

# Alumni Stranieri

**Anthony J. Liddicoat**

**Sprache im italienischen Erdkundeunterricht** Stephanie Schöber, 2017-04-03 Die Autorin untersucht sprachliche Herausforderungen, denen Lernende am Ende der Sekundarstufe I im Fachunterricht begegnen. Ihre empirischen Daten stammen aus Schulen in Italien. Zwischen dem Sprachgebrauch der Lernenden und den in den Schulbüchern und von Lehrkräften verwendeten Registern stellt sie Diskrepanzen fest. Im Zentrum der Analysen steht der Wortschatz, und es werden weitere sprachliche Aspekte und die Rolle der Fachlehrkräfte für sprachliche Bildung erforscht.

Eigennamen in der gesprochenen Sprache Elwys De Stefani, Nicolas Pepin, 2010-06-16 Die Verwendung der Eigennamen in der gesprochenen Sprache hat bisher wenig Beachtung seitens der Sprachwissenschaft erfahren. Dabei spielen Eigennamen in der Alltagskommunikation eine wichtige Rolle. Dies gilt nicht nur für Personennamen, sondern auch für Ortsnamen, die nicht selten den Ausgangspunkt für die Konstruktion sozialer Identitäten bilden. Diese Publikation stellt ein Novum in der onomastischen Forschung dar und eröffnet somit neue Forschungsperspektiven. Zum einen werden Ansätze zur Erforschung der Eigennamen in der Oralität vorgestellt, die aus der aktuellen sprachwissenschaftlichen Forschung hervorgehen (z.B. in den Bereichen der Soziolinguistik und der Interaktionsforschung), zum anderen werden methodische Probleme erläutert, die mit dem Erheben, dem Transkribieren und dem Analysieren sprechsprachlichen Datenmaterials zusammenhängen.

*Geschichte und Region/Storia e regione 28/2 (2019)* Massimiliano Livi, 2020-06-04 Dieses Heft untersucht Migration in gesellschaftlichen Näheverhältnissen und konkreten sozialen Praktiken in vier verschiedenen regionalen Räumen: im Ruhrgebiet, Wolfsburg, Prato und in einigen Gebieten der betriebszentrierten lokalen Dimension der DDR. Dabei fokussieren die Beiträge auf den jeweiligen Nexus von Migration und Integration und den damit einhergehenden lokalen Aushandlungsprozessen seit den 1970er Jahren. \*\*\*\*\* AUS DEM INHALT Christoph Lorke Außereuropäische Werkstätige als interkulturelle Herausforderung. DDR-Betriebe und ihr Umgang mit Fremdheit Lutz Raphael Curricoli flessibili e stile di vita transnazionale. Biografie lavorative e strategie di sostentamento di famiglie di minatori turchi nel bacino della Ruhr (1970-2000) Alexander Kraus/Michael Siems Da oggetto ad attore. La politica di integrazione dei Gastarbeiter italiani a Wolfsburg durante gli anni della normalizzazione Anna Marsden Benvenuti a Prato. L'imprenditoria migrante pratese ed il contraddittorio processo di integrazione della comunità cinese a partire dagli anni Novanta AUFSÄTZE

/ CONTRIBUTI Enzo Ianes L'asilo è il mezzo più potente per la penetrazione dell'italianità: Il ruolo dell'Opera Nazionale Assistenza Italia Redenta nel processo di italianizzazione dell'Alto Adige FORUM Brigitte Mazohl Habsburg revisited. Drei Neuerscheinungen zur Geschichte der österreichisch-ungarischen Monarchie REZENSIONEN / RECENSIONI

Systems of Reason and the Politics of Schooling Miguel Pereyra, Barry Franklin, 2014-06-27 The 1980s were an important decade for educational inquiry. It was the moment of the “linguistic turn,” with its emphasis on the role of language as a constructor of reality, a structuring agent for institutions such as schools, and a medium for translating knowledge into elements of power for processes of social regulation. Drawing on the work and insights of educational researcher Thomas S. Popkewitz, this book shows how the linguistic turn provided an alternative to both mainline educational research grounded in the ideals of political liberalism and the effort of neo-Marxists to challenge liberal thinking in favor of a scholarship based on class conflict and economic determinism.

Politika 11 Günther Pallaver (Herausgeber), Paolo Attanasio, Thomas Benedikter, Marco Brunazzo, Florian Castlunger, Andrea Di Michele, Maurizio Ferrandi, Joachim Gatterer, Lore Hayek, Harald Knoflach, Paul Mecheril, Andreas Obexer, Oscar Thomas Olalde, Hans Karl Peterlini, Alessandro Piras, Johanna Prader, Arnold Schuler, Gilg Seeber, Hannes Senfter, Leopold Steurer, Christian Traweger, Hannes Vorhofer, 2013-03-15 Die dritte Ausgabe des politischen Jahrbuches der Südtiroler Gesellschaft für Politikwissenschaft widmet sich zwei Schwerpunkten, jeweils aus aktuellem Anlass: Politika11 liefert Analysen und Hintergrundinformationen zum Thema Gemeindeautonomie (Partizipation, Finanzierung, Gemeinderatswahlen 2010) und sie widmet sich dem Südtirolterrorismus 1961-2011. Namhafte Autoren wie Leopold Steurer, Hans Karl Peterlini und Günther Pallaver beschäftigen sich vor allem mit den Auswirkungen der Attentate. Fixer Bestandteil ist wiederum der Rückblick auf die Ereignisse des Vorjahres nach Datum geordnet, sowie in einem Essay zusammengefasst und auf den Punkt gebracht. Die Rubrik Politische Bildung (Thema Zivilcourage), die Kür der politischen Persönlichkeit des Jahres sowie ein Rezensionsteil runden die Jahresschrift ab. Die AutorInnen verfassen ihren Beitrag in ihrer Muttersprache, Abstracts in den jeweils anderen Landessprachen sowie in Englisch werden dem Text beigelegt.

**Die Bildungssysteme Europas** Hans Döbert, Wolfgang Hörner, Botho von Kopp, Lutz R. Reuter, 2017-07-03 Autoren und Herausgeber können mit der vierten Auflage dieses Handbuchs auf eine lange Erfolgsgeschichte der Bildungssysteme Europas zurückblicken; seit 2002 sind vier deutschsprachige und zwei englischsprachige Ausgaben erschienen. Die aktualisierte und in Teilen neu erarbeitete vierte Auflage der Bildungssysteme Europas beschreibt in dieser Form bisher einmalig die Bildungssysteme aller souveränen Staaten Europas. Als einziger der sechs europäischen Zwergstaaten wurde der Vatikanstaat nicht berücksichtigt, da seine einzelnen exterritorialen Bildungseinrichtungen kein geschlossenes Bildungssystem darstellen. Autonome, aber abhängige Gebiete wurden nur dann explizit berücksichtigt, wenn sich ihr Bildungssystem deutlich von dem des jeweiligen Staates unterscheidet. Derzeit trifft das nur auf die Färöer zu. Somit enthält

der Band die Beschreibung und Analyse von insgesamt 50 Bildungssystemen, erarbeitet von mehr als 70 Bildungsexperten, die durch eine entsprechende Sachkompetenz in ihren Staaten oder international ausgewiesen sind. Die Länderbeiträge sind jeweils so gegliedert, dass sie historische Entwicklungslinien aufzeigen, Reformen im Bildungssystem und ihre Kontextbedingungen beschreiben, die Organisation des jeweiligen Schulsystems sowie das System der allgemein- und berufsbildenden Schulen analysieren, aktuelle Probleme wie die Integration der Flüchtlinge und Asylsuchenden in das Bildungssystem thematisieren und Entwicklungsperspektiven des jeweiligen Bildungssystems aufzeigen. Die Herausgeber streben mit dem Band nicht nur eine systematische Verbesserung der Informationslage über Bildung in den einzelnen Staaten an, sondern durch eine Verknüpfung von Deskription und analysegeleiteter, problemorientierter Darstellung auch eine hinreichende Tiefe der Analysen und damit die Ermöglichung des Vergleichs.

*Inclusive Education* Silvia Zanazzi, 2018-03-30 Starting in the 1970s, the Italian government has passed a set of legislative provisions known as *integrazione scolastica*. Separate special education classes were abolished and all students were admitted into mainstream schools, regardless of any disability, impairment, or any other personal characteristic or social circumstance. The Italian model seems to be an ideal context for the development of inclusive education when compared to other realities in Europe and in the world, where, in some cases, special schools and/or classes are still the only available options for students with disabilities or impairments. Does such perception correspond to reality? This book aims to critically analyse and discuss the Italian model of inclusive education from international and intercultural perspectives, as a way to address a crucial theme for educators, school administrators, policymakers, citizens and parents.

**Geschichte des Fremdsprachenstudiums in der Romania** Lidia Becker, Julia Kuhn, Christina Ossenkop, Anja Overbeck, Claudia Polzin-Haumann, Elton Prifti, 2020-06-22 Die Beiträge des XXXI. Romanistischen Kolloquiums beleuchten verschiedene Aspekte der Geschichte des Fremdsprachenstudiums in den romanischen Ländern. Neben den auf einzelne romanische Länder fokussierten Darstellungen allgemeinen Charakters zur Geschichte des Fremdsprachenstudiums enthält der Band auch eine Reihe von Beiträgen, in denen Einzelaspekte des Fremdsprachenstudiums in den romanischen Ländern aus einem historischen Blickwinkel untersucht werden. Am Rande wird auch der Geschichte des Studiums der romanischen Sprachen im deutschsprachigen Raum sowie der Fremdsprachendidaktik in der Romania Beachtung geschenkt, wodurch das Gesamtbild vervollständigt wird.

**The Reason of Schooling** Thomas S. Popkewitz, 2014-09-04 Problematizing the reason of schooling as historical and political, in this book leading international and interdisciplinary scholars challenge the common sense of schooling and the relation of society, education, and curriculum studies. Examining the limits of contemporary notions of power and schooling, the argument is that the principles that order school subjects, the curriculum, and teaching reforms are historical practices that govern what is thought, acted on, and talked about. Highlighting the dynamics of social exclusion, the normalizing of

people through curriculum, and questions of social inclusion, *The Reason of Schooling* underscores the urgency for rethinking curriculum research.

*Migrant Children in Europe* G.G. Valtolina, 2013-03-05 The rights of children are outlined in article 24 of the Charter of fundamental rights of the European Union; the binding catalogue of rights which institutions and member states are bound to respect when applying EU law. Although this article has undoubtedly been taken very seriously since the Charter was adopted in 2000, there are indications that in a number of cases it has not been possible for children in the EU to exercise fully the rights it envisaged. One such case involves migrating Romanian children, and concerns have been expressed that the rights of this group of migrant children have not always been fully taken into account. This book is the result of the two-year project *Children's rights in Action*, funded by the European Union, which focuses on the needs of children migrating from Romania to Italy and Spain in order to identify good practices, reduce their vulnerability and protect their rights. The book presents the impact that limited access to the rights guaranteed by EU law have had on the actual conditions of life for Romanian children in migration across Europe. Although the book shows that the rights enshrined in article 24 of the EU Charter are not yet fully and equally ensured in some EU countries, it also describes the ways in which local communities and civil society actors have often operated to fill the gap and enabled such children to exercise their rights despite legislative and political shortcomings.

**Ist inklusive Schule möglich?** Jasmin Donlic, Elisabeth Jaksche-Hoffman, Hans Karl Peterlini, 2019-08-31 Inklusion ist zur zentralen pädagogischen Herausforderung geworden. Den hohen Erwartungen an einen inklusiven Umgang mit Behinderung, sprachlich-kultureller Diversität, Gender Diversity und sozialer Differenz stehen hartnäckige selektive Strukturen, eingefahrene Unterrichtspraktiken, politische Vorbehalte und teilweise auch Ängste entgegen. Die Grundfrage der generellen Umsetzbarkeit inklusiver Schule steht im Zentrum dieses Bandes. Die Beiträge über Erfahrungen im deutschsprachigen Raum und darüber hinaus in Skandinavien, Italien, Kanada, USA sowie afrikanischen und asiatischen Ländern berichten von Erfolgen, aber auch von Problemen in den länderspezifischen Erprobungen von Inklusion.

**Die Bildungssysteme Europas - Italien** Sara-Julia Blöchle, 2017-07-03 Die aktualisierte und in Teilen neu erarbeitete vierte Auflage der *Bildungssysteme Europas* beschreibt in dieser Form bisher einmalig die Bildungssysteme aller souveränen Staaten Europas. Der Länderbeitrag Italien ist so gegliedert, dass er historische Entwicklungslinien aufzeigt, Reformen im Bildungssystem und ihre Kontextbedingungen beschreibt, die Organisation des jeweiligen Schulsystems sowie das System der allgemein- und berufsbildenden Schulen analysiert, aktuelle Probleme wie die Integration der Flüchtlinge und Asylsuchenden in das Bildungssystem thematisiert und Entwicklungsperspektiven des jeweiligen Bildungssystems aufzeigt.

**Italienische Migration nach Deutschland** Marc Schmid, 2014-07-08 Marc Schmid untersucht die widersprüchlichen Teilnahmemuster italienischstämmiger Migranten in Deutschland in unterschiedlichen gesellschaftlichen Teilbereichen. Die

Kinder der als „integriert“ und wenig diskriminiert geltenden Migrantengruppe weisen nach wie vor einen geringen Schulerfolg auf. Vor diesem Hintergrund greift der Autor verschiedene Aspekte migrationssoziologischer Analysemodelle auf und zeigt, dass Netzwerkstrukturen und ein auf sie bezogenes „Rezeptwissen“ den primären Handlungshorizont der Auswanderer auch im deutschen Kontext prägen. Dabei erweisen sie sich in verschiedenen institutionellen Bereichen als unterschiedlich anschlussfähig. Im Schulsystem sind institutionelle Diskriminierungsmuster auch gegenüber den Italienern wirksam, denen durch fragmentierte organisatorische Strukturen und individualisierte Handlungsstrategien nicht konzertiert begegnet wurde.

*Intercultural Education in the European Context* Marco Catarci, Massimiliano Fiorucci, 2016-03-09 This book offers a comparative analysis of the intercultural theories and practices developed in the European context. Bringing together work on the United Kingdom, France, Germany, Italy, Spain, Greece, The Netherlands and Sweden, it examines specific approaches to intercultural education. Structured around a series of core questions concerning the main features of diverse groups of migrants present within a country and within schools, the major issues raised by scientific research on the presence of migrant students, and the adoption of relevant educational policies and practices to address these issues - together with examples of best practice in each case - *Intercultural Education in the European Context* explores the strengths and weaknesses of the intercultural education approach adopted in each context. Offering a broad framework for the study of intercultural education as adopted in European settings, the book highlights the contribution of education to the development of a fair, democratic and pluralistic Europe. As such, it will appeal to scholars and policy makers in the field of sociology, migration, education and intercultural relations.

*The Oxford Handbook of European Islam* Jocelyne Cesari, 2015 For centuries, Muslim countries and Europe have engaged one another through theological dialogues, diplomatic missions, political rivalries, and power struggles. In the last thirty years, due in large part to globalization and migration from Islamic countries to the West, what was previously an engagement across national and cultural boundaries has increasingly become an internalized encounter within Europe itself. Questions of the Hijab in schools, freedom of expression in the wake of the Danish Cartoon crisis, and the role of Shari'a have come to the forefront of contemporary European discourse. The *Oxford Handbook of European Islam* is the first collection to present a comprehensive approach to the multiple and changing ways Islam has been studied across European countries. Parts one to three address the state of knowledge of Islam and Muslims within a selection of European countries, while presenting a critical view of the most up-to-date data specific to each country. These chapters analyze the immigration cycles and policies related to the presence of Muslims, tackling issues such as discrimination, post-colonial identity, adaptation, and assimilation. The thematic chapters, in parts four and five, examine secularism, radicalization, Shari'a, Hijab, and Islamophobia with the goal of synthesizing different national discussion into a more comparative theoretical framework. The

Handbook attempts to balance cutting edge assessment with the knowledge that the content itself will eventually be superseded by events. Featuring eighteen newly-commissioned essays by noted scholars in the field, this volume will provide an excellent resource for students and scholars interested in European Studies, immigration, Islamic studies, and the sociology of religion.

*Urban Multilingualism in Europe* Giuditta Caliendo, Rudi Janssens, Stef Slembrouck, Piet Van Avermaet, 2019-12-02 Today's growing mobility in European urban regions results in a more widespread language diversity, which is increasingly challenging current language policies. Against this background, this volume deals with the interface between language policy, language planning and actual practices. The impact that prevailing language policies have on language practices is observed in a series of urban settings, leading to a reflection on the changes that need to be brought about to promote social inclusion and valorise linguistic diversity in a context of globalisation-affected and migration-related multilingualism. The topics of discussion draw on different theoretical perspectives and span the research fields of linguistics, education, (family) language policy and planning, language acquisition and sociology.

**Language-in-education Policies** Anthony J. Liddicoat, 2013-04-08 This book examines the ideological underpinnings of language-in-education policies that explicitly focus on adding a new language to the learners' existing repertoire. It examines policies for foreign languages, immigrant languages, indigenous languages and external language spread. Each of these contexts provides for different possible relationships between the language learner and the target language group and shows how in different polities different understandings influence how policy is designed. The book develops a theoretical account of language policies as discursive constructions of ideological positions and explicates how ideologies are developed through an examination of case studies from a range of countries. Each chapter in this book takes the form of a series of three in-depth case studies in which policies relating to a particular area of language-in-education policy are examined. Each case examines the language of policy texts from a critical perspective to deconstruct how intercultural relationships are projected.

**Cultural, Religious and Political Contestations** Fethi Mansouri, 2015-05-06 This book examines the foundations of multiculturalism in the context of émigré societies and from a multi-dimensional perspective. The work considers the politics of multiculturalism and focuses on how the discourse of cultural rights and intercultural relations in western societies can and should be accounted for at a philosophical, as well as performative level. Theoretical perspectives on current debates about cultural diversity, religious minorities and minority rights emerge in this volume. The book draws our attention to the polarised nature of contemporary multicultural debates through a well-synthesised series of empirical case studies that are grounded in solid epistemological foundations and contributed by leading experts from around the world. Readers will discover a fresh re-examination of prominent multicultural settings such as Canada and Australia but also an emphasis on less examined case studies among multicultural societies, as with New Zealand and Italy. Authors engage critically and

innovatively with the various ethical challenges and policy dilemmas surrounding the management of cultural and religious diversity in our contemporary societies. Comparative perspectives and a focus on core questions related to multiculturalism, not only at the level of practice but also from historical and philosophical perspectives, tie these chapters from different disciplines together. This work will appeal to a multi-disciplinary audience, including scholars of political philosophy, sociology, religious studies and those with an interest in migration, culture and religion in contemporary societies.

Bibliographie der Schweiz. Redaction: E.C. Rudolphi E Camillo Rudolphi,1875

**Bibliographie der Schweiz** ,1877

### Unveiling the Magic of Words: A Review of "**Alumni Stranieri**"

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