

1. Record Nr.	UNINA9911008426203321
Titolo	Crosslinguistic Influence and Distinctive Patterns of Language Learning : Findings and Insights from a Learner Corpus // Anne Golden, Scott Jarvis, Kari Tenfjord
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2017] ©2017
ISBN	9781783098781 1783098783 9781783098774 1783098775
Edizione	[1st ed.]
Descrizione fisica	1 online resource (290 pages) : illustrations, tables
Collana	Second Language Acquisition
Disciplina	439.8280071
Soggetti	Norwegian language - Study and teaching Norwegian language - Grammar, Generative Interlanguage (Language learning) - Norway Multilingualism - Norway Second language acquisition - Norway
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Frontmatter -- Contents -- Contributors -- Preface -- 1. Introduction -- 2. Transfer: An Overview with an Expanded Scope -- 3. The 'Perfect Candidate' for Transfer: A Discussion of L1 Influence in L2 Acquisition of Tense-Aspect Morphology -- 4. On How Polish Learners of Norwegian Render Spatial Prepositions in L2: A Corpus-Based Study of i and på -- 5. Positive and Negative Transfer in the L2 Adjective Inflection of English-, German- and Polish-speaking Learners of L2 Norwegian -- 6. Gender Assignment and L1 Transfer in Norwegian Second Language Learners' Written Performance -- 7. Stranded or Lost? Preposition Stranding in Norwegian Learner Languages -- 8. Emotions Negotiated in L2 Texts: A Corpus Study of Written Production by Adult Learners on a Norwegian Test -- 9. Evaluation of Texts in Tests, or: Where is the Dog Buried? -- Author Index -- Subject Index

Sommario/riassunto

This book details patterns of language use that can be found in the writing of adult immigrant learners of Norwegian as a second language (L2). Each study draws its data from a single corpus of texts written for a proficiency test of L2 Norwegian by learners representing 10 different first language (L1) backgrounds. The participants of the study are immigrants to Norway and the book deals with the varying levels and types of language difficulties faced by such learners from differing backgrounds. The studies examine the learners' use of Norwegian in relation to the morphological, syntactic, lexical, semantic and pragmatic patterns they produce in their essays. Nearly all the studies in the book rely on analytical methods specifically designed to isolate the effects of the learners' L1s on their use of L2 Norwegian, and every chapter highlights patterns that distinguish different L1 groups from one another.

2. Record Nr.	UNINA9910346710603321
Autore	Blaß Hans Joachim Flaig, Marcus
Titolo	Keilgezinkte Rahmenecken und Satteldachtrager aus Brettsperrholz
Pubbl/distr/stampa	KIT Scientific Publishing, 2015
ISBN	1000047039
Descrizione fisica	1 online resource (180 p. p.)
Collana	Karlsruher Berichte zum Ingenieurholzbau / Karlsruher Institut für Technologie, Holzbau und Baukonstruktionen
Soggetti	History of engineering and technology
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	The report describes the experimental and analytical research that was carried out for the development of large double pitched beams and three hinged frames made of cross laminated timber. The results are used to derive of design approaches for large finger joints in cross laminated timber.

3. Record Nr.	UNINA9910958432003321
Autore	Adey Philip
Titolo	Really raising standards : cognitive intervention and academic achievement // Philip Adey and Michael Shayer
Pubbl/distr/stampa	London ; ; New York, : Routledge, 1994
ISBN	1-134-85369-6 1-280-60374-7 9786610603749 0-203-13728-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (222 p.)
Altri autori (Persone)	ShayerMichael <1928->
Disciplina	371.3
Soggetti	Cognitive learning Constructivism (Education) Thought and thinking - Study and teaching Cognition in children Academic achievement Learning, Psychology of
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 (p. [192]-199) and indexes.
Nota di contenuto	Book Cover; Title; Copyright; Contents
Sommario/riassunto	Written by experienced teachers and educational researchers Phillip Adey and Michael Shayer, Really Raising Standards analyses attempts to teach children to think more effectively and efficiently. Their practical advice on how to improve children's performance by the application of the findings of the CASE research project will radically alter the approach of many professional teachers and student teachers as to the education of children in schools. An important contribution to the application of psychological theory in education.