1. Record Nr.   UNINA990007087430403321

   Autore   Herodotus <484-415 a.C.>

   Titolo   The History / of Herodotus . The history of the peloponnesian war / Thucydides

   Pubbl/distr/stampa   Chicago ; London ; Toronto : Encyclopdia Britannica, c1952

   Titolo uniforme   Historiae in inglese

   ISBN   0-85229-163-9

   Descrizione fisica   616 p. ; 24 cm

   Collana   Great books of the Western world ; 6

   Altri autori (Persone)   Thucydides <ca. 465-395 a. C.>

   Locazione   FGBC

   Collocazione   COLLEZIONE 346 (6)

   Lingua di pubblicazione   Inglese

   Formato   Materiale a stampa

   Livello bibliografico   Monografia

2. Record Nr.	UNINA9910139027903321
Autore	Zadora Grzegorz
Titolo	Statistical analysis in forensic science : evidential value of multivariate physicochemical data / / Grzegorz Zadora [and three others]
Pubbl/distr/stampa	Chichester, West Sussex : , : Wiley, , 2014
ISBN	1-118-76318-1
	1-118-76315-7
	1-118-76317-3
Edizione	[1st edition]
Descrizione fisica	1 online resource (338 p.)
Altri autori (Persone)	ZadoraGrzegorz
	MartynaAgnieszka
	RamosDaniel
	AitkenColin
Disciplina	614/.12
Soggetti	Chemistry, Forensic
	Forensic statistics
	Chemometrics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Statistical Analysis in Forensic Science; Contents; Preface; 1 Physicochemical data obtained in forensic science laboratories; 1.1 Introduction; 1.2 Glass; 1.2.1 SEM-EDX technique; 1.2.2 GRIM technique; 1.3 Flammable liquids: ATD-GC/MS technique; 1.4 Car paints: Py-GC/MS technique; 1.5 Fibres and inks: MSP-DAD technique; References; 2 Evaluation of evidence in the form of physicochemical data; 2.1 Introduction; 2.2 Comparison problem; 2.2.1 Two-stage approach; 2.2.2 Likelihood ratio approach; 2.2.3 Difference between an application of two-stage approach and likelihood ratio approach 2.3 Classification problem2.3.1 Chemometric approach; 2.3.2 Likelihood ratio approach; 2.4 Likelihood ratio and Bayes' theorem; References; 3 Continuous data; 3.1 Introduction; 3.2 Data transformations; 3.3 Descriptive statistics; 3.3.1 Measures of location; 3.3.2 Dispersion: Variance estimation; 3.3.3 Data distribution; 3.3.4 Correlation; 3.3.5 Continuous probability distributions; 3.4 Hypothesis testing; 3.4.1 Introduction; 3.4.2 Hypothesis test for a population mean

for samples with known variance from a normal distribution

Sommario/riassunto	A practical guide for determining the evidential value of physicochemical data Microtraces of various materials (e.g. glass, paint, fibres, and petroleum products) are routinely subjected to physicochemical examination by forensic experts, whose role is to evaluate such physicochemical data in the context of the prosecution and defence propositions. Such examinations return various kinds of information, including quantitative data. From the forensic point of view, the most suitable way to evaluate evidence is the likelihood ratio. This book provides a collection of recent approaches t

3.	Record Nr.	UNINA9910782779803321
	Titolo	Cognitive linguistic approaches to teaching vocabulary and phraseology [[electronic resource] /] / edited by Frank Boers, Seth Lindstromberg
	Pubbl/distr/stampa	Berlin ; ; New York, : Mouton de Gruyter, c2008
	ISBN	1-282-19469-0 9786612194696 3-11-019916-5
	Descrizione fisica	1 online resource (408 p.)
	Collana	Applications of cognitive linguistics ; ; 6
	Altri autori (Persone)	BoersFrank LindstrombergSeth <1949->
	Disciplina	407
	Soggetti	Language and languages - Study and teaching Vocabulary - Study and teaching Phraseology - Study and teaching
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Frontmatter -- Table of contents -- Opening chapter -- How cognitive linguistics can foster effective vocabulary teaching -- Part one: Refining the empirical evidence -- Using conceptual metaphors and metonymies in vocabulary teaching -- Conceptual metaphoric meaning clues in two idiom presentation methods -- How cognitive linguistic motivations influence the learning of phrasal verbs -- A discovery approach to figurative language learning with the use of corpora -- Variables in the mnemonic effectiveness of pictorial elucidation -- Part two: Broadening the scope -- Reasoning figuratively in early EFL: Some implications for the development of vocabulary -- Translating the senses: Teaching the metaphors in winespeak -- What bilingual word associations can tell us -- Factors which influence the process of collocation -- The notion of boundedness/unboundedness in the foreign language classroom -- Structural elaboration by the sound (and feel) of it -- A quantitative comparison of the English and Spanish repertoires of figurative idioms -- Closing chapter -- From empirical findings to pedagogical practice -- Backmatter
	Sommario/riassunto	Mastering the vocabulary of a foreign language is one of the most

daunting tasks that language learners face. The immensity of the task is underscored by the realisation that it is not only single words but also numerous standardised phrases (idioms, collocations, etc.) that need to be acquired. There is thus a clear need for instructional methods that help learners tackle this task, and yet few proposals for vocabulary instruction have so far gone beyond techniques for rote-learning and familiar means of promoting of noticing. The reason for this is that vocabulary and phraseology have long been assumed arbitrary. The volume offers a long-overdue alternative by exploring and exploiting the presence of linguistic 'motivation' - or, systematic non-arbitrariness - in the lexicon. The first half of the volume reports ample empirical evidence of the pedagogical effectiveness of presenting vocabulary to learners as non-arbitrary. The data reported indicate that the proposed instructional methods can benefit when both the nature of the target lexis and the basic cognitive orientations of particular learners are taken into account. The first half of the book mostly targets lexis that has already attracted a fair amount of attention from Cognitive Linguists in the past (e.g. phrasal verbs and figurative idioms). The second half broadens the scope considerably by revealing the non-arbitrariness of diverse other lexical patterns, including collocations and word partnerships generally. This is achieved by recognising some long-neglected dimensions of linguistic motivation - etymological and phonological motivation, in particular. Concrete suggestions are made for putting the non-arbitrary nature of words and phrases to good use in instructed language learning. The volume is therefore of interest not only to applied linguists and researchers in Second Language Acquisition/Foreign Language Teaching, but also to second and foreign language teaching professionals.