

1. Record Nr.	UNINA9910741396503321
Autore	Skold Martin <1983->
Titolo	The Race with No Finish Line : : Assessing the Strategy of Regional Great Power Competition // Martin Skold
Pubbl/distr/stampa	Quantico, Virginia : , : Marine Corps University Press, , 2023 ©2023
Descrizione fisica	1 online resource (440 p.)
Disciplina	327.101
Soggetti	Strategy Strategic rivalries (World politics) Strategic aspects of individual places Sea-power Hegemony Great powers - Foreign relations Geopolitics Balance of power geopolitics Puissance maritime - Allemagne Puissance maritime - Grande-Bretagne Geopolitique Strategie Equilibre des puissances Grandes puissances - Relations exterieures Rivalites strategiques (Politique mondiale) Hegemonie Sea-power - Germany Sea-power - Great Britain Etudes de cas. Case studies. Case studies Electronic books. Great Britain Germany Atlantic Ocean North Sea Nord, Mer du Aspect strategique Etudes de cas North Sea Strategic aspects Case studies

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	In scope of the U.S. Government Publishing Office Cataloging and Indexing Program (C&I) and Federal Depository Library Program (FDLP).
Sommario/riassunto	"The Race with No Finish Line offers a framework for understanding the strategies of states engaged in competition for regional hegemony. Employing insights drawn from business strategy, the author argues for an essentially asymmetric understanding of fundamental policy goals for states engaged in competition for control of a region of the globe, with one state attempting to maintain a dominant position and another attempting, by focusing limited resources, to supplant it"--

2. Record Nr.	UNINA9910357858003321
Titolo	Conversation Analytic Research on Learning-in-Action : The Complex Ecology of Second Language Interaction 'in the wild' // edited by John Hellermann, Søren W. Eskildsen, Simona Pekarek Doehler, Arja Piirainen-Marsh
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	9783030221652 3030221652
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (272 pages)
Collana	Educational Linguistics, , 2215-1656 ; ; 38
Disciplina	418.0071 372.651
Soggetti	Language and languages - Study and teaching Applied linguistics Learning, Psychology of Sociolinguistics Language Education Applied Linguistics Instructional Psychology
Lingua di pubblicazione	Inglese
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## Nota di contenuto

Introduction; Søren W. Eskildsen, Simona Pekarek Doehler, Arja Piirainen-Marsh, and John Hellermann -- Part I. Learning in the wild: Development of interactional competence -- We Limit Ten Under Twenty Centu Charge Okay?: Routinization of an Idiosyncratic Multi-Word Expression; Sangki Kim -- On the Reflexive Relation Between Developing L2 Interactional Competence and Evolving Social Relationships: A Longitudinal Study of Word-searches in the 'Wild'; Simona Pekarek Doehler and Evelyne Berger -- Turn Design as Longitudinal Achievement: Learning on the Shop Floor; Hanh thi Nguyen -- Part II. Configuring the wild for learning: Learners in-situ practices for learning -- Learning Behaviors in the Wild: How People Achieve L2 Learning Outside of Class; Søren W. Eskildsen -- Noticing Words in the Wild; Tim Greer -- Part III. Designing infrastructures for learning in the wild: Bridges between classroom and real-life social activities -- How Wild can it Get? Managing Language Learning Tasks in Real Life Service Encounters; Arja Piirainen-Marsh and Niina Lilja -- Building Socio-Environmental Infrastructures for Learning; John Hellermann, Steven L. Thorne, and Jamalieh Haley -- The 'Rally Course': Learners as Co-Designers of Out-of-Classroom Language Learning Tasks; Niina Lilja, Arja Piirainen-Marsh, Brendon Clark, and Nicholas Torretta -- Part IV. Epilogue -- Towards an Epistemology of Second Language Learning in the Wild; Johannes Wagner.

## Sommariorriassunto

This volume offers insights on language learning outside the classroom, or in the wild, where L2 users themselves are the driving force for language learning. The chapters, by scholars from around the world, critically examine the concept of second language learning in the wild. The authors use innovative data collection methods (such as video and audio recordings collected by the participants during their interactions outside classrooms) and analytic methods from conversation analysis to provide a radically emic perspective on the data. Analytic claims are supported by evidence from how the participants in the interactions interpret one another's language use and interactional conduct. This allows the authors to scrutinize the term wild showing what distinguishes L2 practices in our different datasets and how those practices differ from the L2 learner data documented in other more controlled settings, such as the classroom. We also show how our findings can feed back into the development of materials for classroom language instruction, and ultimately can support the implementation of usage-based L2 pedagogies. In sum, we uncover what it is about the language use in these contexts that facilitates developmental changes over time in L2-speakers' and their co-participants' interactional practices for language learning.