

Vocabilis Multilingual 31

Donald MacDonald

Foreign Vocabulary in Sign Languages Diane Brentari, 2001-03 This book takes a close look at the ways that five sign languages borrow elements from the surrounding, dominant spoken language community where each is situated. It offers careful analyses of semantic, morphosyntactic, and phonological adaption of forms taken from a source language (in this case a spoken language) to a recipient signed language. In addition, the contributions contained in the volume examine the social attitudes and cultural values that play a role in this linguistic process. Since the cultural identity of Deaf communities is manifested most strongly in their sign languages, this topic is of interest for cultural and linguistic reasons. Linguists interested in phonology, morphology, word formation, bilingualism, and linguistic anthropology will find this an interesting set of cases of language contact. Interpreters and sign language teachers will also find a wealth of interesting facts about the sign languages of these diverse Deaf communities.

A Vocabulary in Six Languages R. John Andree, 1725

Vocabulary in a Second Language Paul Bogaards, Batia Laufer, 2004-07-29 The eleven chapters of Vocabulary in a Second Language are written by the world's leading researchers in the field of vocabulary studies in second language acquisition. Each chapter presents experimental research leading to new conclusions about and insights into the selection, the learning and teaching, or the testing of vocabulary knowledge in foreign languages. This book is intended as an up-to-date overview of the important domain of the lexicon for researchers in the field of second language acquisition, teacher trainers and professional teachers of second or foreign languages.

Polyglot: How I Learn Languages Kat— Lomb, 2008-01-01 KAT LOMB (1909-2003) was one of the great polyglots of the 20th century. A translator and one of the first simultaneous interpreters in

the world, Lomb worked in 16 languages for state and business concerns in her native Hungary. She achieved further fame by writing books on languages, interpreting, and polyglots. Polyglot: How I Learn Languages, first published in 1970, is a collection of anecdotes and reflections on language learning. Because Dr. Lomb learned her languages as an adult, after getting a PhD in chemistry, the methods she used will be of particular interest to adult learners who want to master a foreign language.

Lexicarry Patrick R. Moran, 1984-01-01 A collection of pictures designed to help language students build vocabulary. Includes an English word list.

Language and Region Joan Beal, 2006-04-18 Language and Region: provides an accessible guide to regional variation in English covers topical issues including loss of regional diversity and attitudes to regional accents and dialects examines the use of dialect in media, advertising and the tourist industry outlines the main linguistic characteristics of regional accents and dialects in terms of regional pronunciation, vocabulary and grammar. Affording hands-on practical experience of textual analysis, this book is essential reading for students of English language studies.

Vocabulary of the Galla Language J. L. Krape, 2008-04 Many of the earliest books, particularly those dating back to the 1900s and before, are now extremely scarce and increasingly expensive. We are republishing these classic works in affordable, high quality, modern editions, using the original text and artwork.

Why children's and adults' code switching ought to be treated alike Stefanie Dalvai, 2019-03-12 Academic Paper from the year 2016 in the subject Speech Science / Linguistics, grade: 1, University of Innsbruck (English Linguistics), course: Systemic and/or Applied English Linguistics: Language Development in Multilingual Children, language: English, abstract: Even if

there has been a change in time, code switching in children, in contrast to adults' code switching, is still regarded as a 'problem' by several people, professionals included. Even if the idea that a child should learn to answer in the appropriate language is per se right, it was the context in which it all happened which was wrong. Some people in my town believed that in a German-speaking kindergarten Italian shouldn't be used as it would contaminate the language of other children. This is not a single case but part of a large number of misconceptions which have led parents and teachers to think of code-switching as a kind of linguistic disorder and, consequently, sending children to professionals, who might also not fully understand the field of code-switching. This can lead to wrong assumptions, stigmatizing children who are intrinsically 'normal' as 'bad' speakers. All this fears don't apply to adults' code-switching as it is seen as something more rule-governed. That is why the aim of this research paper is to present several arguments to support the idea that code-switching in multilingual children is not the result of a lack of proficiency, but rather the consequence of a strategic use of both languages to facilitate the achievement of linguistic and social goals (Bullock 2009). Furthermore, it will be argued that there are not so many differences between adults' and children's code/switching and that, as a consequence, they should be treated equally. To demonstrate this, several studies will be presented in which adults' but, first and foremost, children's code-switching fulfil a complex socio-pragmatic function. In the end, evidence shall be given to prove that a third grammar of code-switching doesn't exist, and that therefore no description of a 'right' or 'wrong' way of code-switching can be postulated. This all shall attest that code-switching is an individual process which changes not only because of the different languages involved but also because of cultural phenomena. After a short definition of the term code-switching and its historical background, my personal connection to it will be presented, followed by the last

two sections explaining the difference between adults' and children's code-switching through a juxtaposition of both.

The Oceanic Languages Donald MacDonald, 2015-09-02 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Loan Phonology and the Two Transfer Types in Language Contact Frans van Coetsem, 2016-04-25

Grammar and Vocabulary of the Lau Language, Solomon Islands Walter George Ivens, 2016-05-20 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public

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Vocabulary Learning Strategies and Foreign Language Acquisition Višnja Pavičić

Takač,2008-02-04 The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies. It defines language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition as the basis for empirical research. Furthermore, the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies. Thus, the book attempts at integrating the approaches of theories of second language acquisition, the theory and practice of instructed foreign language learning, and the findings of current empirical research.

One Language for the World Mario Pei,1968

Latin Glossary Notebook Polyglot Adventures,2019-07-19 120 lined pages divided into two sections with a center margin so you easily can list new words and their meanings. 5x8, Small size so you can easily bring it with you anywhere Perfect to make notes of new words you learn or should learn later on.

The Oceanic Languages D. Macdonald,2018-02-06 Excerpt from The Oceanic Languages: Their Grammatical Structure, Vocabulary, and Origin Testament is now being printed by the same great

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Foreign Accent Roy C. Major, 2001-03-01 Even though second-language learners may master the grammar and vocabulary of the new languages, they almost never achieve a native phonology (accent). Scholars and professionals dealing with second-language learners would agree that this is one of the most persistent challenges they face. Now, for the first time, Roy Major's Foreign Accent covers the exploding scholarship in this area and lays out the issues specifically for audiences in the second language acquisition and applied linguistics community.

Language and the Study of Language William Dwight Whitney, 1904

The Bilingual Lexicon Robert Schreuder, Bert Weltens, 1993 Presents an overview of the bilingual lexicon. Topics discussed include: visual word recognition; translating versus picture naming; attrition of vocabulary knowledge; word production; and the teaching of vocabulary.

General Report International Auxiliary Language Association, 1945

With Languages in Mind: Musings of a Polyglot Kató Lomb, 2016-06 Kató Lomb (1909–2003) was one of the great polyglots of the 20th century. A translator and one of the first simultaneous interpreters in the world, Lomb worked in 16 languages for state and business concerns in her

native Hungary. She achieved further fame by writing books on languages, interpreting, and polyglots. In 'With Languages in Mind', originally published in Hungary as 'Nyelvekről jut eszembe...' (1983), Dr. Lomb presents her views on subjects ranging from language differences, language use, the inherent compromises in interpreting, and language learning. --

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