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Titolo	Fostering language teaching efficiency through cognitive linguistics [[electronic resource] /] / edited by Sabine De Knop, Frank Boers, Antoon De Rycker
Pubbl/distr/stampa	Berlin ; ; New York, : De Gruyter Mouton, 2010
ISBN	1-282-88517-0 9786612885174 3-11-183223-6 3-11-024583-3
Descrizione fisica	1 online resource (404 p.)
Collana	Applications of cognitive linguistics; v. 17
Classificazione	ES 861
Altri autori (Persone)	KnopSabine de BoersFrank RyckerAntoon De
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Language acquisition - Study and teaching Cognitive grammar Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Table of contents -- Fostering language teaching efficiency through cognitive linguistics: Introduction / Boers, Frank / De Rycker, Antoon / De Knop, Sabine -- Part I - The importance of usage- based language acquisition, but why it may not suffice in contexts of second language learning -- Language in the mind / Taylor, John -- Phrasal verbs in EFL course books / Alejo, Rafael / Piquer, Ana / Reveriego, Guadalupe -- Basic-level salience in second language vocabulary acquisition / Xiaoyan, Xia / Wolf, Hans-Georg -- Does 'chunking' foster chunk-uptake? / Stengers, Helene / Boers, Frank / Housen, Alex / Eyckmans, June -- Part II - How Cognitive Linguistics can inform decisions about what to teach -- Having many meanings: A corpus study of Spanish EFL writers' construals with have / Neff-van Aertselaer, JoAnne / Bunce, Caroline -- Seven events in three languages: Culture-specific conceptualizations and their implications

for FLT / Jing-Schmidt, Zhuo -- Canonicity and variation in idiomatic expressions: Evidence from business press headlines / Herrera, Honesto / White, Michael -- The use of metaphor and metonymy in academic and professional discourse and their challenges for learners and teachers of English / Littlemore, Jeannette / Chen, Phyllis / Tang, Polly Liyen / Koester, Almut / Barnden, John -- Argument constructions and language processing: Evidence from a priming Experiment and pedagogical implications / Eddington, David / Ruiz de Mendoza, Francisco -- Choosing motivated chunks for teaching / Boers, Frank / Deconinck, Julie / Lindstromberg, Seth -- Part III - How Cognitive Linguistics can inform decisions about how to teach -- Fostering the acquisition of English prepositions by Japanese learners with networks and prototypes / Cho, Kanako -- A prototype approach to auxiliary selection in the Italian passato prossimo / Hamrick, Phillip / Attardo, Salvatore -- Obstacles to CM-guided L2 idiom interpretation / Hu, Ying-Hsueh / Fong, Yu-Ying -- Corpus-informed integration of metaphor in materials for the business English classroom / Juchem-Grundmann, Constanze / Krennmayr, Tina -- Improving word learnability with lexical decomposition strategies / Sanchez-Stockhammer, Christina -- Cognitive theory as a tool for teaching pronunciation / Fraser, Helen -- Backmatter

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## Sommario/riassunto

In contexts of instructed second language acquisition there is a need for teaching methods that are optimally efficient, i.e. teaching interventions that generate a maximal return on learners' and teachers' investment of time and effort. In the past couple of decades, many researchers have argued that insights from Cognitive Linguistics (CL) - when suitably translated for pedagogical purposes - can make a major contribution to fostering such language teaching efficiency. This collective volume assesses and supplements those CL proposals. The first part of the book positions CL-inspired language pedagogy vis-à-vis recent trends in mainstream applied linguistics and illustrates through several case studies that language-focused instruction (including CL-inspired instruction) is a useful - if not indispensable - complement to learner-autonomous, incidental acquisition. The second part demonstrates how CL research can help pedagogues identify hitherto neglected language elements that merit explicit targeting in second language instruction. The third part consists of contributions that put the pedagogical efficiency of several CL-inspired interventions to the test in classroom experiments. Additions to the currently available armoury of teaching methods are proposed. The kinds of target language items under examination in the book range from single words over multiword units to grammar patterns. Throughout, the volume illustrates how much pedagogy-oriented Cognitive Linguistics has matured in recent years.

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2. Record Nr.	UNINA9910778359503321
Autore	Tavard George H (George Henry), <1922->
Titolo	Vatican II and the ecumenical way [[electronic resource] /] / George H. Tavard
Pubbl/distr/stampa	Milwaukee, WI, : Marquette University Press, 2007
ISBN	0-87462-494-0 1-4356-1082-2
Descrizione fisica	1 online resource (155 p.)
Collana	Marquette studies in theology ; ; no. 52
Disciplina	262.001/1
Soggetti	Christian union - Catholic Church
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	short title page; title page George H. Tavard Vatican II and the Ecumenical Way; copyright page; Contents; Foreword; Introduction The Way to Vatican II; Chapter 1 Ecumenical Itinerary; Chapter 2 The Decree on Ecumenism; Chapter 3 For a Theology of Dialogue; Chapter 4 Searching for Language; Chapter 5 Speaking Together; Chapter 6 For an Ecumenical Ecclesiology; Chapter 7 Progress and Models; Chapter 8 Problems of Reception; Conclusion Lessons of Ecumenism; Appendix Can Theology be Non-verbal?; Index
Sommario/riassunto	Appointed by John XXIII to the Pontifical Secretariat for the Promotion of the Unity of Christians, and then to the Vatican Council as theologian (peritus), George Tavard directly contributed to the writing of the Decree on Ecumenism and afterward served in major ecumenical dialogues, both in the U.S. and internationally. Born from this ecumenical experience and theological reflection and influenced by theology in France, where Henri de Lubac was one of his professors and he was personally acquainted with Jean Danielou and Yves Congar, the author will guide the reader through the problems, dif