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	Descrizione fisica	1 online resource (243 pages)
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	Collana	AILA Applied Linguistics Series ; ; 9 AILA applied linguistics series, , 1875-1113 ; ; v. 9
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	Altri autori (Persone)	Garcia MayoMaria del Pilar Gutierrez MangadoMaria Junkal Martinez AdrianMaria
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>Contemporary Approaches to Second Language Acquisition; Editorial page; Title page; LCC data; Dedication page; Table of contents; Acknowledgments; Foreword; Introduction; References; Chapter 1. What is easy and what is hard to acquire in a second language; Introduction; Language architecture and the location of functional morphology; Syntax is easier than functional morphology; Relative difficulty of syntax for native and non-native speakers; The syntax-semantics interfaces; The syntax-discourse interface; The semantics-pragmatics interface; Taking stock; Implications for teaching; References</p> <p>Chapter 2. Systemic Functional approaches to second language acquisition in school settings*The role of Systemic Functional linguistics (SFL) in second/foreign language acquisition; Applications of SFL to the study of foreign language acquisition and development in school contexts; Applying Halliday's protolanguage taxonomy to second language learners' functional language at an early age; SFL approaches to EFL writing development in secondary schools; SFL and CLIL classrooms; Combining SFL and other approaches to SLA; Conclusion: Implications for research and pedagogy; References</p> <p>Chapter 3. From input, output and comprehension to negotiation, evidence, and attentionIntroduction: Learner interaction: Theoretical perspectives, distinctions and relevance; Learner interaction: Empirical perspectives, questions, and findings; Modified interaction: Distinctions and contributions to SLA; Negotiation of meaning; Negotiation of form; Recasts; Form-focused intervention; Form-focused instruction; Output production and modification; Learner interaction and readiness; Task-based interaction: Theoretical and empirical perspectives; Task-based interaction in the classroom</p> <p>Conclusion and implicationsReferences; Chapter 4. Skill Acquisition Theory and the role of practice in L2 development; Introduction; Proceduralization, automaticity, and L2 acquisition; Fluency, speed of retrieval, and implicit knowledge; The interplay between declarative and procedural knowledge; Types of practice; Practice and feedback; Concluding remarks; References; Chapter 5. The Input Processing Theory in second language acquisition; Introduction; The Input Processing Theory; Processing Principles and Sub-Principles; The Primacy of Meaning Principle (P1)</p> <p>The Primacy of Content Words Principle (P1a)Lexical Preference Principle (P1b); The Preference for Non-redundancy Principle (P1c) and The Meaning-Before-Non-meaning Principle (P1d); The Availability of Resources Principle (P1e); The Sentence Location Principle (P1f); The First Noun Principle (P2); The Lexical Semantics Principle (P2a); The Event Probabilities Principle (P2b); The Contextual Constraint Principle (P2c); Implications; Implications for pedagogy; Implications for theory and research; Conclusion; References; Chapter 6. Processability Theory; Introduction; Processability Theory</p> <p>Data and the emergence criterion</p>
Sommario/riassunto	<p>This chapter reviews past and current contributions from event-related brain potential (ERP) research to the field of L2 processing. ERPs are able to measure cognitive brain processes at a very fine-grained temporal resolution and allow for determining when linguistic processes are occurring. The technique allows for investigations of whether L1 and L2 processing differences are mainly due to the fact that L2 processing takes longer or whether different neural procedures</p>

(as evidenced by different components being present) occur in L1 and L2 processing. Findings from studies of monolingual, bi

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