Identities in Migration Contexts
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Domestic litigation in Regional, National and Global Contexts
Map 1: The California territory in the context of the Western Hemisphere

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The following map shows where to place the territories in which California settled.

---

Map 2: The national context

21  Co-official languages in Spain

---

Don't let what happened in the past drag you down. Learn from it, and move forward.
The figures seem to demonstrate that the struggle for the Catalan language is far from over and that there is no danger for the future use of its Mexican.

Table 1.2: Callum in bilingual Spain (numbers INE, figure see front)

<table>
<thead>
<tr>
<th>Region</th>
<th>Official Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navarra</td>
<td>59%</td>
</tr>
<tr>
<td>País Vasco</td>
<td>68%</td>
</tr>
<tr>
<td>Galicia</td>
<td>11%</td>
</tr>
<tr>
<td>Illes Balears</td>
<td>14%</td>
</tr>
<tr>
<td>Comunitat</td>
<td>11%</td>
</tr>
<tr>
<td>Catalunya</td>
<td>17%</td>
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<td>Catalan</td>
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<tr>
<td>Basque</td>
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Distribution

- Official language
- Only one official
- Languages with
- Community

Diving Languages in Regional, National and Global Contexts

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Table 1.2: Callum in bilingual Spain (numbers INE, figure see front)

- Official language
- More than one
The standard of English and Spanish is so critical that even people in those countries who are not fluent in English or Spanish are expected to be able to read and understand the text in those languages. The historical view of English and Spanish is often seen as divided, with English being seen as the dominant language in the United States and Spanish in Spanish-speaking countries. However, the number of English speakers in Spain has grown, and there is a growing awareness of the importance of both languages in the global context.

### Table 1: Comparing Antecedents of English (1541) and Spanish

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Spoken English</td>
<td>Spoken Spanish</td>
</tr>
<tr>
<td>Writing</td>
<td>Written English</td>
<td>Written Spanish</td>
</tr>
<tr>
<td>Literature</td>
<td>English Literature</td>
<td>Spanish Literature</td>
</tr>
<tr>
<td>Science</td>
<td>English Science</td>
<td>Spanish Science</td>
</tr>
</tbody>
</table>

### Table 2: The number of English and Spanish speakers in the world

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5.7 billion</td>
</tr>
<tr>
<td>Spanish</td>
<td>3.3 billion</td>
</tr>
<tr>
<td>French</td>
<td>241 million</td>
</tr>
<tr>
<td>German</td>
<td>92 million</td>
</tr>
<tr>
<td>Italian</td>
<td>63 million</td>
</tr>
</tbody>
</table>

### The Global Context

Comparing the two languages, it is clear that English has a much larger global reach than Spanish. While Spanish is the second most spoken language in the world, English is the primary language in many countries and is the de facto language of international trade and diplomacy. This has led to a growing awareness of the importance of learning English, particularly for those who wish to do business or study in English-speaking countries. The rise of English as a global language has also led to a decline in the use of Spanish in many countries, particularly in the Americas. However, the continued growth of Spanish-speaking countries and the increasing importance of Spanish in the global economy mean that Spanish remains a vital language to learn and understand.
Reasearch on Native Spanish

In the initial stages of language acquisition, children are exposed to a variety of input materials that facilitate the development of their linguistic skills. This exposure includes immersion in a classroom setting, where they are actively engaged in learning, as well as the use of technology, such as computers and digital devices, to enhance their understanding and application of the language.

The importance of providing native speakers of Spanish with appropriate exposure to the language cannot be overstated. Etañez and Garcia (2008) emphasize the role of immersion in a classroom setting as a critical factor in the acquisition of language skills. They argue that exposure to native speakers, through conversations and interactions, is essential for the development of a strong foundation in the language.

The use of technology in the classroom also plays a significant role in enhancing language learning. Garcia and Etañez (2007) discuss the integration of technology in language instruction, highlighting the benefits of using digital tools to facilitate learning and engagement.

In conclusion, the research on native Spanish highlights the importance of providing children with appropriate exposure to the language through immersion in a classroom setting and the effective use of technology. These strategies, when combined, can significantly enhance the acquisition of language skills and ensure a solid foundation for future language learning.

References:


be socially amplified (2002, p. 134) and further explained in a related context (2004, p. 21). The amplification process results in the formation of socially reinforced values, which may influence individual and group behavior and attitudes. This process is crucial in understanding how certain ideas or behaviors become widespread and entrenched in society. See the supplement for additional details and references.
Table 4: Comparing deverbal forms of Spanish, English, and English

<table>
<thead>
<tr>
<th>Spanish (Verbs de Deber)</th>
<th>English (Verbs de Deport)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deber (should)</td>
<td>Deport (should)</td>
</tr>
<tr>
<td>Deber (need)</td>
<td>Deport (need)</td>
</tr>
<tr>
<td>Deber (have)</td>
<td>Deport (have)</td>
</tr>
<tr>
<td>Deber (be)</td>
<td>Deport (be)</td>
</tr>
<tr>
<td>Deber (do)</td>
<td>Deport (do)</td>
</tr>
<tr>
<td>Deber (go)</td>
<td>Deport (go)</td>
</tr>
</tbody>
</table>

4.4.4. Decuple fluxures

Examples of demonstrative and verbs:

When (1999: 258), Wedd (2002) suggests that people who lack a common education (or certain education) may use the same systems as people who do not lack a common education. This is a way to consider education.

The results of the research of demonstratives and verbs show that people who lack a common education (or certain education) may use the same systems as people who do not lack a common education. This is a way to consider education.
The techniques of the preceding section, reviewed in a speaker-centered point of view, are applied to finding the location of the speaker in the syntax of the sentence.

In this chapter, we will use the framework of the previous chapter to extend and generalize the notion of a speaker-centered point of view.

4.4.2 A Model of the Speaker

In the model of the speaker, the speaker is considered the only entity that can produce a sentence.

4.4.3 The Structure of the Speaker

In this section, we will discuss the structure of the speaker.

4.4.4 The Role of the Speaker

In this section, we will consider the role of the speaker.

4.4.5 The Interaction of the Speaker

In this section, we will examine the interaction of the speaker.

4.4.6 The Influence of the Speaker

In this section, we will explore the influence of the speaker.

4.4.7 The Speaker's Influence on the Sentence

In this section, we will consider how the speaker's influence affects the sentence.

4.4.8 The Speaker's Influence on the Discourse

In this section, we will examine how the speaker's influence affects the discourse.

4.4.9 The Speaker's Influence on the Text

In this section, we will consider how the speaker's influence affects the text.

4.4.10 The Speaker's Influence on the Message

In this section, we will examine how the speaker's influence affects the message.

4.4.11 The Speaker's Influence on the Audience

In this section, we will consider how the speaker's influence affects the audience.

4.4.12 The Speaker's Influence on the Context

In this section, we will explore how the speaker's influence affects the context.

4.4.13 The Speaker's Influence on the Language

In this section, we will examine how the speaker's influence affects the language.

4.4.14 The Speaker's Influence on the Culture

In this section, we will consider how the speaker's influence affects the culture.
Overcoming the innovation gap has already lost its dichotomous character...
1. Introduction

I. General Information

1.1. Language use in Catalonia

The boundaries of their interaction are:

- Specific of their oral and written background and crossed the old record-
- Which is informed from oral stories, mainly from written stories and
- And their use is used by young people (children) and families.

If they grow up as a native and official language of Catalonia, the
area of the school is the interaction because the young generation
are not fully bilingual in the school.

The original use of Catalan and Spanish is the official use of
people aged 19 to 20. The official name of Catalonia and
the Spanish name of Catalonia is "Catalunya" in both cases,
and "Cataluna" in the case of Catalonia.

This paper focuses on Catalan society, especially on the current use of
Catalan in Catalonia.

Emili Box (Barcelona)