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Titolo	Developing advanced literacy in first and second languages [[electronic resource]] : meaning with power // edited by Mary J. Schleppegrell, M. Cecilia Colombi
Pubbl/distr/stampa	Mahwah, N.J., : Lawrence Erlbaum Associates, 2002
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Descrizione fisica	1 online resource (285 p.)
Altri autori (Persone)	SchleppegrellMary ColombiCecilia
Disciplina	302.2/244
Soggetti	Literacy - Study and teaching Language and languages - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes papers presented at a conference held Feb. 2000, University of California, Davis.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Contents; Preface; 1 Theory and Practice in the Development of Advanced Literacy; 2 Multimedia Semiotics: Genres for Science Education and Scientific Literacy; 3 The Development of Abstraction in Adolescence in Subject English; 4 Academic Language Development in Latino Students' Writing in Spanish; 5 Writing History: Construing Time and Value in Discourses of the Past; 6 Challenges of the Science Register for ESL Students: Errors and Meaning-Making; 7 On the Use of Selected Grammatical Features in Academic Writing; 8 Literacies, Identities, and Discourses 9 African American Language and Literacy10 Enhancing the Critical Edge of (L2) Teacher-Education: Some Issues in Advanced Literacy; 11 Some Key Factors Affecting English Learners' Development of Advanced Literacy; 12 Writing to Learn: Science in the Upper-Elementary Bilingual Classroom; 13 Writing Backwards Across Languages: The Inexpert English/Spanish Biliteracy of Uncertified Bilingual Teachers; Author Index; Subject Index
Sommario/riassunto	This book addresses the linguistic challenges faced by diverse

populations of students at the secondary and post-secondary levels as they engage in academic tasks requiring advanced levels of reading and writing. Learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school. Although much is known about emergent literacy in the early years of schooling, much less has been written about the development of advanced literacy as students move into secondary education and beyond. De

2. Record Nr.	UNINA9910845479603321
Autore	Capone Alessandro
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Altri autori (Persone)	PercontiPietro GraciRoberto
Disciplina	401.45
Soggetti	Pragmatics Philosophy Linguistics Cognitive science Logic Cognitive Science Western Philosophy
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Livello bibliografico	Monografia
Nota di contenuto	Pt. 1 - Philosophical approaches.-Chapter 1. Wayne Davis. "Cheap Propositions".-Chapter 2. Alessandro Capone. "On the distinction between reference and referential presupposition".-Chapter 3. Nathan Salmón. "Synonymy" -- Chapter 4. Nathan Salmón. "Sleeping Beauty:

Awakenings, Chance, Secrets, and Video".-Chapter 5. Grace G. Campbell. "Situated Agency and Constitutive Moral Luck".-Chapter 6. Richard Warner. "Pragmatics and Semantics: Grice 1968, Schiffer 2015, Schiffer 1972".-Chapter 7. Denis Delfitto (Corresponding Author) and Maria Vender. "Puzzling data, beautiful computations: A new analysis of when 'or' means 'and'".-Chapter 8. Dennis Kurzon. "FAILED DIRECTIVES and FATAL COMMISSIVES. Speech act analysis of Oscar Wilde's Salome.- Pt. 2 - Inferential and cognitive pragmatics.-Chapter 9. Paola Radici Colace. "For a definition of hyperbola on the scene of ancient Greek theater: situations and lexicon" -- Chapter 10. Keith Allan. "The semantics and pragmatics of names and naming" -- Chapter 11. Luigi Pavone. "An inscriptional account for mixed quotation" -- Chapter 12. Louise Cumming. "Cognitive Aspects of Pragmatics Disorders" -- Chapter 13. Caterina Scianna. "Irony as a complex social phenomenon".-Chapter 14. Roberto Graci. "Exploring the neurological substrates of pragmatics: insights from neuroscience".-Chapter 15. Daniele Panizza. "Presuppositions in indirect reports: a window into the semantics/pragmatics interface".

Sommario/riassunto

This book contains essential contributions to enrich and broaden the application field of pragmatics. It provides an example of how the fruitful reflections and refined conceptual distinctions born in the philosophical field can find a practical application in addressing social, cognitive, clinical, and psychological problems. Its chapters address, from different points of view, the relationship between pragmatic linguistics and philosophy, and outline the possible application of pragmatic theories to different domains. Developed during the third Pragmasophia international conference, whose name is derived from the Greek terms (action, fact) and (knowledge, science), the book aligns itself with its aim to study human actions and activities and how they take shape through language. But 'Pragma' and 'Sophia' also signal another purpose: highlighting the importance of creating links between empirical investigations on language use, and more traditional philosophical approaches. In this reading, 'Pragma' represents the experimental goal devoted to analysing and interpreting language facts. In contrast, the term 'Sophia' recalls the original vocation of past philosophers to pursue an ideal of 'pure knowledge', disconnected from any practical-economic interest. While maintaining the conference's original purpose of encouraging productive comparisons between different approaches, the book consists of two sections: first, on philosophical approaches, recalls more theoretical aspects (closer to the term 'Sophia'); the second, 'Inferential and Cognitive Pragmatics,' addresses more practical issues affecting domains such as Greek literature, pragmatic disorders, dictionary entries, and speech analysis. The reader, whether in linguistics, philosophy or psychology, obtains a complete overview of the most advanced current research lines, both theoretical and empirical, and thus contributes to broadening the scope of pragmatics.
