

1. Record Nr.	UNINA9910219249103321
Autore	Niemeyer, Paul
Titolo	Manuale teorico e clinico di percussione ed ascoltazione riguardato sotto l'aspetto storico e critico / del dottor Paolo Niemeyer ; versione italiana dall'originale tedesco del dottor Mariano Taglianetti col consentimento dell'Autore
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Nota di contenuto	vol. 1.: Storia della percussione ed ascoltazione - Teoria e clinica della percussione - catalogo della letteratura n. 1 vol. 2.: parte I. Dottrina dei segni di ascoltazione circolatorii ; parte II.: Dottrina dei segni di ascoltazione respiratorii

2. Record Nr.	UNINA9910155119103321
Autore	Kormos Judit
Titolo	The second language learning processes of students with specific learning difficulties / / Judit Kormos
Pubbl/distr/stampa	New York ; ; London : , : Routledge, , 2017
ISBN	1-315-69237-6 1-317-43293-2 1-317-43292-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (188 pages) : illustrations
Collana	Second Language Acquisition Research Series
Disciplina	371.9/0446 371.904465 371.90446
Soggetti	Language and languages - Study and teaching Second language acquisition - Study and teaching Students with disabilities Dyslexia - Education
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Formato	Materiale a stampa
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Nota di contenuto	1. An overview of specific learning difficulties -- 2. The identification of specific learning difficulties in another language -- 3. The cognitive effects of specific learning difficulties on the processes of learning an additional language -- 4. Specific learning difficulties and affective factors in language learning -- 5. Assessing the second language skills of students with specific learning difficulties -- 6. Teaching languages to students with specific learning difficulties.
Sommario/riassunto	The Second Language Learning Processes of Students with Specific Learning Difficulties is the only recent book available to offer a detailed and in-depth discussion of the second language learning processes of students with specific learning difficulties (SpLDs). It summarizes research advances in the fields of cognitive and educational psychology and integrates them with recent studies in the area of second language acquisition (SLA). Thus the book is relevant not only to readers who are particularly interested in the role of specific learning difficulties in learning additional languages, but also to those who would like to

understand how individual differences in cognitive functioning influence SLA. The book focuses on four important areas that are particularly relevant for language learners with SpLDs: the processes of SLA in general and the development of reading skills in particular, the effectiveness of pedagogical programs, the assessment of the language competence of students with SpLDs and identifying SpLDs in another language. The book also views learners with SpLDs in their social and educational contexts and elaborates how the barriers in these contexts can affect their language learning processes. This is an excellent resource for language teachers, students, and researchers in the areas of second language acquisition and applied linguistics.
