

1. Record Nr.	UNINA9910427037603321
Autore	Chen Guangyu <1946->
Titolo	Reading of Shaṅg inscriptions // Kuang Yu Chen [and three others]
Pubbl/distr/stampa	Singapore : , : Springer, , [2020] Â©2020
ISBN	981-15-6214-8
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (XIII, 558 p. 25 illus., 17 illus. in color.)
Disciplina	495.111
Soggetti	Oracle bones - China - History Signs and symbols - China - History Cultural property - China Historical linguistics - China Inscriptions, Chinese - China - History China History To 1500
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	1 Gnzh Cycle -- 2 The Millet Harvest -- 3 Fifteen Dogs -- 4 Rain in the First Month -- 5 Rain from the East -- 6 From Daybreak to Morning -- 7 Tricolored Clouds -- 8 Heavy Rain -- 9 Encounter Gusty Wind -- 10 Strong Gale. .
Sommario/riassunto	This book introduces readers to oracle bone inscriptions (OBI), the oldest known form of Chinese writing. It presents 120 rubbings made from unearthed animal bones and turtle shells that the Shang royal court employed to record royal divinations 3500 years ago, covering topics ranging from ancestor worship, rituals, and astronomy to agriculture, war, and hunting. Each rubbing is accompanied by a graph-to-graph transcription, a translation and a detailed annotation. The book is intended for both general readers and scholars who are interested in ancient civilizations and Early China in particular, acquainting them not only with OBI graphs and the development of the Chinese writing system, but also the history of the Shang Dynasty. The didactic and tutorial format makes this book ideal for teaching and for self-learning. Sumerian, Egyptian, Chinese OBI and Mayan constitute the four pristine writing systems. Of these, only Chinese writing has

remained logographic and survived to the present day. The study of OBI not only plays a pivotal role in connecting archaeology to history, but is also of great importance to the comparative study of the origin of writing and civilization. Though there are numerous books on Mayan and Egyptian hieroglyphs, there are very few on OBI; this book fills that gap.

2. Record Nr.	UNINA9910624318003321
Titolo	Multilingualism, Identity and Interculturality in Education // edited by Ruth Fielding
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2022
ISBN	9789811958489 9789811958472
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (214 pages)
Disciplina	370.117
Soggetti	Language and languages - Study and teaching Multilingualism Intercultural communication Educational sociology Language Education Intercultural Communication Sociology of Education Educació intercultural Ensenyament multilingüe Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Introduction – Multilingualism, Identity and Interculturality as Constructs in Education -- Chapter 2. Conceptualising the Multilingual Intercultural Identity Approach in Languages Education -- Chapter 3. “My languaging is ok, your languaging is ok!”: Multilingual

identity as the wellspring of intercultural development -- Chapter 4. The intersection of multilingualism and intercultural competence in the Norwegian foreign language curriculum: teachers' perspectives -- Chapter 5. Trying harder than everyone else; examining how young former refugees reconstruct new identities that assist them to 'get ahead' in Australian education -- Chapter 6. Identity, investment and interculturality in adult multilingualism: between monolingual mindsets and diversity activism -- Chapter 7. Multiplying the identity factor. Harnessing the language resources of the language ecology for expressing Aboriginal and Torres Strait Islander identity -- Chapter 8. From Bilingual to Plurilingual Identity: How to Advance Language Learners' Plurilinguality and Pluriculturality -- Chapter 9. Diversity Matters: Harnessing the linguistic and cultural resources of multilingual children and families -- Chapter 10. Future Directions for Multilingualism, Identity and Intercultural Understanding in Education.

Sommario/riassunto

This book brings together research on multilingualism, identity and intercultural understanding from a range of locations across the globe to explore the intersection of these key ideas in education. It addresses the need to better understand how multilingual, identity, and intercultural approaches intersect for multilingual learners in complex and varied settings. Through global examples, it explores how identities and multilingualism are situated within, and surrounding intercultural experiences. This book examines the different theoretical interpretations as encountered and used in different contexts. By doing so, it helps readers better understand how teachers approach multilingualism and diversity in a range of contexts. "This landmark volume challenges us to engage personally with the real-life situations of people's experience, in the intersection between their multilingualism, their identity and their intercultural understanding. The exploration of this intersection in different global contexts breaks new ground in research and theory. I am excited by the many new implications and rich learning that this work will support, in education. The volume displays in-depth understanding of its three key concepts and it proposes stimulating new ideas of the relationship between them. With its capacity to change perceptions and understanding, it needs to be required reading on many university reading lists!" Dr Robyn Moloney Honorary Senior Lecturer, Macquarie University
Moloney, R., Lobytsyna, M., DeNobile, J. (2022) Interculturality in Schools: Practice and Theory. Routledge
Moloney, R., and Mansour, S. (2022) Language and Spirit: exploring languages, religions and spirituality in Australia today. Palgrave Macmillan.
