

1. Record Nr.	UNINA9910149638903321
Autore	Giannitrapani D
Titolo	The EEG of Mental Activities // editors, D. Giannitrapani, L. Murri
Pubbl/distr/stampa	Basel : , : S. Karger, , 1988
ISBN	9783318051704 3318051705
Edizione	[1st ed.]
Descrizione fisica	1 online resource (VIII + 204 pages) : : 42 figures, 23 tables
Altri autori (Persone)	GiannitrapaniDUILIO MurriL <1942-> (Luigi)
Disciplina	616.89/07/547
Soggetti	Neurology Electroencephalogram Gerontology / Geriatrics Psychiatry Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910863170703321
Autore	Hodgetts John
Titolo	Pronunciation Instruction in English for Academic Purposes : An Investigation of Attitudes, Beliefs and Practices // by John Hodgetts
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2020
ISBN	9783030561161 303056116X
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (XVI, 251 p. 21 illus., 5 illus. in color.)
Collana	Second Language Learning and Teaching, , 2193-7656
Disciplina	421.52
Soggetti	Language and languages - Study and teaching Applied linguistics Language Education Applied Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Introduction -- 2. Pronunciation Instruction: Background, Techniques and Relevant Studies -- 3. Suprasegmental Instruction and Intelligibility -- 4. Methodology: The Mixed Methods Approach -- 5. Results, Analysis, and Discussion -- 6. Conclusion and Recommendations for Future Practice.
Sommario/riassunto	This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-sessional access course, particularly with regard to suprasegmental instruction and target of instruction on how these goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with

tentative recommendations on how suprasegmental instruction might be facilitated on EAP and other courses.
