

1. Record Nr.	UNISA996247649203316
Autore	Maitrot de la Motte, Alexandre
Titolo	Droit fiscal de l'Union europeenne / Alexandre Maitrot de La Motte
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Descrizione fisica	867 p. ; 24 cm
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Disciplina	343.24
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Collocazione	XXIII.4.K. 1090
Lingua di pubblicazione	Francese
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2.	Record Nr.	UNINA9910319060403321
	Autore	Grebe, Anja
	Titolo	Vaticano / introduzione di Ross King ; testi delle schede di Anja Grebe
	Pubbl/distr/stampa	Milano : Electa, 2014
	ISBN	978-88-370-9863-6
	Descrizione fisica	VIII, 525 p. di cui 3 ripiegate : ill. ; 29 cm
	Disciplina	709.45634
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	Collocazione	XXI Varie 558
	Lingua di pubblicazione	Italiano
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3.	Record Nr.	UNINA9910789682703321
	Autore	Borg Simon
	Titolo	Teacher Cognition and Language Education [[electronic resource]] : Research and Practice
	Pubbl/distr/stampa	London, : Continuum International Publishing, 2008
	ISBN	1-283-20644-7 9786613206442 1-4411-5600-3
	Descrizione fisica	1 online resource (321 p.)
	Disciplina	418.007
	Soggetti	Curriculum planning Language and languages -- Study and teaching Language teachers -- Training of Languages & Literatures Philology & Linguistics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa

Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Contents; Introduction; 1 The Origins of Teacher Cognition Research; 2 The Cognitions of Pre-service Language Teachers; 3 The Cognitions of In-service Language Teachers; 4 Teacher Cognition in Grammar Teaching; 5 Teacher Cognition in Literacy Instruction; 6 Self-Report Instruments; 7 Verbal Commentaries; 8 Observation; 9 Reflective Writing; 10 A Framework for Studying Language Teacher Cognition; References; Index
Sommario/riassunto	The study of teacher cognition - what teachers think, know and believe - and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers' cognitions in teaching grammar, reader and writing. The second part of the book evaluates a range of research methods