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Collana	Hamburg studies on linguistic diversity, , 2211-3703 ; ; v. 1
Altri autori (Persone)	SiemundPeter <1965-> GogolinIngrid SchulzMonika DavydovaJulia <1977->
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Sommario/riassunto	Because of the power and international status of English, and because of real or perceived pressures to 'assimilate' persons from non-English speaking cultural backgrounds, educators in English-dominant countries are likely to have a primary focus on the academic achievement of learners based on monolingual (English) standards and benchmarks. 'Success' in educational contexts is likely to reflect the common sense view "the more English, as early as possible, the better the outcome", which, while intuitively logical, is not supported by the best available research on the acquisition of English