

1.	Record Nr.	UNINA9910634497103321
	Titolo	Seis arquitectos mexicanos / Jorge Glusberg
	Pubbl/distr/stampa	Buenos Aires, : Ediciones de Arte Gaglianone, c1983
	ISBN	9509004448
	Descrizione fisica	86 p. : ill. ; 30 cm
	Locazione	FARBC
	Collocazione	FONDO ROSSI 2504
	Lingua di pubblicazione	Spagnolo
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNISA990002007010203316
	Autore	VOLTAIRE
	Titolo	Essai sur les moeurs et l'esprit des nations et sur les principaux faits de l'histoire depuis Charlemagne jusqu'a Louis 13. / Voltaire ; [ed. par René Pomeau]
	Pubbl/distr/stampa	Paris, : Garnier, 1963
	Descrizione fisica	v. ; 19 cm
	Disciplina	901
	Collocazione	II.1.C. 1364/1(II F A 189(1) II.1.C. 1364/2(II F A 189(2)
	Lingua di pubblicazione	Francese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	<Vol. 1> : LXXXII, 908 ; <Vol. 2> : 1016 p.

3. Record Nr.	UNINA9910794567903321
Autore	Salazar-Orvig Anne
Titolo	The acquisition of referring expressions : a dialogical approach / Anne Salazar-Orvig
Pubbl/distr/stampa	Amsterdam, : John Benjamins, 2021 ©2021
Descrizione fisica	1 online resource (394 pages)
Collana	Trends in Language Acquisition Research ; vol. 28
Altri autori (Persone)	de WeckGenevieve HassanRouba RiallandAnnie
Disciplina	448.0071
Soggetti	Reference (Linguistics) Language acquisition Children - Language French language - Acquisition Language awareness in children
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Formato	Materiale a stampa
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Sommario/riassunto	"This book describes the repertoire and uses of referring expressions by French-speaking children and their interlocutors in naturally occurring dialogues at home and at school, in a wide-range of communicative situations and activities. Through the lens of an interactionist and dialogical perspective, it highlights the interaction between the formal aspects of the acquisition of grammatical morphemes, the discourse-pragmatic dimension, and socio-discursive, interactional and dialogical factors. Drawing on this multidimensional theoretical and methodological framework, the first part of the book deals with the relation between reference and grammar, while the second part is devoted to the role of the communicative experience. Progressively, a set of arguments is brought out in favor of a dialogical and interactionist account of children's referential development. This theoretical stance is further discussed in relation to other approaches

of reference acquisition. Thus, this volume provides researchers and students with new perspectives and methods for the study of referring expressions in children"--
