This volume presents the proceedings of the Second International Colloquium on Grammatical Inference (ICGI-94), held in Alicante, Spain in September 1994. Besides 25 research papers carefully selected and refereed by the program committee, the book contains a survey by E. Vidal. The book is devoted to all those aspects of automatic learning that explicitly focus on principles, theory, and applications of grammars and languages. The papers are organized in sections on formal aspects; language modelling and linguistic applications; stochastic approaches, applications and performance analysis; and neural networks, genetic algorithms, and artificial intelligence techniques.

This volume is the outcome of the author's observations and puzzlement over seventeen years of teaching English and French as second languages, followed by 30 years of research into the neurolinguistic aspects of bilingualism. It examines, within the framework of a neurolinguistic theory of bilingualism (Paradis, 2004), the crucial and pervasive contributions made by declarative and procedural memory to the appropriation, representation and processing of a second language. This requires careful consideration of a number of concepts associated with issues pertaining to second language research: consciousness, interface, modularity, automaticity, proficiency, accuracy, fluency, intake, ultimate attainment, switching, implicit linguistic competence and explicit metalinguistic knowledge. It is informed by data from a variety of domains, including language pathology, neuroimaging, and, from each side of the fence, practical classroom experience. This book introduces four further proposals within the framework of a neurolinguistic theory of bilingualism: (1) There are two sets of cerebral representations, those that are capable of reaching consciousness and those that are not; implicit grammar is inherently not capable of reaching consciousness. (2) The increased activation observed in neuroimaging studies during the use of a second language is not devoted to the processing of implicit linguistic competence. (3) Intake is doubly implicit. (4) Given the premise that metalinguistic knowledge cannot be converted into implicit competence, there can be no possible interface between the two."

Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching

This book provides a critical analysis and account of the development of the Comprehension Approach as a method for language learning. The author draws on interrelated sub-fields - including linguistic theory, child language acquisition, and educational technology - to examine how a comprehension-based strategy could have pedagogical potential for adult second language learning. While second language pedagogy has to date been dominated by production models, this book takes another look at the Comprehension Approach as a possible alternative, presenting results from both child first language and adult second language contexts. It will be of interest to psycholinguistics and applied linguistics
There is considerable debate over the extent to which cognitive tasks can be learned non-consciously or implicitly. In recent years a large number of studies have demonstrated a discrepancy between explicit knowledge and measured performance. This book presents an overview of these studies and attempts to clarify apparently disparate results by placing them in a coherent theoretical framework. It draws on evidence from neuropsychological and computational modelling studies as well as the many laboratory experiments. Chapter one sets out the background to the large number of recent studies on implicit learning. It discusses research on implicit memory, perception without awareness, and automaticity. It attempts to set the implicit - explicit distinction in the context of other relevant dichotomies in the literature. Chapter two presents an overview of research on the control of complex systems, from Broadbent (1977) through to the present day. It looks at the accessibility of control task knowledge, as well as whether there is any other evidence for a distinction between implicit and explicit modes of learning. Chapter three critically reviews studies claiming to show that people can acquire concepts without being verbally aware of the basis on which they are responding. It shows that concept formation can be implicit in some sense but not in others. Chapter four investigates the claim that people can learn sequential information in an implicit way. Chapter five looks at whether computational modelling can elucidate the nature of implicit learning. It examines the feasibility of different exemplar connectionist models in accounting for performance in concept learning, sequence learning, and control task experiments. Chapter six reviews evidence concerning dissociations between implicit and explicit knowledge in various neuropsychological syndromes. Finally, chapters seven and eight discuss the many practical and theoretical implications of the research.

Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including end-of-chapter activities, points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally.

This volume of proceedings contains papers and posters on topics in all areas of cognitive science. It will be of interest to researchers, students, and professionals in these areas, including cognitive and applied psychology, AI, HCI, & computer science.
The need for synthesis in the domain of implicit processes was the motivation behind this book. Two major questions sparked its development: Is there one implicit process or processing principle, or are there many? Are implicit memory, learning, and expertise; skill acquisition; and automatic detection simply different facets of one general principle or process, or are they distinct processes performing very different functions? This book has been designed to cast light on this issue. Because it is impossible to make sense of implicit processes without taking into account their explicit counterparts, consideration is also given to explicit memory, learning, and expertise; and controlled processing. The chapter authors consider principles, processes, and models which stand above a wealth of data collected to evaluate models designed specifically to account for data from a specific paradigm, or even more narrowly, from a specific experimental task. The motivation behind this approach is the proposition that modeling is possible for a much broader data domain, even though there may be some cost where specific tasks are concerned. The aim of this book is to treat synthesis as the objective, and to approach this objective by collecting and discussing phenomena which--although they are drawn from diverse areas of psychological science--touch a single issue concerning the distinction between explicit and implicit processes.

This handbook offers a comprehensive treatise on Grammatical Evolution (GE), a grammar-based Evolutionary Algorithm that employs a function to map binary strings into higher-level structures such as programs. GE’s simplicity and modular nature make it a very flexible tool. Since its introduction almost twenty years ago, researchers have applied it to a vast range of problem domains, including financial modelling, parallel programming and genetics. Similarly, much work has been conducted to exploit and understand the nature of its mapping scheme, triggering additional research on everything from different grammars to alternative mappers to initialization. The book first introduces GE to the novice, providing a thorough description of GE along with historical key advances. Two sections follow, each composed of chapters from international leading researchers in the field. The first section concentrates on analysis of GE and its operation, giving valuable insight into set up and deployment. The second section consists of seven chapters describing radically different applications of GE. The contributions in this volume are beneficial to both novices and experts alike, as they detail the results and researcher experiences of applying GE to large scale and difficult problems. Topics include: • Grammar design • Bias in GE • Mapping in GE • Theory of disruption in GE • Structured GE • Geometric semantic GE • GE and semantics • Multi- and Many-core heterogeneous parallel GE • Comparing methods to creating constants in GE • Financial modelling with GE • Synthesis of parallel programs on multi-cores • Design, architecture and engineering with GE • Computational creativity and GE • GE in the prediction of glucose for diabetes • GE approaches to bioinformatics and system genomics • GE with coevolutionary algorithms in cybersecurity • Evolving behaviour trees with GE for platform games • Business analytics and GE for the prediction of patient recruitment in multicentre clinical trials

This book will be of special interest to English teachers and those in professional development in the region and/or who have classrooms with Asian learners. Paradigms
appear to be shifting in Asian L2 learning in a region providing huge growth in English education. This will have an important bearing on the profession, including researchers, worldwide.

The volume contains most updated theoretical and empirical research on foreign or second language processes analyzed from the perspective of cognition and affect. It consists of articles devoted to various issues related to such broad topics as gender, literacy, translation or culture, to mention a few. The collection of papers offers a constructive and inspiring insight into a fuller understanding of the interconnection of the language-cognition-affect trichotomy.

This book presents a longitudinal, quasi-experimental classroom study into the effects of inductive and deductive instruction on the acquisition of pragmatic competence in adult English-as-a-Foreign-Language learners. Set within the explicit teaching paradigm, it presents the first systematic analysis of the contrast between inductive and deductive teaching methods in instructional pragmatics. Two learner groups were taught about disagreement and offer refusal, and their pragmatic skills were...

This volume is an outgrowth of contemporary research on development over the adult lifespan, which by now has burgeoned and developed both nationally and internationally. However, for us, the impetus to be involved in this area was spawned and nurtured by our initial association with the Society for Research in Adult Development (SRAD) with its origins some 15 years ago by Michael Commons and his associates in Cambridge, Massachusetts. Through the good will and support of this society, we also became, and are still, heavily involved with the Journal of Adult Development and the Kluwer-Plenum Monograph Series on Adult Development and Aging, of which this volume is a companion. Many of the contributions in the volume are from SRAD members, who consistently adhere to a focus on positive adult development. Their chapters have been complemented by pieces from other researchers, who have adopted more mainstream approaches to adult development and/or aging. Regardless of the particular approach and/or focus of the chapter, all the work reported herein supports the relatively recent idea that development is not restricted to children and adolescents but continues throughout the adult lifespan in ways that we never envisioned some 20 years ago. Thus, the volume represents state-of-the-art theory, research, and practice on adult development, which has the potential to occupy us all for some time to come.

Life in the 21st century has already been marked by a changing world in many aspects. The Internet has reached virtually the whole world, neoliberal marketing policies have become more aggressive than ever and alternative economies such as cryptocurrencies have emerged within the first quarter of this century. Adding to the equation the ever-increasing population of the world and the much increased connectedness of its residents, novel definitions of what have already been known have emerged, reflecting the changing life in our time. The changes to life as observed in our century has also made it explicit that the concepts we tend to define continually are far from being stable and static. Instead, the current status of the world we live in prove time and again that those changes are instable, dynamic, non-linear and coadaptive, signifying the difficulty of achieving predictability. In a world that is best defined as dynamic and unpredictable, management becomes a key term for the harmony in life that every person tends to strive for. Efficiency in managing harmony among people,
cities, industries, politics, education, arts, organizations or countries stands out as the utmost necessity regardless of the context one might be in. Without the endeavor to manage efficiently, the harmony that we all look for would become even more difficult to achieve. Such a harmony through efficient management, perhaps naturally, necessitates the coadaptation of academic disciplines just as it does the same in other fields in life. For this reason, multidisciplinary academic studies are now more important than ever because the instable, non-linear and dynamic nature of life and its changes are highly unlikely to be explained by a single discipline in isolation. The efficient management of the planet earth undoubtedly requires the efficient coexistence of societies, industries, education, politics and countries. All those structures forming human life in the world should coexist and academic studies are no exception to ensure a proper, scientific understanding of the worldly phenomena. In that respect, this book aims to present multidisciplinary perspectives in respect of the management of the societies, politics, arts, industries, international relations and education. We hope that the chapters within, distinguished works of the mentioned disciplines, will inform the readers regarding the interplay among various branches of science and contribute to the knowledge base of the world regarding language, culture, arts and politics in an ever-changing world.

The implicit/ explicit distinction is central to our understanding of the nature of L2 acquisition. This book begins with an account of how this distinction applies to L2 learning, knowledge and instruction. It then reports a series of studies describing the development of a battery of tests providing relatively discrete measurements of L2 explicit/ implicit knowledge. These tests were then utilized to examine a number of key issues in SLA - the learning difficulty of different grammatical structures, the role of L2 implicit/ explicit knowledge in language proficiency, the relationship between learning experiences and learners’ language knowledge profiles, the metalinguistic knowledge of teacher trainees and the effects of different types of form-focused instruction on L2 acquisition. The book concludes with a consideration of how the tests can be further developed and applied in the study of L2 acquisition.

An up to date comprehensive introduction to second language acquisition research. Contains a general framework for the study of second language acquisition, provides a general description of learner language, accounts for the role of the linguistic environment, examines the learner's internal mechanisms, explores individual differences in language learning and reviews the expanding research on classroom second language acquisition.

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more. One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of
perspectives from researchers and language educators from various parts of the world in order
to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As
such, the studies in this book all share a common goal that demonstrates the applicability of L2
teaching practices across languages, cultures, and regions. The book is intended to act as a
valuable reference for language educators, practitioners, specialists, and anyone studying or
wishing to gain an overview of successful teaching practices and learning nuances in the L2
classroom that cross all languages, cultures, and regions.
This book brings together 13 original research papers that address emerging issues in the
assessment of Chinese as a Second Language (CSL) in five major areas, including standards
in CSL assessment; development of CSL tests; assessment of diverse knowledge and skills;
computer-supported assessment; and CSL assessment in relation to instruction and teachers’
assessment competence. It goes beyond the psychometric testing of Chinese and provides
cutting-edge examinations of the interfaces of assessment with sociology of language,
acquisition, pedagogy, and modern technologies, as well as teacher education. Given its
unique features and broad range of topics, the book offers an intriguing and valuable resource,
not only for scholars and researchers but also teacher educators and assessment practitioners
who are directly or indirectly involved in CSL assessment.
The present volume examines the relationship between second language practice and what is
known about the process of second language acquisition, summarising the current state of
second language acquisition theory, drawing general conclusions about its application to
methods and materials and describing what characteristics effective materials should have.
The author concludes that a solution to language teaching lies not so much in expensive
equipment, exotic new methods, or sophisticated language analysis, but rather in the full
utilisation of the most important resources - native speakers of the language - in real
communication.
Leading investigators critically evaluate the latest information on how anesthetics work at the
molecular, cellular, organ, and whole animal level. These distinguished experts review
anesthetic effects on memory, consciousness, and movement and spell out in detail both the
anatomic structures and physiological processes that are their likely targets, as well as the
acellular and molecular mechanisms by which they operate. Comprehensive and authoritative,
Neural Mechanisms of Anesthesia draws together and critically reviews all the recent research
on anesthetic mechanisms, highlighting the precise routes along which these substances
operate, and how this deeper understanding will lead to the design of effective drugs free
of undesirable side effects.
The book addresses one of the key controversies in teaching foreign language grammar,
which is the utility of production-oriented instruction, as exemplified in the PPP sequence, and
comprehension-based teaching, as implemented in interpretation tasks and processing
instruction. It provides a thorough overview of issues related to learning and teaching
grammar, with a particular focus on input-oriented approaches, and reports the findings of four
studies which sought to compare their effects with instruction based on different forms of
output practice. The findings serve as a basis for guidelines on how the two options can be
successfully combined in the classroom.
Recent SLA research recognizes the necessity of attention to grammar and demonstrates that
form-focused instruction is especially effective when it is incorporated into a meaningful
communicative context. Designed specifically for second-language teachers, this text identifies
and explores the various options for integrating a focus on grammar and a focus on
communication in classroom contexts and offers concrete examples of teaching activities for
each option. Each chapter includes a description of the option, its theoretical and empirical
background, examples of activities illustrating in a non-technical manner how it can be
implemented in the classroom, questions for reflection, and a list of useful resources that
teachers can consult for further information.
A collection of 28 invited papers surveying the state of the art in language testing.
This book aims to understand human cognition and psychology through a comprehensive computational theory of the human mind, namely, a computational "cognitive architecture" (or more specifically, the CLARION cognitive architecture). The goal of this work is to develop a unified framework for understanding the human mind, and within the unified framework, to develop process-based, mechanistic explanations of a large variety of psychological phenomena. Specifically, the book first describes the essential CLARION framework and its cognitive-psychological justifications, then its computational instantiations, and finally its applications to capturing, simulating, and explaining various psychological phenomena and empirical data. The book shows how the models and simulations shed light on psychological mechanisms and processes through the lens of a unified framework. In fields ranging from cognitive science, to psychology, to artificial intelligence, and even to philosophy, researchers, graduate and undergraduate students, and practitioners of various kinds may have interest in topics covered by this book. The book may also be suitable for seminars or courses, at graduate or undergraduate levels, on cognitive architectures or cognitive modeling (i.e. computational psychology).
This landmark volume provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: *social contexts of second language learning; *research methodologies in second-language learning, acquisition, and teaching; *contributions of applied linguistics to the teaching and learning of second language skills; *second language processes and development; *teaching methods and curricula; *issues in second or foreign language testing and assessment; *identity, culture, and critical pedagogy in second language teaching and learning; and *important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; teacher trainees; curriculum and material developers; and all other professionals in the field of second language teaching and learning.
Are there evidence-based answers to the broad question "What explicit knowledge about language in teachers and/or students appears to enhance literacy development in some way"? Distinguished by its global perspective, its currency, and its comprehensiveness, Beyond the Grammar Wars: provides an historical overview of the debates around grammar and English/literacy teaching in four settings: the US, England, Scotland and Australia offers an up-to-date account of what the research is telling (and not telling) us about the effectiveness of certain kinds of grammar-based pedagogies in English/literacy classrooms takes readers into English/literacy classrooms through a range of examples of language/grammar-based pedagogies which have proven to be successful addresses metalinguistic issues related to changes in textual practices in a digital and multimodal age, and explores the challenges for educators who are committed to finding a "usable grammar" to contribute to teaching and learning in relation to these practices. All of the contributors are acknowledged experts in their field. Activities designed for use in language and literacy education courses actively engage students in reflecting on and applying the content in their own teaching contexts.
The metalinguistic dimension refers to the way in which learners bring to bear knowledge about language into their learning of a second language, the "L2". This book brings together new research on the metalinguistic dimension, given its increasing importance in the study of L2 acquisition. In applied linguistics it is widely accepted that L2 learners develop and use knowledge about language when engaging with the challenging task of acquiring a new language; this applies to both children and adults. It is definitions of the metalinguistic dimension that vary, and findings regarding its role in L2 learning are not necessarily homogenous or compatible. The scope exists for further, empirical, detailed research. This book explores the nature, development and role of the metalinguistic dimension and will be essential reading for all SLA scholars and those working in language and education.

Memory conveys the state of knowledge regarding human memory. This book is composed of seven parts beginning with a discussion on different memory structures and the processes that regulate the flow of information between those structures. A chapter follows on the distinction between explicit and implicit memory. Other chapters address the different aspects of storing information in long-term memory; how information in long-term memories is accessed; and the controlling and monitoring of such storage and retrieval processes. How memory capacities and characteristics vary as a function of individual differences and aging, as well as the implications of memory research for two real-world domains of strong interest: witness interrogation and testimony and the long-term retention of skills and knowledge, are also addressed. This handbook will be an important resource for students of human memory.

This is a unique book that covers innovative grammar teaching approaches and techniques for a modern generation of EFL/ESL students. It juxtaposes traditional grammar teaching methods with newer ones, and reveals the advantages and disadvantages of each. Moreover, it provides free and controlled grammar activities which offer instructors an ample variety of tasks that facilitate EFL/ESL teachers' work to practice certain grammatical patterns.

Master's Thesis from the year 2017 in the subject Didactics - English - Grammar, Style, Working Technique, grade: 1,3, University of Hildesheim (Englische Sprache und Literatur), language: English, abstract: The aim of this work is to examine the areas of explicit versus implicit teaching and deductive and inductive teaching, with a focus on teaching grammar in EFL classes. Over the past 20 years and more, a great deal of interest has been paid to grammar teaching in EFL (English as a Foreign Language) and ESL (English as a Second Language) classes. Much of the research has been into which methods and approaches offer the learners the greatest opportunities to learn the target language. However, according to Motha, "[O]pinions on the right approach to learning a language differ as widely as the languages themselves". This helps to describe the discussion that this work covers. In Section 1, the dichotomy between explicit and implicit teaching is analyzed by investigating the effectiveness of either approach. Section 2 covers an existing interface between explicit and implicit knowledge and presents the three dominant concepts. Section 3 continues with a comparison between grammar teaching approaches that includes a "focus on form" and a "focus on meaning" with the overall aim of connecting these two distinct terms in order to discuss the theory and related practice for language teachers to refer to while planning their lessons. Section 4 presents empirical evidence from two meta-studies by
Norris and Ortega and Spada and Tomita, arguing in favor of explicit over implicit instruction. When considering how grammar is to be taught both efficiently and effectively, the underlying target structure and its theoretical characteristics need to be taken into account in determining whether or not this specific structure is a suitable to be either explicitly or implicitly taught. Section 5 discusses several aspects that are related to the target structure. Grammar can be taught, for example, through deductive or inductive teaching methods. Therefore, these two concepts are introduced in Section 6 and 7 as is the PPP- model as an example of deductive teaching (and which is further discussed in Section 9). Section 8 analyzes empirical data of several studies which have investigated the effectiveness of deductive and inductive grammar teaching. The results, as is demonstrated, are contradictory because of differences in terms of measurement, underlying target structure and/or the participants.

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include a glossary of key terms, and discussion questions. Following the back-to-front approach of the series, the book takes problematic issues in language pedagogy as its starting points. These are then examined in terms of second language acquisition. Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks ‘Do these proposals accord with what we know about how languages are acquired?’ Pedagogical topics covered include teaching methods, syllabus design, explicit instruction, comprehension versus production-based instruction, task-based instruction, authentic materials, the role of the learners' first language in the classroom, error correction and catering for individual differences. Including a glossary of key terms and questions for discussion at the end of each chapter, and assuming no prior knowledge of second language acquisition, this is the ideal text for all students studying language teaching methods, language teacher education, English teaching methodology and second language acquisition modules in advanced undergraduate and postgraduate/graduate TESOL and Applied Linguistics courses.

Over the past thirty years, the field of language learning strategies has generated a massive amount of interest and research in applied linguistics. Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time. In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. Offering practical, innovative suggestions for assessing, teaching, and researching language learning strategies, she provides examples of strategies and tactics from all levels, from beginners to distinguished-level learners, as well as a new taxonomy of strategies for language learning. In demonstrating why self-regulated learning strategies are necessary for language proficiency, Oxford integrates socio-cultural, cognitive, and affective dimensions, and argues convincingly for the need for conceptual cross-fertilization. Providing clear and concise explanations of the
advantages and limitations of the different approaches, this book is full of practical value and theoretical insights. The book is designed to guide the reader with the use of a range of features, including: - key quotes and concept boxes - preview questions and chapter overviews - glossary and end-of-chapter further readings - sources and resources section

The present volume is a collection of fifteen original articles that include descriptive, typological and/or theoretical studies of a number of morphosyntactic phenomena, such as case, transitivity, grammaticalization, valency alternations, etc., in a variety of languages or language groups, and discussions concerning theoretical issues in specific grammatical frameworks. The collection, written in honor of the Australian linguist Barry J. Blake on his 60th birthday, thematically reflects the field that Professor Blake has worked in over the past three decades. The volume will be of special interest to researchers in morphosyntax, and linguistic typology. In addition, scholars in discourse grammar, historical linguistics, theoretical syntax, semantics, language acquisition, and language contact will find articles of interest in the book.

This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage-based (DUB) approaches in second language (L2) research and pedagogy. With chapters written by renowned experts in the field, the book addresses the dynamics of language, language learning and language teaching from a usage-based perspective. The book contains both theory and empirical work: the initial theoretical chapters present cutting-edge thinking in relation to both the scope of DUB theory and its applications, providing conceptual perspectives from cognitive grammar and linguistics, thinking-for-speaking (TFS), and Complex Dynamic Systems Theory (CDST) approaches, united by their shared underpinnings of language as a dynamic system of conventionalized routines. The second half of the volume showcases state-of-the-art methodologies to study dynamic trajectories of language learning, empirical investigations into the above-mentioned theoretical concepts, and innovative classroom implementations of DUB language pedagogy.

This volume presents a state-of-the-science review of the most promising current European research -- and its historic roots of research -- on complex problem solving (CPS) in Europe. It is an attempt to close the knowledge gap among American scholars regarding the European approach to understanding CPS. Although most of the American researchers are well aware of the fact that CPS has been a very active research area in Europe for quite some time, they do not know any specifics about even the most important research. Part of the reason for this lack of knowledge is undoubtedly the fact that European researchers -- for the most part -- have been rather reluctant to publish their work in English-language journals. The book concentrates on European research because the basic approach European scholars have taken to studying CPS is very different from one taken by North American researchers. Traditionally, American scholars have been studying CPS in "natural" domains -- physics, reading, writing, and
chess playing -- concentrating primarily on exploring novice-expert differences and the acquisition of a complex skill. European scholars, in contrast, have been primarily concerned with problem solving behavior in artificially generated, mostly computerized, complex systems. While the American approach has the advantage of high external validity, the European approach has the advantage of system variables that can be systematically manipulated to reveal the effects of system parameters on CPS behavior. The two approaches are thus best viewed as complementing each other. This volume contains contributions from four European countries -- Sweden, Switzerland, Great Britain, and Germany. As such, it accurately represents the bulk of empirical research on CPS which has been conducted in Europe. An international cooperation started two years ago with the goal of bringing the European research on complex problem solving to the awareness of American scholars. A direct result of that effort, the contributions to this book are both informative and comprehensive.

Research surveys in Linguistics In large domains of theoretical and empirical linguistics, scholarly communication needs are directly comparable to those in analytical and natural sciences. Conspicuously lacking in the inventory publications for linguists, compared to those in the sciences, are concise, single-authored, non-textbook reviews of rapidly evolving areas of inquiry. Research Surveys in Linguistics is intended to fill this gap. It consists of well-indexed volumes that survey topics of significant theoretical interest on which there has been a proliferation of research in the last two decades. The goal is to provide an efficient overview and entry into the primary literature for linguists - both advanced students and researchers - who wish to move into, or stay literate in, the areas covered. Series authors are recognized authorities on the subject matter as well as clear, highly organized writers. Each book offers the reader relatively tight structuring in sections and subsections and a detailed index for ease of orientation. Although there is no shortage of definitions for pragmatics (context-dependence, nontruthconditionality, implicitness, etc.), the received wisdom is that "pragmatics" simply cannot be coherently defined. In this ground-breaking book, Mira Ariel challenges the prominent definitions of pragmatics, as well as the widely held assumption that specific topics - implicatures, deixis, speech acts, politeness - naturally and uniformly belong on the pragmatics turf. She reconstitutes the field, defining grammar as a set of conventional codes, and pragmatics as a set of inferences, rationally derived. The book applies this division of labor between codes and inferences to many classical pragmatic phenomena, and even to phenomena considered "beyond pragmatics." Surprisingly, although some of these turn out pragmatic, others actually turn out grammatical. Additional intriguing questions addressed in the book include: Why is it sometimes difficult to distinguish grammar from pragmatics? Why is there no grand design behind grammar or behind pragmatics? Are all extragrammatical phenomena pragmatic? Includes a basic introduction to the main topics in pragmatics Shows how different approaches to pragmatics can be integrated with
each other Based on natural, attested examples, from many languages Extra examples are available online at www.cambridge.org/ariel "In a masterful confrontation with decades of received wisdom, Mira Ariel redefines the proper task of pragmatics in a simple, crystal-clear way. An essential read."-Arie Verhagen. Leiden University Centre for Linguistics "...a new way to unify the field of linguistic pragmatics. Ariel critically surveys ten criteria for defining pragmatics, and argues for equating it with inferential as opposed to encoded meaning. She then shows how to apply the definition to the complete range of topics taken to constitute pragmatics in a broad sense."-Nancy Hedberg, Simon Fraser University

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