

1. Record Nr.	UNINA9910461082803321
Titolo	International service learning [[electronic resource]] : conceptual frameworks and research / / edited by Robert G. Bringle, Julie A. Hatcher, and Steven G. Jones
Pubbl/distr/stampa	Sterling, Va., : Stylus, 2011
ISBN	1-57922-535-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (420 p.)
Collana	IUPUI series on service learning research ; ; v. 1
Altri autori (Persone)	BringleRobert G HatcherJulie A. <1953-> JonesSteven G
Disciplina	361.3/7
Soggetti	Service learning Service learning - Research Education and globalization 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	International service learning / Robert G. Bringle and Julie A. Hatcher -- The context for international service learning: an invisible revolution is underway / William M. Plater -- 360-degree view of international service learning / Nevin C. Brown -- New lines of inquiry in re-framing international service learning into global service learning / Nicholas Longo and John Saltmarsh -- An analysis of international service learning programs / Steven G. Jones and Kathryn S. Steinberg -- Visualizing international service learning: overcoming challenges through collaboration and insight / Hilary E. Kahn -- Service learning as local learning: the importance of context / Susan Buck Sutton -- Research on and through reflection in international service learning / Brandon C. Whitney and Patti H. Clayton -- A research agenda for international service learning / Humphrey Tonkin -- What international service learning research can learn from research on service learning / Janet Eyler -- What international service learning research can learn from research on international learning / Richard Kiely -- Quantitative approaches to research on international service learning: design,

measurement, and theory / Robert G. Bringle, Julie A. Hatcher, and Matthew J. Williams -- Qualitative research methodology and international service learning: concepts, characteristics, methods, approaches, and best practices / Richard Kiely and Eric Hartman -- Ethical issues in research on international service learning / Carole Wells, Judith Warchal, Ana Ruiz, and Andrea Chapdelaine -- An international perspective on north american international service learning: reflections based on south african service learning experiences / Mabel Erasmus.

Sommario/riassunto

International Service Learning (ISL) borrows from the domains of service learning, study abroad, and international education to create a new pedagogy that adds new and unique value from this combination. It is a high-impact pedagogy with the potential to improve students' academic attainment, contribute to their personal growth, and develop global civic outcomes. This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities. The book argues that rigorous research is essential

2. Record Nr.

UNINA9910463115703321

Autore

Baten Kristof

Titolo

The acquisition of the German case system by foreign language learners [[electronic resource] /] Kristof Baten, Ghent University

Pubbl/distr/stampa

Amsterdam, : John Benjamins Publishing Company, 2013

ISBN

90-272-7170-4

Descrizione fisica

1 online resource (322 p.)

Collana

Processability Approaches to Language Acquisition Research & Teaching, , 2210-6480 ; ; v. 2

Disciplina

438.2/421

Soggetti

German language - Study and teaching - Foreign speakers
German language - Case
German language - Syntax
German language - Semantics
Language acquisition
German language - Grammar - Study and teaching
Electronic books.

Lingua di pubblicazione

Inglese

Formato

Materiale a stampa

Livello bibliografico**Note generali****Nota di bibliografia****Nota di contenuto****Monografia**

Description based upon print version of record.

Includes bibliographical references and index.

The Acquisition of the German Case System by Foreign Language Learners; Editorial page; Title page; LCC data; Table of contents; Acknowledgements; Introduction; 1.1 The thematic focus; 1.2 The explanatory framework; 1.3 A sequence for case; 1.4 Outline; The developmental problem in second language acquisition; 2.1 Introduction: A burgeoning research field; 2.2 Theoretical tenets of Processability Theory; 2.2.1 The underlying logic; 2.2.2 Language generation; 2.2.3 Linguistic knowledge; 2.3 Explaining developmental schedules; 2.3.1 Feature unification
2.3.2 Linking arguments and constituents to functions2.4 Application to German as a Second Language (GSL); 2.5 Conclusion; The acquisition of the German case system; 3.1 Introduction; 3.2 L1-acquisition; 3.2.1 The early studies; 3.2.1.1 Observations on developmental sequences; 3.2.1.2 Explaining the L1 developmental sequences; 3.2.2 Generative studies; 3.2.2.1 Theoretical background; 3.2.2.2 The onset of case development; 3.2.2.3 The acquisition of the dative case: structural or lexical?; 3.2.2.4 Conclusion; 3.2.3 Functional approaches; 3.2.4 Summary; 3.3 Second language acquisition
3.4 Foreign language acquisition3.4.1 An unexplored field; 3.4.2 Contrastive/Error analysis; 3.4.3 Developmental analysis; 3.5 Conclusion; Feature unification and linking in case marking; 4.1 Introduction; 4.2 LFG and case; 4.3 Representation within PT; 4.3.1 Direct case mappings; 4.3.2 C-to-f mapping; 4.3.3 A-to-f mapping; 4.4 Re-interpretation of prior research; 4.4.1 Case oppositions; 4.4.2 Case use with verb arguments vs. prepositional objects; 4.4.3 The role of personal pronouns; 4.5 Developmental hypotheses; 4.6 Conclusion; Methodology; 5.1 Introduction; 5.2 Corpus; 5.2.1 Participants
5.2.2 Data elicitation5.2.3 Transcription and coding; 5.2.4 Data set; 5.3 Data analysis; 5.3.1 Form-function relationships; 5.3.2 Emergence criterion; Results and discussion; 6.1 Introduction; 6.2 Verb arguments; 6.2.1 Marking SUBJ and OBJ in canonical word order; 6.2.1.1 Canonical syntactic structures; 6.2.1.2 'Case' markers in preverbal subjects; 6.2.1.3 'Case' markers in postverbal objects; 6.2.1.4 Developments in the intra-stage; 6.2.1.5 Conclusion; 6.2.2 XP-adjunction; 6.2.3 Marking SUBJ and OBJ in non-canonical word order; 6.2.3.1 XP VS(O); 6.2.3.2 OVS; 6.2.3.3 Elliptic constructions
6.2.3.4 Passives6.2.3.5 Conclusion; 6.2.4 Implicational scaling of morpho-syntactic development; 6.2.5 Ditransitive constructions; 6.2.5.1 Options to express the indirect object (OBL); 6.2.5.2 The indirect object as a prepositional phrase; 6.2.5.3 Position marking of the IO DO sequence?; 6.2.5.4 Functional case assignment of the indirect object; 6.2.5.5 From unmarked mapping to functional case assignment; 6.2.6 COMP; 6.2.7 Conclusion: From marking the position to marking the function; 6.3 Prepositional phrases; 6.3.1 Introduction; 6.3.2 Case development with regard to one-way prepositions
6.3.3 Interface between lexical and positional/functional marking

Sommario/riassunto

This is the first book on the acquisition of the German case system by foreign language learners. It explores how learners in their interlanguage progress from the total absence to the presence of a case system. This development is characterized by an evolution from marking the argument's position to marking the argument's actual function. Theoretically couched within Processability Theory, the book deals with the feature unification and the mapping processes involved in case marking, and critically examines previous findings on German

case acquisition. Empirically, the book consists of longi
