

Chapter 1 : L1 Syndrome - GeneReviews® - NCBI Bookshelf

findings were generally supportive of L1 use in the English classroom, which does not hinder the learning of L2, and L1 use actually facilitates communication, teacher-student relationships and L2 learning and also saves a lot of time in the classroom.

As in many industrialized countries, LBP is one of the most common health disabilities in Japan. In the current study, we precisely defined the region of LBP, which seemed to be important for standardizing the study protocol for LBP. There was a significant difference in age between the two groups. Considering that disk degeneration progresses with advancing age, the analyses performed in our study can be considered as appropriate. The intraobserver and interobserver variabilities for each MRI finding were greater than moderate for all evaluated items. Spondylolisthesis was not associated with previous LBP. Pfirrmann grading indicates the degree of disk degeneration. We regarded those with grades 1-2 as having no or little disk degeneration and those with grades 3-5 as having some degree of disk degeneration. There have been many reports on the relationship between current LBP and disk degeneration; 5-7 however, none have reported on the relationship between previous LBP and Pfirrmann grading. Videman et al 10 showed that disk height narrowing was associated with previous LBP, but they did not use Pfirrmann grading. Since disk height narrowing was classified as Pfirrmann grade 5, 14 this can be interpreted as implying that severe disk degeneration was associated with previous LBP. A large population study showed that disk degeneration was most commonly affected at L5-S1 and L4-L5, 6 which corresponds with our findings. A mechanical study showed that the range of motion in the lower lumbar segments was significantly smaller than that in the upper segments. This may be a reason why disk degeneration was more prominent at the lower lumbar disk levels than at the upper disk levels in the current study. Disk bulging was associated with previous LBP. Although the p-values were inclined to be smaller at lower disk levels than at upper disk levels, previous LBP was associated with disk bulging at almost all the lumbar disk levels. Some studies have shown that disk bulging was frequently observed in asymptomatic subjects, and it was concluded that there was no relationship between disk bulging and current LBP, 19, 20 whereas another study of a meta-analysis showed a strong relationship. Our findings were not consistent with previous findings in terms of disk bulging. A systematic review of the relationship between MRI findings and current LBP showed that disk degeneration and disk bulging are associated with current LBP, especially in younger adults, and this relationship disappears in older populations. These results correspond with our findings. Aprill and Bogduk 16 reported a strong correlation between the annular high signal intensity zone and positive provocative discography. Conversely, other studies have shown that the HIZ was frequently observed in asymptomatic subjects. Spondylolisthesis was considered to be one of the findings of lumbar spine instability. However, there has been no report on the relationship between spondylolisthesis and previous LBP. In our study, only four participants who did not have current LBP had spondylolisthesis. There was no significant relationship between spondylolisthesis and previous LBP; however, this may be attributed to the small number of spondylolisthesis cases in our study. One systematic review showed that HIZ and spondylolisthesis are not associated with current LBP, even in younger adults. While some chronic LBP patients show continuous pattern, others have intermittent pattern. Thus, we can selectively educate patients about preventing LBP. There were some limitations to the current study. First, we did not evaluate end plate changes because we only analyzed sagittal T2-weighted images and T1-weighted images were unavailable, even though Modic change has been considered to be associated with LBP. There is no previous report on the relationship between end plate changes and previous LBP, and we did not assess this relationship in our study. Second, we only analyzed sagittal images. Disk bulging and the HIZ can sometimes be visible at the posterolateral sides; however, these can be underestimated. Third, there was selection bias among our study participants, as they were volunteers from all types of employment at the hospital and did not represent the general population. In addition, spondylolisthesis was not associated with previous LBP. These findings may be one of the predictive signs of recurrent severe LBP. Footnotes The authors report no conflicts of interest in this work. Years lived with disability YLDs for sequelae of diseases

and injuries Fujii T, Matsudaira K. Prevalence of low back pain and factors associated with chronic disabling back pain in Japan. The prevention of occupational low back pain disability: J Surg Orthop Adv. Magnetic resonance imaging and low back pain in adults: Spine Phila Pa ;30 Prevalence and pattern of lumbar magnetic resonance imaging changes in a population study of one thousand forty-three individuals. MRI findings of disc degeneration are more prevalent in adults with low back pain than in asymptomatic controls: A cross-sectional study of candidates for lumbar disc prosthesis. Potential of magnetic resonance imaging findings to refine case definition for mechanical low back pain in epidemiological studies: Spine Phila Pa ;36 2: Associations between back pain history and lumbar MRI findings. Spine Phila Pa ;28 6: The course of chronic and recurrent low back pain in the general population. A consensus approach toward the standardization of back pain definitions for use in prevalence studies. Spine Phila Pa ;33 1: Accumulation of psychosocial and lifestyle factors and risk of low back pain in adolescence: Magnetic resonance classification of lumbar intervertebral disc degeneration. Spine Phila Pa ;26 American Society of Spine Radiology. American Society of Neuroradiology Nomenclature and classification of lumbar disc pathology. Spine Phila Pa ;26 5: Aprill C, Bogduk N. The measurement of observer agreement for categorical data. Does lumbar disk degeneration increase segmental mobility in vivo? Segmental motion analysis of the whole lumbar spine using kinetic MRI. J Spinal Disord Tech. Annular tears and disk herniation: MR imaging of the lumbar spine: Lumbar disc high-intensity zone. Correlation of magnetic resonance imaging and discography. Spine Phila Pa ;21 1: Spine Phila Pa ;36 6: Quantitative assessment of the motion of the lumbar spine in the low back pain population and the effect of different spinal pathologies of this motion. The current management of lumbar spondylolisthesis. Spine Phila Pa ;34 2: Lumbar degenerative spondylolisthesis is not always unstable: Spine Phila Pa ;39 The association of combination of disk degeneration, end plate signal change, and Schmorl node with low back pain in a large population study:

Chapter 2 : ASCO Clinical Findings

The negative L1-L2 transfer Many studies have yielded findings of negative transfer at various levels of language such as phonological, syntactic, and discourse levels.

History[edit] Over the course of the past few years, the prevalence of bilinguals in the United States has increased dramatically. A general opinion was that bilinguals would have smaller vocabularies, stunted cognitive abilities and that children learning two languages from a young age would be spending too much of their energy differentiating and building the two languages to become competent in either one. Diaz, from Yale University mentions that perspectives like these were in part believed to have been influenced by variables that had impacted or changed how a society functioned. While historically relevant and necessary, in context of meeting today's modern methodological standards, these studies in particular are argued to be missing necessary pieces of data that create controversy over their credibility. With current research and data suggesting benefits to bilingualism, the soundness of the former studies' conclusions are brought into question. Another element that contrasted with more modern researching techniques was the lack of a control for socioeconomic status (SES) and many of them administered verbal-intelligence tests to non-proficient speakers of a second language in that second language. In , Peal and Lambert published a study highlighting the importance of controlling for such factors as age, sex, and SES , as well as of having a standardized measure for bilingualism when selecting a sample of bilinguals to be studied. In their study they carefully matched bilingual to monolingual participants, and found that the bilinguals appeared to have significant advantages to that of their monolingual peers outperforming in both verbal and non-verbal tests, more specifically in the non-verbal tests. In continuation of this study, and studies alike, the literature after this point began to undergo a shift of focus erring more particularly into areas of cognitive development and aptitude such as: Much of the current research on cognitive effects of bilingualism investigate a correlation between bilingualism and alterations in the brain. A study titled "Bilingualism, aging, and cognitive control" amongst various similarly conducted studies released data suggesting that monolinguals and bilinguals were found having varying ability in the executive function part of the brain. From these tests, bilinguals showed a higher executive control than their monolingual peers. When matched in age and other background factors e. Best, an author of Relations between executive function and academic achievement from ages 5 to 17 in a large, representative national sample suggests that executive function is crucial to academic success across age groups. Inhibitory processes of adults who learned a second language at a young age show better controlled processing than monolingual adults. In many studies bilingual groups outperformed monolingual control groups in executive function tasks. These findings suggest bilingualism is correlated with better control of attention and facilitates processing and functioning in several cognitive tasks. There are two types of processing that aid children in language development: In one study, [28] researchers administered a non-linguistic card-sorting task to participants that required flexibility in problem solving, inhibiting irrelevant information, as well as recognizing the constancy of certain variables in the face of changes in the rules. Bilingual children significantly outperformed their monolingual peers in this task, suggesting early development of inhibitory function that aids solving problems which require the ability to selectively focus attention. In a following study, researchers [29] aimed to determine what gave bilinguals an advantage in solving the card-sorting task and generally an advantage in problem solving situations. Bilinguals performed better on the task to measure conceptual inhibition; the ability to inhibit previous associations and create new mental representations of the stimulus according to task changes. Another study used three language groups: When the two groups were adjusted for age, parent income and education, and verbal scores, the bilingual children outperformed monolinguals on conflict tasks that required resolving multiple attention demands. The lapsed bilinguals tested better than monolinguals but worse than their fluent counterparts. Others find these effects across various sociolinguistic settings such as comparison groups with bilingual children speaking a second regional and second migrant language [34] or bilingual children of low-income immigrant families and monolingual children of low-income non-immigrant families. Because this task requires suppressing a source

of distraction, this kind of control is then applied to other tasks. This assertion was bolstered by a study of unimodal bilinguals who communicated with two spoken languages and bimodal bilinguals who used one spoken language and sign language. Because bimodal bilinguals can express themselves in both languages at the same time, they may require less inhibition. This idea was supported by the results of the study; only unimodal bilinguals were found to have an advantage, as measured by the flanker task a cognitive task that measures attentional focus and inhibition. Bimodal bilinguals also switch languages less frequently, because they are more likely to use both languages at once than to completely switch from one to the other. For this reason, the researchers of this study hypothesized that it may be the switching between languages that gives unimodal bilinguals the advantage. Prior and Gollan conducted a study investigating this idea, and found that bilinguals who switched languages often had an advantage in task shifting over bilinguals who did not frequently switch languages. When Verreyt, Woumans, Vandelanotte, Szmalec, and Duyck ran a similar study but with all participants having the same languages, they replicated the results of Prior and Gallan. Additionally, because their study looked at tasks measuring inhibition even though language switching should directly affect switching tasks, they argued that the effects of language-switching carry over multiple facets of executive control. Bilinguals have different representations in each language for similar concepts and therefore need to constantly be aware of which language they are using and what the appropriate word is to be used in that context. This culminates in an advantage of cognitive control, since the ability to switch between languages and select the appropriate word for use is directly linked to the ability to better attend to relevant, or inhibit irrelevant, information. From these tests, the results showed a higher correlation with the degree of bilingualism how proficient the individuals were in each of their languages of their sample and scores on the test, as well as bilingualism did in fact predict performance and therefore cognitive ability. Against a connection[edit] There are findings that do not support cause and effect relationship between bilingualism and enhanced executive function and those who suggest publication bias from those that do. The methodology has been disputed. Virginia Valian finds correlations between bilingualism and executive function to be inconsistent. Executive function is not uniformly defined and different tasks contribute to executive function. Because some of these tasks are available to monolinguals and bilinguals may similarly participate in these tasks to varying degrees, she argues bilinguals cannot be assumed superior to monolinguals in executive function. She also notes bilinguals are not consistently better at all executive function tasks. She argues things like exercising and video game playing can affect executive function, and since they are unrelated to language, they must be controlled for. Kaushanskaya and Prior respond to Valian that it is not only the lack of uniformity in defining executive function, but also the difficulty in defining bilingualism which make it problematic to draw strong conclusions about the effects of bilingualism on executive function. Some researchers have found results with no connection. A meta-analysis of more than studies comparing the performance of monolinguals and bilinguals on different cognitive tasks found no evidence of a bilingual advantage. Researchers used two Stroop tasks in which the participants had to ignore distracting information to complete the task. They found no differences or bilingual effects between groups. They assess their sample as similar in confounding variables and found that not only was there not evidence supporting an advantage for bilinguals, but that the evidence would argue against this. For example, a study examining abstracts of research on bilingualism and executive control between and found the research results in support of an advantage were published more often and results that did not support the theory were published least often. This happens once the individual is adequately proficient in the L2. These languages share the Roman alphabet, and there are many cognates words which have the same linguistic derivation e. Cross-language activation therefore seems less surprising. However, cross-language activation has also been reported in bilinguals whose two languages have different scripts writing systems and lexical forms e. Although the words were spelt and presented differently for Japanese-English bilinguals, this did not affect the simultaneous activation of both their languages. In , Wu and Thierry [55] conducted a study where Chinese-English bilinguals were shown picture pairs. Participants were asked to name the second picture in the pair when it was shown and then were asked to judge whether the word pairs corresponding to the pictured objects rhymed or not. Word pairs were designed so that they either rhymed in both L1 and L2 or only in one of the two

languages. Electrophysiological measures see Event-related potential of the effect priming of the sound repetition induced by the rhyming of the word pairs showed that even though the participants were performing the task in their L2, they showed a priming effect albeit delayed when those L2 words rhymed with words in the L1. This suggests that in regards to language use, both L1 and L2 are accessed and compete for selection during L2 production. In , Hoshino and Thierry [56] conducted a study where Spanish-English bilingual participants were shown word pairs in English, their L2, and asked to judge whether the word pairs were related. Sometimes, things presented would be "interlingual homographs," or words that sound the same in both languages but have a different meaning in each. These pairs would be primed by things relating to one of the meanings or to neither, and the effects of this priming were measured electrophysiologically. Participants judged whether the words in the pairs were related, and electrophysiological results revealed that semantic priming facilitation of processing of the words occurred when the words in the pairs were related to each other whether the meaning was interpreted in English or Spanish. The two immediately preceding studies conclude that both languages of an individual are constantly unconsciously active and interfering with one another. The results, in regard to word processing, can help demonstrate how bilinguals have advantages over their monolingual peers when it comes to this area of study. The fact that both languages are constantly activated means that they potentially compete for cognitive resources; bilinguals need to acquire a way to control or regulate the competition, so as to not use the wrong language at the wrong time. Inhibition refers to being able to ignore irrelevant information and therefore not be distracted by non-target stimuli. For example, a test that is widely used to assess this executive function is the Stroop task , where the word for a colour is printed in a different colour than the name e. This causes interference and distraction; reaction times are measured to see how distracted the individual is by the incongruent word and colour. Bilinguals compared to monolinguals have shown an advantage at this task, suggesting that bilinguals have a more developed inhibition process, potentially due to the constant inhibition of their non-target language. Global inhibition refers to suppression of an entire language system, e. Local inhibition mostly affects linguistic performance whereas global inhibition affects both linguistic and cognitive performance. Despite the apparent advantages for bilinguals in terms of non-linguistic cognitive processing, there seem to be some drawbacks for bilinguals in terms of linguistic cognitive processing: This additional advantage seems closely tied to executive function. The ability to suppress distracting information, such as semantics, is an act of inhibition, meaning that it falls into executive function. This ability could also be exercised by being bilingual, given that a bilingual individual has to suppress their knowledge of another language system when operating in one of their languages. Bilinguals outperformed monolinguals in judging that a nonsensical sentence was correct. See language section below. Benefits in older age[edit] There has been a surge in interest in the benefits of bilingualism against age-related cognitive decline. Elderly bilinguals have also been shown to be better at switching between tasks, ignoring irrelevant information and resolving conflicting cognitive alternatives. After controlling for various cognitive and other factors, the researchers found that bilinguals experienced the onset of symptoms and were diagnosed approximately 3â€”4 years later on average than monolinguals. This was replicated with patients all diagnosed with AD. The finding that bilingualism contributes to cognitive reserve has also been replicated by several other studies [70] For example, Abutalebi et al. It is important to remember that this is a relatively small sample size; however, the results did confirm previous studies. Participants were controlled for age, verbal ability, and socioeconomic status indicated by parent education level. However, there are various methodological factors which may call into question the validity of these results. Firstly, a small sample size was used, with only 12 children in the bilingual group, 21 in the late bilingual group, and 17 in the monolingual group. In combination with the lack of power due to small sample size, strong conclusions cannot be drawn from this data. Another study, Kapa and Columbo investigated the attentional control of monolingual children, Spanish-English bilingual children who had learned both languages before the age of 3, and Spanish-English children who had learned English after age 3. Children were tested using an Attention Network Test. Although all groups obtained the same accuracy rates, the researchers found that early L2 learners those who learned both languages before the age of 3 had the fastest reaction time. Language Use[edit] As one of the pioneers to the study of child language and bilingualism, Werner F. Leopold often used his

daughter, Hildegard, to record his observations on this subject. This was noted in her everyday speech and well-rehearsed songs or rhymes. He noted that she had a greater flexibility in the use of language that was unobserved in monolingual children of her age. Leopold considered that perhaps this loose connection between the meaning and form of a word could result in more abstract thinking or greater mental flexibility for bilingual children.

Chapter 3 : Cognitive advantages of multilingualism - Wikipedia

Based on the results of the current study, MRI findings consistent with Pfirrmann grade 3, disk bulging, and HIZ may be one of the predictive signs of recurrent severe LBP. Thus, we can selectively educate patients about preventing LBP.

Tumor measurements were performed every 8 weeks. Overall response rate ORR was the primary endpoint, and duration of response was the key secondary endpoint. The FDA has already granted priority review status to cemiplimab, which is being developed by Regeneron and Sanofi. A decision on the biologics license application is expected by October 28. Thus, cemiplimab would fill a significant unmet need for patients with mCSCC. The average time to initial response was 1. PD-1 blockade with cemiplimab in advanced cutaneous squamous-cell carcinoma [published online June 4,]. N Engl J Med. FDA to conduct priority review of cemiplimab as a potential treatment for advanced cutaneous squamous cell carcinoma [press release]. Paris, France, and Tarrytown, NY: Sanofi; April 30, Accessed June 4, Published September 8, Primary analysis of phase 2 results for cemiplimab, a human monoclonal anti-PD-1, in patients with metastatic cutaneous squamous cell carcinoma mCSCC. Sanofi; June 4, Treatment-eligible patients were randomized 1: Median PFS at 12 months was 6. Grade drug-related adverse events AEs were less frequent with pembrolizumab, Lopes said However, CheckMate allowed Become a Member to see the rest of this article and get access to all of our articles and resources.

Chapter 4 : Unusual Case: Low Back Pain with L1-L3 Degeneration and L1-L2 Instability

First, we surveyed all available studies that have investigated the effectiveness of writing feedback, including both quantitative and qualitative research, for students who have learned English as a first language (L1-English), students who have learned English as a second.

Results of analyses using these four variables are summarised on two levels. First, the study supports the transfer of the affective domain of reading attitudes from L1 to L2. But L2 proficiency does not affect this transfer in the way in which the linguistic threshold hypothesis would predict if this hypothesis were applied to the affective domain. Since this hypothesis explains the transfer of the cognitive domain of reading i. Although the transfer of reading attitude is generally supported, there are different degrees of transferability among different attitude variables: Merely thinking that reading is beneficial to oneself does not represent a strong enough motivation. L1, L2, reading attitude, transfer, extensive reading, linguistic threshold hypothesis

Introduction The affective domain of reading has received much less attention than the cognitive domain, despite the great amount of research accumulated in the field of second language L2 reading. One of the goals of this type of programme is to develop good reading habits and encourage a liking of reading. It is likely that the attitudes towards reading which L2 learners bring into the programme influence their performance or engagement in extensive reading. The present study deals with adult EFL learners. They remark, "Assuming that students are already literate in their first language, one source of attitudes toward second language reading is the attitude that students have toward reading in their native language" Day and Bamford, Indeed, this sounds plausible, but evidence is necessary. Dealing with these three factors, the present study is built upon implications and findings of previous studies in three research fields, namely the relationship between L1 and L2 reading, extensive reading, and reading attitudes. Each field is discussed in detail below.

Relationship between L1 and L2 reading The relationship between L1 and L2 reading has been investigated drawing on two hypotheses. First, the linguistic interdependence hypothesis, which claims that L1 reading ability transfers to L2 reading, i. Researchers, in general, have attempted to find out which hypothesis better explains the relationship between reading in one language and in another. Two aspects of reading have been examined using this paradigm: It is measured by certain kinds of reading comprehension tests, and researchers have examined the relationships between reading abilities in L1 and L2 by using test scores as their data e. The process of reading refers to various strategies that readers use. Researchers utilized self-report data obtained by such methods as conducting interviews, thinking aloud, or distributing questionnaires in order to examine internal processes of reading e. Results of these studies have generally supported the linguistic threshold hypothesis, and the importance of acquiring some basic level of L2 proficiency for L2 readers in order to read as well as they do in their L1 has been stressed. The present study focuses on the affective domain, unlike the previous studies focusing on the cognitive domain either the product or the process of reading. However, the importance of L2 proficiency is taken into consideration, and whether the linguistic threshold hypothesis applies to the affective domain of reading is examined.

Extensive reading Extensive reading is one of the ways of teaching reading. According to Richards and Schmidt In extensive reading programmes, students read relatively simpler materials than in intensive reading programmes, and they are not usually required to demonstrate understanding to a degree as detailed as they would in intensive reading programmes. Instead, students are expected to read a large amount of texts while enjoying reading. Extensive reading, as partly mentioned above, "is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" Richards and Schmidt, A considerable amount of research has been undertaken to examine whether extensive reading has beneficial results. Although there have been some criticisms of research methodology e. The present study takes a different approach in terms of the cause-effect relationship of included variables. Previous studies treated extensive reading as a possible cause and other factors as the effects.

Reading attitude Reading attitude is a complex theoretical construct. It is defined in various ways, for example, "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" Alexander and Filler, According to an extensive and in-depth review of

literature by Reeves , there is considerable agreement among contemporary researchers that reading attitude is defined by three components: This tri-component view is most explicitly stated by Mathewson , and these components can also be identified in other major models dealing with reading attitude, such as those of McKenna and Ruddell and Unrau . The present study focuses on two of the three components of reading attitude: The reason for not including the conative component is due to the difficulty of operationalising it in the context in which the study was conducted, where, even if L2 English books and texts have become widely available, their availability cannot compete with L1 Japanese books and texts. The conative component pertains to actions and behaviors which may promote or hinder reading. For example, "going to a library frequently", which is one of the possible statements representing the conative component, would represent the L1 conative component, but it would not represent the L2 component, because not all libraries have English books, or even if some do, the collection is likely to be relatively small. As mentioned above, the present study intends to investigate both L1 and L2 reading attitudes, and for this purpose, it attempts to construct an instrument that measures both L1 and L2 reading attitudes in a similar manner. Due to this constraint, the study focuses on cognitive and affective components, two of the components that are regarded as constituting reading attitude.

Research questions On the basis of considerations of all related areas mentioned above, the present study addresses the following research questions. What is the relationship between attitudes in L1 and L2 reading? They were all native speakers of Japanese and had studied EFL through formal instruction at school for at least seven years. Three students had had the experience of living abroad for about a year. Such an experience may have influenced their attitude to English in comparison with students who had never been abroad. However, the overseas experiences of these students occurred either at preschool or elementary school age. Their responses to a reading attitude questionnaire and results on an L2 proficiency test did not seem to have been affected by their experience abroad at such early ages. A five-point Likert scale questionnaire was developed. There were two sections: Each section contained two parts A and B. Part A probed affective reactions to reading, and part B cognitive reactions. There were seven and eight items in parts A and B respectively. The wording of each questionnaire item, written in Japanese, was identical in the L1 and L2 sections, except that the word "English" was inserted into the L2 section e. The preliminary list of items was examined by several graduate students studying applied linguistics. Modification was made incorporating their feedback. The reading section consists of grammar, vocabulary, and reading comprehension subsections. Performance in extensive reading classes. The performance in extensive reading was operationally defined as the average number of pages read per week. Reading one book per week was recommended in the extensive reading classes. This pace of reading made the requirement 13 books per semester for one class and 14 books per semester for the other. The number of pages that each student read was recorded weekly, and the average number of pages per week was calculated when the semester was finished. It must be said that this method of recording the amount read provides us with a rather rough estimation of the amount of reading completed by each student: However, it is difficult to know the number of words contained in each book. As will be explained below, there were about books from which students freely chose their reading. None of the books listed the total number of words contained. In this situation, in which different students read different books every week, it was practically impossible to count the number of words in each book.

Procedure The data for the present study were collected in the extensive reading classes. In the first class, the questionnaire was given, and in the second class, the practice TOEIC was administered. After that, the extensive reading programme started and continued for the 13 or 14 weeks. This one week difference was simply due to the academic calendar of the university and has no significant meaning for the study. A variety of graded readers series Cambridge, Heineman, Oxford, and Penguin was used. There were about books altogether, at various levels. The students were able to borrow books that they wanted to read from this pool. The recommended pace of extensive reading was at least one book per week. Of course, students who could or wanted to read more were encouraged to do so, but reading more than two books per week was not particularly stressed in order not to put students under pressure, particularly weaker ones. The students were required to finish reading at least 13 or 14 books per semester in order to complete the course. The constant pace of one book a week was emphasised, and the students generally kept this pace throughout the semester. The unweighted least-squares

method was used to extract the factors, which was followed by varimax rotation. The eigenvalue-more-than-one criterion was adopted to determine the number of factors. Tables 1 and 2 list factor loadings with absolute values greater than 0. Factor loadings of Part A Affective reactions Japanese section.

Chapter 5 : ASCO Conference Coverage | Targeted Oncology

between L1 reading and L2 reading appears to be consistent across many studies that examine a variety of languages and contexts (Bernhardt,), the underlying mechanisms of such a relationship remain unknown, particularly as this relationship differs over varied pairs of L1 and.

L1CAM consists of 29 exons, 28 of which are coding [Kallunki et al]. The noncoding exon exon 1A of bp is about 10 kb upstream of exon 1, the first coding exon. The mRNA is alternatively spliced. For a detailed summary of gene and protein information, see Table A , Gene. L1CAM pathogenic variants, the majority of which appear to be private , are scattered throughout the gene. All types of pathogenic variants are found: The nonsense and frameshift variants lead to truncation of the L1 protein. The protein consists of amino acids with a molecular weight of kd including carbohydrates. L1 is expressed on neurons, both in the central nervous system and the peripheral nervous system. On differentiated neurons, L1 is found at regions of contact between neighboring axons and on the growth cones. The L1 protein mediates cell-cell adhesion through homophilic and heterophilic interactions with other L1 protein molecules and with various ligands. L1 ligand binding is linked to intracellular signaling pathways and the L1 protein is involved in modification of cytoskeleton interactions [Kenwrick et al]. Truncated proteins caused by a pathogenic nonsense variant in the extracellular part of the protein lack the transmembrane domain and thus contact between neurons is impaired. Truncating or missense variants in the cytoplasmic domain act on a highly conserved domain that contains binding and phosphorylation sites. Neuropathological review of cases genetically tested for X-linked hydrocephalus: Expanding the phenotypic spectrum of L1CAM-associated disease. Outline structure of the human L1 cell adhesion molecule and the sites where mutations cause neurological disorders. PMC] [PubMed: Congenital idiopathic intestinal pseudo-obstruction and hydrocephalus with stenosis of the aqueduct of sylvius. Am J Med Genet A. Agenesis of the corpus callosum associated with MASA syndrome. Neural cell recognition molecule L1: Congenital absence of pyramids and its significance in genetic diseases. Disease-associated mutations in L1 CAM interfere with ligand interactions and cell-surface expression. Association of X-linked hydrocephalus and Hirschsprung disease: Spectrum and detection rate of L1CAM mutations in isolated and familial cases with clinically suspected L1-disease. Am J Med Genet. Eur J Hum Genet. Clinical aspects of the MASA syndrome in a large family, including expressing females. Tissue-specific expression of the L1 cell adhesion molecule is modulated by the neural restrictive silencer element. Neural cell adhesion molecule L1: Aqueductal stenosis in X-linked hydrocephalus: Dev Med Child Neurol. Hydrocephalus and intestinal aganglionosis: The CY missense mutation in the extracellular domain of L1 impairs protein trafficking in vitro and in vivo. Studies of congenital hydrocephalus with special emphasis on the X-linked type: Proceedings of the Greenwood Genetic Center. Hydrocephalus with Hirschsprung disease: Prenatal diagnosis of X linked hydrocephalus without aqueductal stenosis. Genotype-phenotype correlations in L1 syndrome: An updated and upgraded L1CAM mutation database. Genetic and clinical aspects of X-linked hydrocephalus L1 disease: Mutations in the L1CAM gene. A clinical and neuroradiological study of X-linked hydrocephalus in Japan. She is head of the department of clinical genetics and head of the training program for clinical geneticists in Maastricht. She wrote her thesis on the X-linked type of hydrocephalus and is especially interested in dysmorphology, X-linked intellectual disability, and preconception care. GeneReviews is a registered trademark of the University of Washington, Seattle. Permission is hereby granted to reproduce, distribute, and translate copies of content materials for noncommercial research purposes only, provided that i credit for source http: No further modifications are allowed. For clarity, excerpts of GeneReviews chapters for use in lab reports and clinic notes are a permitted use. For questions regarding permissions or whether a specified use is allowed, contact:

Chapter 6 : Meeting Library | Meeting Library

Journal description. L1 - Educational Studies in Language and Literature offers an international forum for research and discussion on first-language (L1)/mother-tongue teaching and learning.

The PD-L1 status was unknown for 1 patient. All 3 responders were PD-L1 negative, with 2 achieving a complete response. The phase II dose expansion cohort of the trial has a target enrollment of approximately patients. Forty-one patients have been enrolled in the frontline melanoma cohort, 24 are male and 17 are female. The median patient age was 63 years range, Three-fourths of patients had an ECOG performance score of 0. Regarding BRAF status, The median time on study for these patients was 4. PD-L1 status was unknown for 3 patients. The frontline RCC cohort had enrolled 48 patients, comprising 10 females and 38 males. The median age was 61 years range, The ECOG performance score was 0 for The PD-L1 status was unknown for 4 patients, 30 were negative, and 14 were positive. The median time on study was 5. PD-L1 status was unknown for 2 patients. Sixteen patients had been enrolled in the frontline cisplatin-ineligible urothelial carcinoma group, comprising 5 females and 11 males. The median patient age was 70 years range, Six patients had an ECOG performance score of 0 and 10 had a score of 1. Diab reported data for 10 of these patients. The median time on study was 3. Safety data were available for patients treated at the recommended phase II dose. One patient died of grade 5 pneumonitis related to nivolumab.