

1. Record Nr.	UNINA9910367723003321
Autore	Wilde Truus de
Titolo	Over taalbewustzijn en taalvariatie
Pubbl/distr/stampa	Gent, : Academia Press, 2019
Descrizione fisica	1 online resource (220)
Soggetti	Dutch Flemish Sociolinguistics Language learning: specific skills Higher & further education, tertiary education Teaching skills & techniques Teaching of a specific subject
Lingua di pubblicazione	Olandese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>The study scrutinizes the effects of language awareness on teachers' conceptualization of language variation. Teacher language awareness has been discussed mostly for the case of English and with regard to grammar, and is defined as being determined by knowledge and reflexion (Andrews 2008, Svalberg 2012). This study aims at examining the reach of the concept for other languages, here Dutch, and for other terrains, in this case, language variation, thus stretching the application also into the realm of language ideology. According to Kroskrity (2006, 2016), language ideologies are (1) not knowledge but "notions", 'beliefs' or 'ideas', which (2) are about language, the role(s) of language and its nature, and which (3) are constructed by individuals and groups in interaction with each other to (4) rationalize and justify social relations.</p> <p>In this linguistic-ethnographic study, a qualitative analysis of semi-structured interviews with teachers of Dutch at eight European</p>

universities shows that knowledge and reflection play a considerable role for how teachers conceptualize language variation in class. Overall, four different types of teacher language awareness came to the fore, based on different interplays of both knowledge and reflection: standard language ideology alive, strong focus on prescription, doubting and linguistic insecurity and dynamic equilibrium.

The overall results show the importance of teacher language awareness in language classes and help to boil down the vague notion of language awareness on language variation to two major defining factors, namely knowledge and reflection. Further, the study shows that language classrooms may be seen as 'ideological sites' (Silverstein (1979, 1998)), in which language ideology may be either reproduced or deconstructed, depending on the language awareness of the teacher.

The consequences of the study for language teacher education are a plea for an informed, reflected, differentiated and integrative treatment of language variation in language class.

2. Record Nr.	UNINA9910961795303321
Autore	Rovee-Collier Carolyn K
Titolo	The development of implicit and explicit memory // Carolyn Rovee-Collier, Harlene Hayne, Michael Colombo
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, PA, : John Benjamins Pub. Co., c2001
ISBN	9786612163968 9781282163966 1282163965 9789027299901 9027299900
Edizione	[1st ed.]
Descrizione fisica	1 online resource (334 p.)
Collana	Advances in consciousness research, , 1381-589X ; ; v. 24
Altri autori (Persone)	HayneHarlene ColomboMichael
Disciplina	153.1/3
Soggetti	Memory in children Implicit memory Explicit memory
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa

Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (p. [253]-290) and indexes.
Nota di contenuto	<p>THE DEVELOPMENT OF IMPLICIT AND EXPLICIT MEMORY -- Editorial page -- Title page -- LCC data -- Dedication -- Table of Contents -- Preface -- Chapter 1. Background of the Problem -- Chapter 2. Distinctions between Implicit and Explicit Memory -- Chapter 3. Neuroanatomical Basis of Explicit and Implicit Memory -- Chapter 4. The Jacksonian Principle and Memory Development -- Chapter 5. Development of Implicit and Explicit Memory in Nonhuman Primates -- Chapter 6. Development of Implicit and Explicit Memory in Human Infants -- Chapter 7. Memory Dissociations In Infants -- Chapter 8. Structural and Processing Accounts of Memory Dissociations -- Chapter 9. Interactions between Implicit and Explicit Memories in Infants -- Chapter 10. Epilogue -- References -- Author Index -- Subject Index -- the series ADVANCES IN CONSCIOUSNESS RESEARCH.</p>
Sommaro/riassunto	<p>This is the only book that examines the theory and data on the development of implicit and explicit memory. It first describes the characteristics of implicit and explicit memory (including conscious recollection) and tasks used with adults to measure them. Next, it reviews the brain mechanisms thought to underlie implicit and explicit memory and the studies with amnesics that initially prompted the search for different neuroanatomically-based memory systems. Two chapters review the Jacksonian (first in, last out) principle and empirical evidence for the hierarchical appearance and dissolution of two memory systems in animal models (rats, nonhuman primates), children, and normal/amnesic adults. Two chapters examine memory tasks used with human infants and evidence of implicit and explicit memory during early infancy. Three final chapters consider structural and processing accounts of adult memory dissociations, their applicability to infant memory dissociations, and implications of infant data for current concepts of implicit and explicit memory. (Series B).</p>