

- | | |
|-------------------------|--|
| 1. Record Nr. | UNISA990000555260203316 |
| Autore | BACH, Emmon |
| Titolo | An introduction to transformational grammars |
| Pubbl/distr/stampa | New York : Holt- Rinehart- Winston, 1964 |
| Descrizione fisica | X, 205 p. : ill ; 21 cm |
| Disciplina | 401. |
| Collocazione | 401 BAC
IV.2. 383(XII W 13) |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| 2. Record Nr. | UNINA9910974279703321 |
| Titolo | Language use and language learning in CLIL classrooms // edited by
Christiane Dalton-Puffer, Tarja Nikula, Ute Smit |
| Pubbl/distr/stampa | Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., 2010 |
| ISBN | 9786612976926
9781282976924
1282976923
9789027287519
9027287511 |
| Edizione | [1st ed.] |
| Descrizione fisica | x, 295 p |
| Collana | AILA applied linguistics series ; ; v. 7 |
| Altri autori (Persone) | Dalton-PufferChristiane <1961->
NikulaTarja
SmitUte |
| Disciplina | 418.0071 |
| Soggetti | Language and languages - Study and teaching
Language arts - Correlation with content subjects |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |

Note generali

Bibliographic Level Mode of Issuance: Monograph

Nota di bibliografia

Includes bibliographical references and index.

Nota di contenuto

Language Use and Language Learning in CLIL Classrooms -- Editorial page -- Title page -- LCC data -- Table of contents -- Acknowledgements -- Preface -- References -- Charting policies, premises and research on content and language integrated learning -- 1. Defining CLIL -- 2. CLIL in Europe: Policy and implementation -- 3. Underlying assumptions -- 4. Overview of research on CLIL -- 5. On theoretical and methodological trends -- 6. Introducing the volume -- References -- Websites mentioned -- Part I. General and theoretical issues -- On the natural emergence of language structures in CLIL -- 1. Introduction -- 2. Methodology -- 3. Results and discussion -- 3.1 Samples from the corpus -- 3.2 The alignment of grammar and content in CLIL learner discourse -- 3.3 The transfer of L1 academic knowledge into an L2 -- 3.4 The growth of L2 interlanguage in CLIL -- 4. Conclusion -- References -- The pragmatics of L2 in CLIL -- 1. Introduction -- 2. Which pragmatics of SLA? -- 3. Pragmatic effects in CLIL -- 3.1 Data -- 3.2 Spoken production or classroom activity? -- 3.3 Through the bottleneck: The pragmatics of CLIL -- 3.4 Further evidence for the mask effect -- 4. Conclusion: Cognitive echo -- References -- Part II. CLIL at the secondary level -- A cross-sectional analysis of oral narratives by children with CLIL and non-CLIL instruction -- 1. Introduction -- 2. Theoretical background -- 2.1 Narratives -- 2.2 Communicative strategies -- 3. Setting and participants -- 3.1 CLIL in Austria -- 3.2 Participants and data collection -- 4. Findings -- 4.1 Macro-level (creating coherent narratives) -- 4.2 Micro-level (mastering the language system) -- 4.3 Communicative strategies -- 5. Conclusion -- References -- Using a genre-based approach to integrating content and language in CLIL -- 1. Introduction -- 2. Genre and subject-specific literacy. 3. Genre-based pedagogy -- 4. Genres in secondary school history -- 5. Three examples of classroom practice in secondary CLIL history -- 5.1 Classroom Examples 1 and 2: building field knowledge together -- 5.2 Classroom Example 3: Student presentations -- 6. Genre and the 4 Cs approach to CLIL -- 7. Genre and CLIL teacher education -- 8. Conclusion -- References -- Effects of CLIL on a teacher's classroom language use -- 1. Introduction -- 2. Theoretical approach, data and methods of analysis -- 3. Findings -- 3.1 Different patterns of interaction -- 3.2 Subtle means of meaning making used differently -- 4. Concluding remarks -- References -- Appendix -- Transcription conventions -- Writing and speaking in the history class -- 1. Introduction -- 2. Theoretical background: Genre and register -- 3. The study -- 4. Analysis of the data -- 4.1 Process types -- 4.1.1 Circumstances -- 4.1.2 Clause complexes -- 4.1.3 Modality -- 5. Discussion -- 6. Conclusions and pedagogic implications -- References -- Language as a meaning making resource in learning and teaching content -- 1. Introduction -- 2. Systemic functional theory -- 2.1 Grammatical metaphor -- 2.1.1 Syntactic intricacy -- 2.2.2 Thematic organization -- 3. The study -- 4. Methodology -- 5. Results -- 5.1 Grammatical metaphor: Syntactic perspective -- 5.2 Grammatical metaphor: Thematic perspective -- 6. Discussion -- References -- The CLIL differential -- 1. Introduction -- 2. Literature review on CLIL writing -- 3. The case study: Sample and method -- 3.1 A model for rating writing ability -- 4. Findings -- 4.1 Task fulfilment -- 4.2 Organisation -- 4.3 Grammar -- 4.4 Vocabulary -- 5. Conclusion -- References -- Appendix -- 1. Rating scale used for assessment (adapted from Friedl/Auer 2007): -- 2. Sample texts -- Written

production and CLIL -- 1. Introduction -- 2. The Basque Country and CLIL.
3. Hypotheses -- 4. The study -- 4.1 Participants -- 4.2 Instruments and procedure -- 5. Results -- 6. Discussion -- 7. Conclusions -- Acknowledgement -- References -- Part III. CLIL at the tertiary level -- Metadiscursive devices in university lectures -- 1. Introduction -- 1.1 Aims and scope -- 1.2 The data: Collection and description -- 2. Lectures from the perspective of systemic functional linguistics and genre theory -- 2.1 Lectures as an educational genre: A functional view -- 2.2 A metadiscourse taxonomy for lecture analysis -- 3. Findings and discussion: Lecture performance in Spanish (L1) and English (L2) -- 3.1 Discourse Structure markers -- 3.2 Interaction markers -- 3.3 Conclusion markers -- 4. Conclusions and implications -- References -- Language Matters -- 1. Introduction -- 2. Method -- 2.1 Dependent variables -- 3. Results and analysis -- 3.1 Lecture comprehension issues -- 3.2 Background variables -- 4. Discussion -- 4.1 Validity -- 4.2 Improving EM instruction -- 5. Conclusion -- References -- Appendix -- SOME QUESTIONS ABOUT YOUR BACKGROUND -- Have you received any other forms of English instruction in high school? (You may give several answers) -- QUESTIONS ABOUT YOUR UNIVERSITY LEVEL STUDIES -- QUESTIONS ABOUT YOUR ATTENDING AN ENGLISH-MEDIUM COURSE OR PROGRAM -- Indicate your reasons for attending an English-Medium course: -- QUESTIONS ABOUT YOUR UNDERSTANDING OF LECTURES IN YOUR FIRST LANGUAGE (SUCH AS NORWEGIAN). YOU MAY ANSWER ON THE BASIS OF COURSES YOU HAVE HAD EARLIER. -- QUESTIONS ABOUT YOUR UNDERSTANDING OF LECTURES IN ENGLISH -- IF YOU HAVE TIME TO ANSWER: -- CLIL in an English as a lingua franca (ELF) classroom -- 1. Introduction -- 2. The study: Setting and methodology -- 3. On conceptualising 'interactive explaining' -- 4. Analysing intex on lexical items -- 4.1 Explaining subject-specific terms. 4.2 Explaining general language terms. -- 5. Conclusions -- References -- Appendix -- Transcription conventions -- Language use and language learning in CLIL -- 1. Summary of findings -- 2. Contentious issues -- 2.1 Dilemmas of comparison and implications of research for practice -- 2.2 Policy and reality: tensions and pretensions -- 2.3 CLIL or CEIL (Content and English Integrated Learning)? -- 2.4 Integrating language and content - from duality to fusion? -- References -- Subject index -- The AILA Applied Linguistics Series.

Sommario/riassunto

Based on a longitudinal study of an international educational programme in English as the participants' lingua franca, this chapter argues for 'integrative explaining' as a new construct that offers direct access to analysing content and language integrated learning at the micro-level. A detailed discourse-pragmatic analysis of twelve lessons spread over two years in this tertiary classroom community of practice has revealed distinct patterns of explaining subject-specific versus general terms and expressions. The results offer new and revealing insights into, firstly, the community-specific discursive 'principle of joint forces' and, secondly, the different activation of subject- vs. language expertise in discursively integrating new concepts into already shared knowledge.

3. Record Nr.	UNINA9910877186203321
Titolo	Structural bioinformatics
Pubbl/distr/stampa	[Place of publication not identified], : Wiley Blackwell, 2009
ISBN	1-280-55693-5 9786610556939 0-471-32634-8 0-471-72120-4
Descrizione fisica	1 online resource (674 pages)
Collana	Methods of biochemical analysis Structural bioinformatics
Disciplina	572.8/733
Soggetti	Structural bioinformatics Molecular Biology Computational Biology Biochemistry Biology Genetics Biological Science Disciplines Chemistry Natural Science Disciplines Disciplines and Occupations Biology - General Health & Biological Sciences Physical Sciences & Mathematics Organic Chemistry
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Sommario/riassunto	From the Foreword: "[A] must read for all of us committed to understanding the interplay of structure and function...[T]he individual chapters outline the suite of major basic life science questions, such as the status of efforts to predict protein structure and how proteins carry out cellular functions, and also the applied life science questions such

as how structural bioinformatics can improve health care through accelerating drug discovery." This book provides a basic understanding of the theories, associated algorithms, resources, and tools used in structural bioinformatics. The reader emerges with the ability to make effective use of protein, DNA, RNA, carbohydrate, and complex structures to better understand biological function. Moreover, it draws a clear connection between structural studies and the rational design of new therapies.
