

1. Record Nr.	UNINA9910464833103321
Autore	Bochner Arthur P
Titolo	Coming to Narrative [[electronic resource]] : A Personal History of Paradigm Change in the Human Sciences
Pubbl/distr/stampa	Walnut Creek, : Left Coast Press, 2014
ISBN	1-315-43208-0 1-315-43209-9 1-61132-775-X
Descrizione fisica	1 online resource (351 p.)
Collana	Writing Lives
Disciplina	300.92
Soggetti	Bochner, Arthur P College teachers -- United States -- Biography FAMILY & RELATIONSHIPS / Interpersonal Relations LANGUAGE ARTS & DISCIPLINES / Communication Studies SOCIAL SCIENCE / Methodology Social sciences -- Study and teaching (Higher) -- United States -- History Social sciences - Study and teaching (Higher) - History - United States College teachers - United States Social Sciences Social Sciences - General Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Contents; Preface: On the Road to Meaning; Chapter One. Drifting Toward an Academic Life: Narrative Legacies; Chapter Two. Graduate Student Socialization: On Becoming a Divided Self; Chapter Three. Staging a Dissertation: Entry into a Professor's Way of Life; Chapter Four. Raising Consciousness and Teaching Things that Matter; Chapter Five. Double Bind: Selling Out or Risking Ruin; Chapter Six. Paradigms Shift: Dark Side of the Moon; Chapter Seven. Taking Chances; Chapter Eight. Between Obligation and Inspiration; Chapter Nine. Seeking a Home in Academia

Chapter Ten. Life's Forward MomentumChapter Eleven. A Twist of Fate; Chapter Twelve. Healing a Divided Self: Narrative Means to Academic Ends; Chapter Thirteen. Finishing Touches: A Sense of an Ending; Epilogue. Story-Truth; References; Index; About the Author

Sommario/riassunto

Reflecting on a 50 year university career, Distinguished Professor Arthur Bochner, former President of the National Communication Association, discloses a lived history, both academic and personal, that has paralleled many of the paradigm shifts in the human sciences inspired by the turn toward narrative. He shows how the human sciences-especially in his own areas of interpersonal, family, and communication theory-have evolved from sciences directed toward prediction and control to interpretive ones focused on the search for meaning through qualitative, narrative, and ethnographic modes o

2. Record Nr.	UNINA9910784009503321
Autore	Nizegorodcew Anna
Titolo	Input for instructed L2 learners [[electronic resource]] : the relevance of relevance // Anna Nizegorodcew
Pubbl/distr/stampa	Clevedon, [England] ; ; Buffalo, : Multilingual Matters, 2007
ISBN	1-78892-068-6 1-280-73945-2 9786610739455 1-85359-939-5
Descrizione fisica	1 online resource (194 p.)
Collana	Second language acquisition ; ; 22
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Second language acquisition Discourse analysis Language and education
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	Front matter -- Contents -- Acknowledgements -- Preface -- Chapter 1. The Role of L2 Classroom Input in the Light of Second Language

Acquisition Models and Relevance Theory -- Chapter 2. L2 Teaching Perspective on the Role of Instructional Input -- Chapter 3. L2 Classroom Discourse Perspective on the Role of Instructional Input -- Chapter 4. Evidence from L2 Classroom Discourse Research Projects -- Chapter 5. Classroom Discourse Data Interpreted in the Light of RT: Levels of Expected Optimal Relevance of L2 Classroom Input -- Chapter 6. L2 Teaching Implications -- References -- Index

Sommario/riassunto

This book makes Relevance Theory (RT) relevant for L2 teachers and L2 teacher educators, in particular those working in foreign language teaching contexts. L2 classroom discourse data collected in seven research projects in the years 1984 – 2004 are reinterpreted in this book in the light of Relevance Theory - a theory of interpretation of the incoming messages. In this perspective the teachers' input for instructed L2 learners facilitates shifts in the learners' attention from meaning to form and vice versa. Such shifts of attention, according to Relevance Theory, change the level of expected optimal relevance of classroom communication, either focusing the students on form-oriented communication (accuracy), on meaning-oriented communication (fluency) or on meaning and form-oriented communication (fluency combined with accuracy). The latter is considered optimal for L2 learning/acquisition. Apart from the main focus on the relevance-theoretic interpretation of the teachers' input, the book presents an overview of other theoretical approaches to the question of input for instructed L2 learners: the SLA approach, the communicative L2 teaching perspective, and the L2 classroom discourse approach.
