



List of Scientific Research in The Netherlands on Multi- & Bilingualism

Title	Researcher	Description / Aims	Partners	Date	Notes
Multilingual Early Language Transmission (MELT)	I.Bangma MSc Dr. A.M.J. Riemersma	<ul style="list-style-type: none"> • To identify best practice in language immersion methodology • to increase the skills of early years practitioners • to provide young children with a strong educational foundation, enabling them to go on and continue to progress with their multilingual skills • to provide information to parents on multilingualism • to strengthen language communities and promote cultural and linguistic diversity. 	a partnership between four language communities: - Breton in Brittany, - the Frisian language in Friesland, - the Swedish language community in Finland, - the Welsh language in Wales.	November 2009 - October 2011	Research paper : www.mercator-research.eu/fileadmin/mercator/research_projects_files/melt/MELT_research_paper.pdf
Language Processing: Interaction Between Bilingualism and SLI	A. Laloi (University of Amsterdam), PhD project Supervisors: Dr. A. Baker, dr. J. de Jong, dr. M. Le Normand	The goal of PhD-project is to fill the gap in bilingual SLI research by investigating the cognitive sub-processes underlying language processing in bilingual children with SLI. Using tasks tapping language-specific and domain-general processing, performances of SLI bilinguals will be compared with those of typically-developing bilinguals and SLI monolinguals. It is expected to uncover the relation of bilingualism, SLI and their interaction with the cognitive sub-processes underlying language processing, hereby allowing a more accurate interpretation of the linguistic outputs of SLI bilinguals.		Jan 2008 – 2012	



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<p>Identifying Specific Language Impairment in Monolingual and Bilingual Children: Executive Functions and Linguistic Processing</p>	<p>Dr. T. Yarbay Duman (University of Amsterdam), Principle Investigator</p>	<p>The aim is to reveal a distinguishing characteristic that can identify SLI both in monolinguals and bilinguals. Previous research shows that children with SLI suffer from linguistic impairments and, unlike typically developing bilinguals (TDB), bilingual children with SLI (BISLI) perform poorly on cognitive abilities controlling and regulating other abilities and behavior, namely the executive functions (EF). This project explores the existence of a causal link between EF and linguistic impairments by measuring both specific EF performance and the processing of linguistic structures that require the use of the same EF, and investigating the correlation between the two.</p>		<p>Jan 2011 – Dec 2013</p>	
<p>The Bilingual Proficiency of Moroccan Arabic Speakers in The Netherlands and Germany</p>	<p>Prof. dr. C.L.J. de Bot (University of Groningen), Principle Investigator</p>	<p>The goal of this investigation is to assess the proficiency of these speakers in both L1 and L2 not in isolation but on the assumption that bilingual competence is one large holistic system. It will be investigated if there is a correlation (positive or negative) between an individual's proficiency in both language systems that is, if evidence for L1 attrition correlates with success in L2 acquisition. It will be assessed in what way the use of either language in daily life affects overall proficiency, and to what degree prestige of the speech community and individual attitudes towards both L1 and L2 play a role.</p>		<p>Jan 2007 – Jul 2012</p>	



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<p>The Age Effect in Bilingual Development: Grammatical Gender in Second Language Acquisition and First Language Attrition</p>	<p>Prof. dr. M.S. Schmid (University of Groningen), Principle Investigator</p>	<p>This project will compare processing and production of grammatical gender in Dutch and German as L2 (Polish and Turkish learners) and as L1 (attriters in an English-speaking setting), and investigate the differential impact of age of acquisition/attrition among these groups. Grammatical processing will be assessed by means of neuroimaging techniques (ERPs) and eyetracking, production data will be based on free speech.</p>		<p>2010 – 2015</p>	
<p>Early Language Learning in Europe (Project ELLiE)</p>	<p>Drs. E. Krikhaar (Radbout University of Nijmegen), Principle Investigator</p>	<p>The research focuses on three central issues: the processes of policy implementation; the factors contributing most effectively to the success of ELL; the linguistic and non-linguistic outcomes of ELL. Priority strands of investigation threaded throughout this research are the significance of the teacher's role in ELL and the particular impact of digital media on learning.</p>		<p>Since Dec 2007</p>	
<p>Traces of contact: Language contact studies and historical linguistics</p>	<p>Prof. dr. P. Muysken (Radbout Universiteit Nijmegen)</p>	<p>This project aims to establish criteria by which results from language contact studies can be used to strengthen the field of historical linguistics. New methods from structural phylogenetics are employed, and the same linguistic variables (TMA and evidentiality marking, argument realization) will be studied in the various projects. In the various projects, use will be made from a shared questionnaire, so that comparable data can be gathered. By applying the scenario model at various levels of aggregation, a more principled link between language contact studies and historical linguistics can be established.</p>		<p>Jan 2009 – Dec 2013</p>	



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<p>Telecollaboration for Intercultural Language Acquisition (TILA)</p>		<p>The TILA project seeks:</p> <ol style="list-style-type: none"> 1. to innovate and enrich language teaching programmes at secondary schools and make them more motivating and effective by stimulating telecollaboration for intercultural awareness with peers of other cultures; 2. to empower teacher training programmes for developing ICT literacy skills and organisational, pedagogical and intercultural competences of (student) teachers for telecollaboration, by promoting experiential learning in task development, implementation and evaluation; 3. to study the possible added value telecollaboration might have in language learning for intercultural understanding of younger learners. <p>TILA aims to offer actual practice and hands-on experiences in telecollaboration activities. It promotes professional development by addressing digital, intercultural, pedagogical and organisational concerns for the successful integration of telecollaboration practices in language education.</p> <p>The target languages of the project are English, French, German and Spanish</p>	<p>Consortium partners:</p> <p>The Netherlands</p> <ul style="list-style-type: none"> - Utrecht University, - Berlage Lyceum (Amsterdam) - 3DLES. <p>UK</p> <ul style="list-style-type: none"> - University of Roehampton - Secondary school. <p>Germany</p> <ul style="list-style-type: none"> - Steinbeis Transfer Center - Language Learning Media - Gymnasium Saarburg. <p>Spain</p> <ul style="list-style-type: none"> - Universidad de Valencia - IES Clot del Moro. <p>France</p> <ul style="list-style-type: none"> - Université de Paris 3 - Collège La Cerisaie <p>Czech Republic</p> <ul style="list-style-type: none"> - Palacky University. <p><i>Associate partners:</i></p> <p>32 institutions from the Netherlands, UK, Germany, France, Spain, Poland, Portugal and Italy.</p>	<p>January 2013 – 2015</p>	
<p>Foreign Languages in Primary School Project (FLiPP)</p>	<p>Dr. S. Unsworth (Universiteit Utrecht) Prof. dr. C.L.J. de Bot (Universiteit Groningen) L. Persson (Universiteit Utrecht) S. Reitsma (Universiteit Groningen)</p>	<p>FLiPP aims to answer the following questions:</p> <ol style="list-style-type: none"> 1. What are the effects of introducing English earlier in the curriculum (i.e., in kindergarten or 'groep 1' instead of grade 5 or 'groep 7') 2. How important is the teacher's proficiency level in English? <p>How many hours a week are necessary to ensure that pupils learn English successfully?</p>		<p>Jan 2009 – Dec 2012</p>	



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The Early Child Bilingualism Project	<p>Dr. S. Unsworth (Utrecht University) Prof. A.C.J. Hulk (University of Amsterdam) Dr. L.M.E.A Cornips (Meertens Institute Amsterdam) Dr. E. Argyri (University of Edinburgh) Prof. A. Sorace (University of Edinburgh) Prof. I. Tsimpli (Aristotle University of Thessaloniki)</p>	<p>What is the optimal age at which exposure to a second language should take place? Does an early start necessarily guarantee success? How early is early enough? How much input is needed for language acquisition to take place successfully? These are the central questions in the Early Child Bilingualism project currently being –carried.</p>	<p>Meertens Institute in collaboration with: Utrecht University, University of Amsterdam, University of Edinburgh the University of Thessaloniki.</p>	<p>2008 – 20012</p>	
Transitions and Multilingualism Project (TRAM)	<p>Prof. dr. M. Everaert (Utrecht University) Dr. S. Baauw (Utrecht University) Dr. E. Le Pichon-Vorstman (Utrecht University) T. Kratochvilova (Utrecht University)</p>	<p>The training course developed under TRAM will support the development of teaching skills needed by teachers working with children in transition phases. To assure the course contents meet the qualification needs in theory and practice, the training course is based on a comprehensive needs analysis, a good practice analyse, a transnational reviewed piloting and the cooperation with pilot kindergartens and primary schools. The project also aims to support the acquisition of several languages at pre-primary and primary school level. It focuses on multilingual children supporting them in transition phases so that their skills in several languages are maintained and even reinforced through support of experienced teachers. Moreover, it intends to make monolingual children learn from their multilingual classmates.</p>		<p>Oct 2009 – Sep 2012</p>	



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A Toolkit for Transnational Communication in Europe	Dr. J.D. ten Thije (Utrecht University) Dr. A.M. Backus (Tilburg University) Dr. L.K. Maráz (University of Amsterdam) Prof. Dr. J. Swanenberg (Tilburg University) K.C.P Juffermans (Tilburg University) Dr. V.D. Mamadouh (University of Amsterdam) D. Bahtina (Utrecht university)	The planned toolkit will comprise a diagnostic, evaluative and recommending component on the basis of which the future users can decide what communicative mode appears to be most appropriate under the given circumstances. The development of the toolkit architecture will take into consideration reference criteria such as communicative efficiency and the EU's fundamental principles and values like democracy, equality, human rights, social cohesion and economic welfare.		Sep 2010 – Aug 2013	
Cross-Linguistic Bilingual Influence on Perceptual Reorganization in Early Infancy	L. Liu (Utrecht University) Supervisor: R.W.J. Kager	This project focuses on the study of perceptual reorganization (PR) occurring in the second half of the first year and intends to answer the following research questions: 1. Is PR affected by early bilingual exposure? If so, what is the nature of this influence? 2. Is PR reversible when first exposure to L2 starts before a certain threshold age? What is this “critical period”? Does this threshold age depend on the type of contrast or language? 3. How language specific is PR reversibility? What factors are the potential influences (age or degree of exposure)?		Sep 2010 – Aug 2013	
Discourse Coherence in Bilingualism and SLI	Project leader: Dr. E. Tribushinina (Utrecht University)	This project aims to fill the gap by providing insights into separate effects of bilingualism and SLI in the domain of referential and relational discourse coherence. To this end, we collect and analyze language comprehension and production data from bilingual Russian-Dutch and Russian-German children, and compare them to monolingual (Dutch, German, Russian) children with and without SLI.		Jan 2012 – Dec 2015	



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<p>Language Rich Europe</p>	<p>The steering committee driving Language Rich Europe comprises of experts in language policy and practice from across Europe.</p> <p>Juan Pedro de Basterrechea, Fundraising and Sales Director, Instituto Cervantes Guus Extra, Chair of Language and Minorities, Tilburg University Mário Filipe, Vice-President, Instituto Camões Martin Hope, Director Benelux and EU Office, British Council Thomas Huddleston, Policy Analyst, Migration Policy Group Tony Jones, Senior Adviser, English Language Innovation, British Council Elidir King, Director Languages Company Xavier North, Delegate-general for the French language and languages of France Joe Sheils, Former Head of the Department of Language Education and Policy, Council of Europe Wolf von Siebert, Project Management, Language and Integration, Goethe Institute Liliana Szczuka-Dorna, Head of</p>	<p>This project provides a commentary on current language policies and practices in participating countries/regions, based on research conducted by our partner network of experts and researchers. It captures good practice and brings stakeholders together face-to-face and online to learn from each other. Throughout 2012 our network members will participate in a series of over 80 interactive events across Europe to discuss the key findings and this will result in concrete recommendations to policy makers at national and European level.</p>	<p>Austria: EDUCULT, Denken und Handeln im Kulturbereich Belgium: Migration Policy Group, EUNIC in Brussels, Danish Cultural Institute and Universiteit Gent / Ghent University Bosnia and Herzegovina: University of Sarajevo, Faculty of Philosophy Bulgaria: Sofia University, Faculty of Classical and Modern Philologies Denmark: Danish Language Council Estonia: National Examinations and Qualifications Centre France: European Observatory for Plurilingualism Germany: University of Hamburg, LIMA – Linguistic Diversity Management in Urban Areas and Goethe Institut Greece: South East European Research Centre Hungary: Research Institute for Linguistics, Research Centre for Multilingualism Italy: Università per Stranieri di Siena. LEND</p>	<p>2013</p>	<p>Publications available to download www.language-rich.eu/materials-media.html</p>
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Lithuania: Lithuanian Social Research Centre, Institute of Labour and Social Research, State Commission on the Lithuanian Language
Netherlands: Tilburg University - Babylon, Centre for Studies of the Multicultural Society, Fryske Akademy
Poland: Institute for Quality in Education
Portugal: ILTEC – Institute of Theoretical and Computational Linguistics, Instituto Camões
Romania: Centre Education 2000+, EuroEd Foundation
Spain: Instituto Cervantes, Universidad Nebrija, Department of Culture, University of Barcelona
Switzerland: University Of Fribourg, Institute of Multilingualism
Ukraine: Institute of Social and Political Psychology
United Kingdom: The Languages Company, Welsh Language Board

Associate Partners
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