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If the answer to this question is yes ... For instance, Mark Zuckerberg turned down an offer from Viacom for \$1.5 billion in 2006. However, given the size of Facebook’s market and how little ...

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Moussaoui actually pleaded guilty to the charges against him, so the 2006 trial was simply to determine whether his sentence would be life in prison or death. In the first phase of the trial ...

The continual rise of English as a global lingua franca has meant that English literature, both as a discipline and as a tool in ESL and EFL classrooms, is being used in varied ways outside the inner circle of English. This edited collection provides an overview of English literature education in the Asia-Pacific in global times, bringing to international attention a rich understanding of the trends, issues and challenges specific to nations within the Asia-Pacific region. Comprising contributions from Australia, China, Hong Kong, India, Indonesia, Malaysia, Philippines, Singapore and Vietnam, the collection addresses the diversity of learners in different national, cultural and teaching contexts. In doing so, it provides insights into historical and current trends in literature education, foregrounds specific issues and challenges in policymaking and implementation, presents practical matters concerning text selection, use of literature in the language classroom, innovative practices in literature education, and raises pressing and important questions about the nature, purpose and importance of literature education in global times.

These conference proceedings showcase a rich and practical exchange of approaches and vital evidence-based practices taking place around the world. They clarify the complex challenges involved in bringing about a holistic educational environment in schools and institutes of higher learning that fosters greater understanding and offer valuable insights on how to avoid the pitfalls that come with rolling out holistic approaches to education. To do so, the proceedings focus on the subthemes Support and Development, Mobility and Diversity and Networking and Collaboration in Holistic Education.

Modern linguistic theory has been based on the promise of explaining how language acquisition can occur so rapidly with such subtlety, and with both surprising uniformity and diversity across languages. This handbook provides a summary and assessment of how far that promise has been fulfilled, exploring core concepts in acquisition theory, including notions of the initial state, parameters, triggering theory, the role of competition and frequency, and many others, across a variety of syntactic topics that have formed the central domains of investigation and debate. These topics are treated from the unique perspective of central actors in each domain who have helped shape the research agenda. The authors have presented a summary of the data, the theories under discussion, and their own best assessments of where each domain stands. Providing as well the agenda for future work in the field showing both particular needs and general directions that should be pursued in the coming decades.

The Fifth Assessment Report of the IPCC is the standard scientific reference on climate change for students, researchers and policy makers.

Over the last decade task-based approaches to language learning and teaching (TBLT) have become a global focus of increased levels of research. Governments around the world have turned to TBLT as a potential solution for curricula that lack authentic and meaningful engagement with language learning and are failing to motivate students as a result. This book focuses on Asia, where this shift has been particularly in evidence. TBLT has often been implemented in top-down approaches to curriculum development, which presents a huge range of challenges at the cultural as well as the pedagogic level. Contemporary Task Based Language Teaching in Asia looks at the drivers, stakeholders and obstacles across the region. Some countries have adapted TBLT to deal with the local constraints, others have found it hard to apply and many are still in the process of investigating its implementation in their specific contexts. This collection is important to all involved in language development, from curriculum reform to materials development. It assists from programme evaluation to the setting of assessment standards. The chapters cover all aspects of language education across Asia, from primary to tertiary, private and public education, as well as innovations at local, regional and national levels.

Despite the centrality of rationality to our identity as a species (let alone the scientific endeavour), and the fact that it has been studied for several millennia, the present state of our knowledge of the mechanisms underlying logical reasoning remains highly fragmented. For example, a recent review concluded that none of the extant (12) theories provide an adequate account (Khemlani & Johnson-Laird, 2011), while other authors argue that we are on the brink of a paradigm change, where the old binary logic framework will be washed away and replaced by more modern (and correct) probabilistic and Bayesian approaches (see for example Elqayam & Over, 2012; Oakford & Chater, 2009; Over, 2009). Over the past 15 years neuroscience brain imaging techniques and patient studies have been used to map out the functional neuroanatomy of reasoning processes. The aim of this research topic is to discuss whether this line of research has facilitated, hindered, or has been largely irrelevant for understanding of reasoning processes. The answer is neither obvious nor uncontroversial. We would like to engage both the cognitive and the neuroscience community in this discussion. Some of the questions of interest are: How have the data generated by the patient and neuroimaging studies: • influenced our thinking about modularity of deductive reasoning • impacted the debate between mental logic theory, mental model theory and the dual mechanism accounts • affected our thinking about dual mechanism theories • informed discussion of the relationship between induction and deduction • illuminated the relationship between language, visual spatial processing and reasoning • affected our thinking about the unity of deductive reasoning processes Have any of the cognitive theories of reasoning helped us explain deficits in certain patient populations? Do certain theories do a better job of this than others? Is there any value to localizing cognitive processes and identifying dissociations for reasoning and other cognitive processes? What challenges have neuroimaging data raised for cognitive theories of reasoning? How can cognitive theory inform interpretation of patient data or neuroimaging data? How can patient data or neuroimaging data best inform cognitive theory? This list of questions is not exhaustive. Manuscripts addressing other related questions are welcome. We are interested in hearing from skeptics, agnostics and believers, and welcome original research contributions as well as reviews, methods, hypothesis & theory papers that contribute to the discussion of the current state of our knowledge of how neuroscience is (or is not) helping us to deepen our understanding of the mechanisms underlying logical reasoning processes. References Elqayam, S., & Over, D. E. (2012). Probabilities, beliefs, and dual processing: the paradigm shift in the psychology of reasoning. *Mind & Society*, 11(1), 27 – 40. doi:10.1007/s11299-012-0102-4 Khemlani, S. S., & Johnson-Laird, P. N. (2011). Theories of the syllogism: A meta-analysis, (571). Oakford, M., & Chater, N. (2009). Pr è cis of bayesian rationality: The probabilistic approach to human reasoning. *The Behavioral and brain sciences*, 32(1), 69 – 84; discussion 85 – 120. doi:10.1017/S0140525X09000284 Over, D. E. (2009). New paradigm psychology of reasoning. *Thinking & Reasoning*, 15(4), 431 – 438. doi:10.1080/13546780903266188

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