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| 1. Record Nr. | UNINA9910797893403321 |
| Titolo | Domains and directions in the development of TBLT : a decade of plenaries from the International Conference / / edited by Martin Bygate, University of Lancaster |
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| Descrizione fisica | 1 online resource (349 p.) |
| Collana | Task-Based Language Teaching, , 1877-346X ; ; volume 8 |
| Disciplina | 418.0071 |
| Soggetti | Language and languages - Study and teaching - Methodology Second language acquisition Task analysis in education Adquisició d'una segona llengua Llenguatge i llengües Llibres electrònics |
| 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 | Domains and Directions in the Development of TBLT; Editorial page; Title page; LCC data; Table of contents; Introduction; The DNA of TBLT; The fundamental challenge to the TBLT project; The organisation of the volume; Acknowledgments; References; TBLT; TBLT: Definition and rationale; TBLT's consistency with research findings on ISLA; TBLT: A brief primer; Task-based needs analysis; Task syllabus design; Production of task-based materials; Methodology and pedagogy; Task-based, criterion-referenced performance testing; Program evaluation; Does TBLT have a future?; Building the road as we travel Task-based interactions online: What the research base tells teachers Cognitive complexity in technology-mediated tasks: An opening agenda; Widening the scope: Beyond online translations of traditional tasks; Technology-mediated tasks at their best: Some examples; Traditional tasks reinvigorated by technological innovation and virtual excitement; New tasks deriving from new mobile and social |

technologies; When technology and tasks meet: Towards technology-mediated TBLT; The challenge of authenticity in technology-mediated TBLT; Multifaceted motivation in technology-mediated TBLT
Concluding remarksReferences; The Cognition Hypothesis, second language task demands and the SSARC model of pedagogic task sequencing; Introduction; Syllabus design; Mapping pedagogic task design to real-world task demands; Situating and distributing task cognition; The Cognition Hypothesis; Task Sequencing Principle 1; Task Sequencing Principle 2; The SSARC model; The Triadic Componential Framework for task classification and sequencing; Task Complexity; Task Complexity and task sequencing; Task Conditions; Task Difficulty; Mapping Task Complexity/Condition-Task Difficulty interactions
Cognitive abilities and Task ComplexityBroad summary of potentials for Task Complexity-Task Difficulty interactions; Affective factors and Task Conditions; The Cognition Hypothesis and the Trade-Off Hypothesis; Summary and Conclusions; Reference; Limited Attention Capacity and Cognition; Introduction; The Limited Attention Capacity (LAC) Hypothesis: Underlying principles; Evidence and theory; Task research and the Levelt Model: General outline; Conceptualiser Influences; Formulator influences: Lemma retrieval; Formulator influences: Syntactic encoding; The Cognition Hypothesis
Contrasts between the approaches

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| 2. Record Nr. | UNIORUON00191527 |
| Titolo | I centri storici tra conflitto e crisi : il caso di Napoli. / a cura di A. Belli |
| Pubbl/distr/stampa | s.l., : Pica, s.d. 59 p. ; 31 cm. |
| Soggetti | Napoli - Conflitti sociali |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |