illustrating its distinctiveness. Last but not least, the studies presented here have a significant contribution to make in the light of the growing interest of policy-makers, ethno-linguistic community leaders, practitioners and researchers in early bilingual development and education. This book was originally published as a special issue of *International Journal of Bilingual Education and Bilingualism*.

Rights to Language Suomalaisen Kirjallisuuden Seura

Language is crucial in child development. Therefore, general questions such as what are the possible challenges in language acquisition or such as how well the/my child is doing, are commonly present for researchers, clinicians, teachers, and parents. Parent-child interaction offers a privileged setting to observe children's behavior in multiple communicative situations, which often is only available to the parents/caregivers. For this reason, within the broad range of methods used to assess children's development, parental questionnaires are widely used being a non-invasive and inexpensive instrument to obtain information which is otherwise difficult to obtain. Data obtained with the many questionnaires covering various aspects of child development and communicative competence are equally relevant for basic research and everyday clinical practice. Development and use of parental questionnaires as well as data interpretation frequently

require an interdisciplinary and cross-sector approach, bringing together developmental psychologists and practitioners. This interdisciplinarity is assumed but rarely addressed directly.

Say It in Swedish (Revised) Multilingual Matters

The book presents case studies of immigrant minority groups and immigrant minority languages in Europe and abroad, analysed from demographic, sociolinguistic, and educational perspectives. The demographic perspective focuses on the role of language and ethnicity in multicultural population statistics, the sociolinguistic perspective on the vitality of immigrant minority languages, and the educational perspective on the status of immigrant minority languages in education.

Community and Heritage Languages Schools Transforming Education John Benjamins Publishing

Tracing historical and cultural factors which gave rise to the Nordic Education Model, this volume explores why Northern European education policy has become an international benchmark for schooling. The text explains the historical connection between a Nordic ideal of democracy and schooling, and indicates how values of equality, welfare, justice, and individualism might be successfully integrated in national school systems and curricula around the world. The volume also highlights recent debates around the longevity of the Nordic model and explores the risks and challenges posed by international policy and assessment agendas. Exploring how Nordic education polices successfully merge social equity with academic excellence, the book combines cultural, historical, sociological and philosophical analysis with a deep exploration of curriculum and teaching. This book will be of great interest to researchers, scholars, and postgraduates working across the fields of curriculum, comparative education, cultural studies and history and philosophy of education and education policy.

Growing Up with Two Languages Multilingual Matters

Language Policy beyond the State invites readers to (re-)consider the ways language policy is constituted, taken up, and researched if we look within and past the state. Contributors to this edited volume draw attention to language policy as always in the making, focusing on agency, on-the-ground practices, and ideologies. The chapters of the book reveal how simultaneous, and at times contradicting, language policies exist within a state and explore the complex roles played by families, businesses, educational institutions, and media in generating and appropriating these policies. By moving away from language policy analysis concerned primarily with how official state policies address well-defined language problems, some of the contributions of the volume highlight how the problems themselves can be ideological artifacts or are discursively constructed in language ideological debates that are provoked by changes in the geopolitical situation in the region. Using qualitative and descriptive research, the book uses Estonia as a setting to examine the ways historic and contemporary populations navigate language policies in both local and transnational spaces. As a whole, the collection speaks eloquently and powerfully to current efforts to understand and map the ways multiple institutions and individuals—not just the state—play an active role in forming and taking up language policies.

21st Century Pre-school Bilingual Education Multilingual Matters

This book deals with bilingualism, particularly as it relates to migrants and indigenous minorities.

The book begins with a "purely" linguistic coverage of bilingualism and then deals with the prerequisites and consequences of bilingualism from the perspectives of psychology and pedagogy.

Language Interrupted Springer

This volume takes an international and multidisciplinary approach to understanding students' academic achievement. It does so by integrating educational literature with developmental psychology and family studies perspectives. Each of the nine chapters focuses on a particular country: China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, or the United States. It describes the country as a cultural context, examines the current school system and parenting in light of the school system, and provides empirical evidence from that country regarding links between parenting and students' academic achievement. The book highlights similarities and differences in education and parenting across these nine countries - all varying widely in socioeconomic and cultural factors that affect schools and families. The volume contributes to greater understanding of links between parenting and academic performance in different cultural groups. It sheds light on how school systems and parenting are embedded in larger cultural settings that have implications for students' educational experiences and academic achievement. As two of the most important contexts in which children and adolescents spend time, understanding how schools and families jointly contribute to academic achievement holds promise

for advancing the international agenda of promoting quality education for all.

Parental Questionnaires as a Reliable Instrument for the Assessment of Child Language

Development John Benjamins Publishing

The present book brings together a collection of key studies from many disciplines all focusing

around the 'diaspora' issue. The readers will engage on a journey that spans continents, populations and time frames.