1. Record Nr. UNINA9910788661503321

Titolo	The ubiquitous heat kernel : AMS Special Session, The Ubiquitous Heat Kernel, October 2-4, 2003, Boulder, Colorado / / Jay Jorgenson, Lynne Walling, editors
Pubbl/distr/stampa	Providence, Rhode Island : , : American Mathematical Society, , [2006] ©2006
ISBN	0-8218-7988-X 0-8218-5730-4
Descrizione fisica	1 online resource (410 p.)
Collana	Contemporary mathematics, , 0271-4132 ; ; 398
Disciplina	515/.353
Soggetti	Heat equation Lie groups Jacobi forms Geometry, Algebraic Operator theory Global differential geometry Spectral theory (Mathematics)
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.
Nota di contenuto	""Contents""; ""Preface""; ""Positivity of zeta distributions and small unitary representations""; ""The heat equation and representations of the Jacobi group""; ""Kato's inequality and asymptotic spectral properties for discrete magnetic Laplacians""; ""The heat kernel in low-dimensional quantum theories""; ""Heat kernels on weighted manifolds and applications""; ""1. Introduction""; ""2. The Laplace operator""; ""2.1 Differential operators on manifolds""; ""2.2 Laplacian as an operator in L2""; ""2.3 Some examples""; ""2.4 Laplacian on model manifolds""; ""3. The heat kernel"" ""3.1 Heat semigroup""""""3.2 Heat kernel and fundamental solutions""; ""3.3 Stochastic completeness""; ""4. Relations between different heat kernels""; ""4.1 Direct products""; ""4.2 Isometries""; ""4.3 Comparison of heat kernels""; ""4.4 Change of measure""; ""4.5 Some examples of heat kernels in R""; ""4.6 Hyperbolic spaces""; ""5. Heat kernel

		estimates""; ""5.1 Uniform Faber-Krahn inequality""; ""5.2 Gaussian upper bounds""; ""5.3 On-diagonal lower bounds""; ""5.4 Relative Faber-Krahn inequality""; ""5.5 On-diagonal estimates on model manifolds"" ""The heat kernel on the symmetric space SL(n, F)/SU(n, F)""
2.	Record Nr.	UNINA9910957695003321
	Titolo	Dimensions of L2 performance and proficiency : complexity, accuracy and fluency in SLA / / edited by Alex Housen, Folkert Kuiken, Ineke Vedder
	Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., 2012
	ISBN	9781283894821 1283894823 9789027273260 902727326X
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (317 p.)
	Collana	Language Learning & Language Teaching ; ; 32 Language learning and language teaching ; ; v. 32
	Altri autori (Persone)	HousenAlex <1964->\nKuikenFolkert <1953->\nVedderIneke
	Disciplina	418.0072
	Soggetti	Second language acquisition - Research - Methodology Language and languages - Research - Methodology Literacy - Research
	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	Dimensions of L2 Performance and Proficiency; Editorial page; Title page; LCC data; Table of contents; Acknowledgements; Notes on contributors; Complexity, accuracy and fluency; 1. Introduction; 1.1 The origins of CAF; 1.2 Complexity, accuracy and fluency as research variables; 2. Challenges for CAF research; 2.1 How can complexity, accuracy and fluency be conceptualised and defined as constructs?; 2.2 What are the cognitive, linguistic and psycholinguistic correlates and underpinnings of CAF?; 2.3 How are the CAF components

interconnected?; 2.4 How can CAF be operationalised and measured?
2.5 Which factors affect CAF?3. This volume; 4. Conclusion; References; Defining and operationalising L2 complexity; 1. Complexity in SLA research; 2. Defining complexity; 3. L2 complexity; 4. A survey of complexity measurement; 5. A closer look at syntactic complexity measures; 6. Conclusion; References; Complexity, Accuracy and Fluency from the perspective of psycholinguistic Second Language Acquisition research; 1. Introduction; 2. A model of second language acquisition; 2.1 Mental representation; 2.2 Kinds of learning; 2.3 Frequency; 2.4 Memory
3. Definitions of the constructs and relationship with the background assumptions 3.1 Accuracy; 3.2 Complexity; 3.3 Fluency; 4. Empirical investigations; 4.1 Linguistic competence: Triggering in L2; 4.2 Building mental representations for learned linguistic knowledge; 4.3 Mental representations in language processing: Proceduralisation; 5. Conclusion; References; Complexity, accuracy and fluency*; 1. Introduction; 2. Methodological issues; 2.1 Definition; 2.2 Identification; 2.2.1 Greater length and complexity; 2.2.2 Greater phonological coherence
2.2.3 Inappropriate use and overgeneralization 2.2.4 Non-substitutability; 2.2.5 Accuracy; 3. The study; 3.1 Participants; 3.1.1 Beginners; 3.1.2 Post-beginners; 3.2 Formulaic sequences investigated and their development; 3.2.1 Verb sequences: j'aime, j'adore, j'habite (I like, I love, I live); 3.2.2 Interrogative sequences; 3.2.2.1 Development of the interrogative system. Thirteen out of the sixteen beginner learners produce comment t'appelles-tu from the very first round of data collection, without any internal modification. By contrast, if we examine the interrogative
3.2.2.2 The development of interrogative sequences. This section analyses the development of the formulaic sequence comment t'appelles-tu? ("what's your name?"), as well as the different contexts in which it is used. More specifically, as this FS is in t4. Discussion; 4.1 Relationship between learnt knowledge and acquired knowledge; 4.2 Grammatical status of formulaic sequences; 4.3 Contribution of FS to the development of complexity, accuracy and fluency; 5. Conclusion; References; The growth of complexity and accuracy in L2 French; 1. Introduction
2. Past observations on developmental stages

Sommario/riassunto

This chapter presents the results of a study on interlanguage variation. The production of four L2 learners of Italian, tested four times at yearly intervals while engaged in four oral tasks, is compared to that of two native speakers, and analysed with quantitative CAF measures. Thus, time, task type, nativeness, as well as group vs. individual scores are the independent variables and complexity, accuracy, and fluency are the dependent ones. Results show how both L2 learners and native speakers display situational variation, but with clear differences amongst the two groups. Longitudinally