

HOUGHTON MIFFLIN DOUBLE DUTCH COMPREHENSION TEST

SECOND LANGUAGE LEARNING BEFORE ADULTHOOD PROBLEMS AND INTERVENTIONS IN LITERACY DEVELOPMENT RESOURCES IN EDUCATION SECOND LANGUAGE INSTRUCTION/ACQUISITION ABSTRACTS THE MULTILINGUAL COMMUNITY DUTCH LANGUAGE PROFICIENCY OF TURKISH CHILDREN BORN IN THE NETHERLANDS IMMIGRANT CHILDREN LEARNING DUTCH COGNITION AND SECOND LANGUAGE ACQUISITION PSYCHOLOGY OF MEDIA IN EUROPE ITL. LINGUISTICS AND LANGUAGE BEHAVIOR ABSTRACTS DETERMINATION OF A SPELLING VOCABULARY BASED UPON WRITTEN CORRESPONDENCE NEW MEANINGS FOR MARKETING IN A NEW MILLENNIUM ETHNIC MINORITY CHILDREN ACQUIRING LITERACY ETHNIC MINORITIES AND DUTCH AS A SECOND LANGUAGE MINORITY EDUCATION LEARNING IN A SECOND LANGUAGE CONTEMPORARY DUTCH LINGUISTICS LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS EXAMINING CENTRAL ISSUES IN LITERACY RESEARCH, THEORY, AND PRACTICE VANESSA DE WILDE P. REITSMA A. M. B. DE GROOT JOSINE A. LALLEMAN REN[?] APPEL THORSTEN PISKE PETER WINTERHOFF-SPURK WILLIAM NICLAUS ANDERSEN MELISSA MOORE LUDO TH VERHOEVEN GUUS EXTRA TOVE SKUTNABB-KANGAS PAUL VEDDER FLOR AARTS DONALD J. LEU

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RESEARCHERS HAVE LOOKED INTO THE ROLE OF INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING AND FOUND THAT DIFFERENCES BETWEEN LEARNERS IN AREAS SUCH AS LANGUAGE APTITUDE LANGUAGE LEARNING MOTIVATION AND EXPOSURE TO THE LANGUAGE INFLUENCE SECOND LANGUAGE LEARNING MOST OF THIS RESEARCH CONCERNED ADULTS FAR FEWER STUDIES HAVE ADDRESSED THE ROLE OF INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE LEARNING OF YOUNG LEARNERS AS SECOND LANGUAGE LEARNING PROGRAMMES TEND TO START EARLIER THAN BEFORE AND CHILDREN ARE NOWADAYS FREQUENTLY EXPOSED TO A FOREIGN LANGUAGE IN SOCIAL SETTINGS SUCH AS ONLINE GAMES AND SOCIAL MEDIA STUDYING THE ROLE OF INDIVIDUAL DIFFERENCES IN YOUNG LEARNERS CAN CONTRIBUTE BOTH TO SLA THEORIES AND TO EVIDENCE BASED L2 EDUCATION THIS BOOK DISCUSSES RECENT FINDINGS CONCERNING THE ROLE OF INDIVIDUAL DIFFERENCES IN LANGUAGE LEARNING IN YOUNG LEARNERS THE CHAPTERS IN THE BOOK CONCERN DIFFERENT TOPICS LINKED TO INTERNAL INDIVIDUAL DIFFERENCES SUCH AS LANGUAGE APTITUDE MOTIVATION ATTITUDE AND EXTERNAL INDIVIDUAL DIFFERENCES SUCH AS EXPOSURE AND TYPE OF INSTRUCTION THE RELATIVE CONTRIBUTION OF INTERNAL AND EXTERNAL FACTORS TO LANGUAGE LEARNING AND THE INTERPLAY BETWEEN THE TWO TYPES OF INDIVIDUAL DIFFERENCES

FROM AUGUST 19 23 1996 AN INTERNATIONAL EXPERT MEETING ON PROBLEMS AND INTERVENTIONS IN LITERACY DEVELOPMENT TOOK PLACE IN AMSTERDAM THE MEETING WAS ORGANIZED BY PIETER REITSMA PAEDOLOGISCH INSTITUUT VRIJE UNIVERSITEIT AMSTERDAM AND LUDO VERHOEVEN UNIVERSITY OF NIJMEGEN AND FUNDED BY THE DUTCH NATIONAL SCIENCE FOUNDATION VARIOUS EXPERTS IN THE FIELD OF LITERACY PROBLEMS FROM 12 COUNTRIES ATTENDED THE MEETING WHILE PRESENTING A PAPER BASED ON CURRENT PERSPECTIVES AND RECENT RESEARCH A SELECTION OF THE PAPERS BEING PRESENTED IS NOW INTEGRATED INTO A SINGLE ACADEMIC REFERENCE AFTER BEING EDITED AND UPDATED THE EDITORS WISH TO THANK ALL CONTRIBUTORS TO THIS VOLUME FOR REDRAFTING THEIR ORIGINAL PAPERS THE PRESENT VOLUME AIMS TO INTEGRATE RECENT RESEARCH IN FIELD OF LITERACY PROBLEMS AND INTERVENTIONS INTO A SINGLE ACADEMIC REFERENCE THE VOLUME WILL CAPTURE THE STATE OF THE ART IN THE RAPIDLY EXPANDING FIELD OF LITERACY PROBLEMS AND INTERVENTIONS THE TARGET GROUP OF READERS OF THIS VOLUME INCLUDES RESEARCHERS AND GRADUATE STUDENTS IN LANGUAGE AND LITERACY DEVELOPMENT MOREOVER THE BOOK IS OF INTEREST FOR PRACTITIONERS WORKING IN THE FIELD OF LITERACY PROBLEMS PIETER REITSMA AND LUDO VERHOEVEN VII LIST OF CONTRIBUTORS PETER AFFLERBACH UNIVERSITY OF MARYLAND 2304C BENJAMIN BUILDING COLLEGE PARK MD 20742 USA JESUS ALEGRIA UNIVERSITE LIBRE DE BRUXELLES LAPSE CP 191 AVENUE F ROOSEVELT 50 B 1050 BRUXELLES BELGIUM ELISABETH ARNBAK DEPARTMENT OF GENERAL APPLIED LINGUISTICS NJALSGADE 80 DK 2300 COPENHAGEN DENMARK JANWILLEM BAST PAEDOLOGISCH INSTITUUT VU AMSTERDAM POSTBUS 303 1115 ZG DUIVENDRECHT THE NETHERLANDS

THIS VOLUME EXAMINES INTERACTIONS BETWEEN SECOND FOREIGN LANGUAGE ACQUISITION AND THE DEVELOPMENT OF COGNITIVE ABILITIES IN LEARNERS WHO ACQUIRE AN ADDITIONAL LANGUAGE IN PRESCHOOLS PRIMARY OR SECONDARY SCHOOLS THE CHAPTERS EXPLORE POSSIBLE LINKS BETWEEN COGNITIVE AND LINGUISTIC SKILLS DISPLAYED BY MULTILINGUAL LEARNERS THIS BOOK SHOULD APPEAL TO DIFFERENT KINDS OF READERS SUCH AS LINGUISTS PSYCHOLOGISTS AND LANGUAGE TEACHERS

FOUNDED IN 1971 THE ACADEMY OF MARKETING SCIENCE IS AN INTERNATIONAL ORGANIZATION DEDICATED TO PROMOTING TIMELY EXPLORATIONS OF PHENOMENA RELATED TO THE SCIENCE OF MARKETING IN THEORY RESEARCH AND PRACTICE AMONG ITS SERVICES TO MEMBERS AND THE COMMUNITY AT LARGE THE ACADEMY OFFERS CONFERENCES CONGRESSES AND SYMPOSIA THAT ATTRACT DELEGATES FROM AROUND THE WORLD PRESENTATIONS FROM THESE EVENTS ARE PUBLISHED IN THIS PROCEEDINGS SERIES WHICH OFFERS A COMPREHENSIVE ARCHIVE OF VOLUMES REFLECTING THE EVOLUTION OF THE FIELD VOLUMES DELIVER CUTTING EDGE RESEARCH AND INSIGHTS COMPLEMENTING THE ACADEMY'S FLAGSHIP JOURNALS THE JOURNAL OF THE ACADEMY OF MARKETING SCIENCE JAMS AND AMS REVIEW VOLUMES ARE EDITED BY LEADING SCHOLARS AND PRACTITIONERS ACROSS A WIDE RANGE OF SUBJECT AREAS IN MARKETING SCIENCE THIS VOLUME INCLUDES THE FULL PROCEEDINGS FROM THE 2001 ACADEMY OF MARKETING SCIENCE AMS ANNUAL CONFERENCE HELD IN SAN DIEGO CALIFORNIA ENTITLED NEW MEANING FOR MARKETING IN A NEW MILLENNIUM

THIS BOOK ANALYSES POLICY ISSUES REGARDING THE EDUCATION OF MINORITY STUDENTS IN WESTERN INDUSTRIALISED SOCIETIES AND PRESENTS A NUMBER OF CASE STUDIES OF PROGRAMS THAT HAVE BEEN SUCCESSFUL IN REVERSING THE PATTERN OF MINORITY STUDENTS ACADEMIC FAILURE

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