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Titolo	Problem solving in a foreign language [[electronic resource] /] / by Lena Heine
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Figures -- Tables -- Chapter 1. Introduction -- Chapter 2. Language and thinking -- Chapter 3. Problem solving -- Chapter 4. Language-specific cognitive processes -- Chapter 5. A model of conceptual-linguistic task solving -- Chapter 6. Task design and task analysis -- Chapter 7. Think-aloud data -- Chapter 8. A coding scheme -- Chapter 9. Problem solving in a foreign language -- Chapter 10. Evaluation of the think-aloud method -- Chapter 11. Results and discussion -- Backmatter
Sommario/riassunto	Although Content and Language Integrated Learning (CLIL) is a popular teaching method, research on CLIL has nearly exclusively focused on aspects of language learning. Besides that, we are still lacking any cognitively well-grounded theory about the special features of contexts in which the focus is on content learning, but in which a foreign language is used as the medium of communicating information. This book re-examines the basis for CLIL from a cognitive perspective and investigates how the use of a foreign language as a working language influences the processing of content. It summarizes findings from cognitive psychology on thinking, problem solving and conceptual

processing, and integrates them with models of language-specific mental activities such as speech processing and text composition. This provides a theoretically well-grounded basis for the understanding of the special features of CLIL, and promotes a Cognitive Linguistic perspective on CLIL pedagogy. The theoretical considerations form the basis for an empirical study that offers the first insights into what CLIL learners actually do when they solve content-focused tasks while using an L2. Through spontaneous verbalization of thought, detailed verbal protocols were elicited and analysed into language and content focused cognitive processes. The analysis shows that both language and conceptual thought interact closely and that a focus on language in general has positive effects on the processing of semantic content; the use of an L2 as working language can enhance this effect. Additionally, the study offers a thorough reflection and new perspectives on verbal protocols as research tools, in particular in L2 contexts.

2. Record Nr.

Titolo

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Improving health literacy within a state : workshop summary / / Maria Hewitt, rapporteur ; Institute of Medicine of the National Academies

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Descrizione fisica

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Altri autori (Persone)

HewittMaria

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Soggetti

Health education - United States
Patient education - United States
Communication in medicine - United States
Telecommunication in medicine - United States
Telecommunication in medicine
Consumer Health Information
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United States	
Lingua di pubblicazione	Inglese
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Nota di contenuto	""Front Matter""; ""Reviewers""; ""Acknowledgments""; ""Contents""; ""Tables, Figures, and Boxes""; ""1 Introduction""; ""2 Keynote Address""; ""3 State-Based Models to Improve Health Literacy""; ""4 The Role of the University in Improving States Health Literacy""; ""5 Improving Health Literacy at the Community Level""; ""6 Closing Remarks""; ""References""; ""Appendix A: Acronyms""; ""Appendix B: Workshop Agenda""; ""Appendix C: Workshop Speaker Biosketches""
Sommario/riassunto	"Health literacy is the degree to which individuals can obtain, process, and understand the basic health information and services they need to make appropriate health decisions. According to Health Literacy: A Prescription to End Confusion (IOM, 2004), nearly half of all American adults--90 million people--have inadequate health literacy to navigate the healthcare system. To address issues raised in that report, the Institute of Medicine convened the Roundtable on Health Literacy, which brings together leaders from the federal government, foundations, health plans, associations, and private companies to discuss challenges facing health literacy practice and research and to identify approaches to promote health literacy in both the public and private sectors. On November 30, 2010, the roundtable cosponsored a workshop with the University of California, Los Angeles (UCLA), Anderson School of Management in Los Angeles. Improving Health Literacy Within a State serves as a summary of what occurred at the workshop. The workshop focused on understanding what works to improve health literacy across a state, including how various stakeholders have a role in improving health literacy. The focus of the workshop was on presentations and discussions that address (1) the clinical impacts of health literacy improvement approaches; (2) economic outcomes of health literacy implementation; and (3) how various stakeholders can affect health literacy"--Publisher's description.