1. **Record Nr.** UNISALENTO991002028649707536

   **Autore** Whitman, Cedric H.

   **Titolo** Aristophanes and the Comic Hero / By Cedric H. Whitman

   **Pubbl/distr/stampa** Cambridge ; Massachusetts : Harvard University Press, 1971

   **Descrizione fisica** IX, 333 p. ; 24 cm.

   **Collana** Martin classical lectures ; 19.

   **Soggetti** Aristofane

   **Lingua di pubblicazione** Inglese

   **Formato** Materiale a stampa

   **Livello bibliografico** Monografia

2. **Record Nr.** UNICASUFI0234755

   **Autore** Brockwell, Peter J.

   **Titolo** Introduction to time series and forecasting / Peter J. Brockwell, Richard A. Davis

   **Pubbl/distr/stampa** New York [etc.], : Springer, ©1996

   **ISBN** 0387947191

   **Descrizione fisica** XIII, 420 p. ; 25 cm + 1 floppy disk.

   **Collana** Springer texts in statistics

   **Altri autori (Persone)** Davis, Richard A.

   **Disciplina** 519.5

   **Soggetti** Statistica

   **Lingua di pubblicazione** Inglese

   **Formato** Materiale a stampa

   **Livello bibliografico** Monografia

3. 
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|---|---|
| Record Nr. | UNINA9910157425203321 |
| Autore | Vega Lope de <1562-1635.> |
| Titolo | Del pan y del palo / / Lope de Vega |
| Pubbl/distr/stampa | Santa Fe, : El Cid Editor, [2004] |
| ISBN | 1-282-18024-X |
| | 9786612180248 |
| | 1-4492-0248-9 |
| | 1-4175-3490-7 |
| Descrizione fisica | 1 online resource (55 p.) |
| Collana | Carrascalejo de la Jara |
| Soggetti | Literatura |
| | Religion |
| | Formas y generos literarios |
| | Literature |
| | Spanish literature |
| | Spanish literature - 17th century |
| | Libros electronicos. |
| | Espana |
| Lingua di pubblicazione | Spagnolo |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di contenuto | Del pan y del palo ; Personas; Obra |

| 4. | Record Nr. | UNINA9910736013203321 |
|---|---|---|
| | Autore | Aronin Larissa |
| | Titolo | Language Awareness and Identity : Insights via Dominant Language Constellation Approach / / edited by Larissa Aronin, Sílvia Melo-Pfeifer |
| | Pubbl/distr/stampa | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023 |
| | ISBN | 9783031370274 |
| | | 3031370279 |
| | Edizione | [1st ed. 2023.] |
| | Descrizione fisica | 1 online resource (297 pages) |
| | Collana | Multilingual Education, , 2213-3216 ; ; 45 |
| | Altri autori (Persone) | Melo-PfeiferSilvia |
| | Disciplina | 306.446 |
| | Soggetti | Multilingualism |
| | | Language policy |
| | | Language and languages - Study and teaching |
| | | Language Policy and Planning |
| | | Language Education |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
| | Nota di contenuto | Chapter 1: Introduction: Understanding Identity and Language(s) Awareness by dint of DLC -- Part I: DLC, Identity, Awareness, and Language Policy -- Chapter 2: Dominant Language Constellations and Language Policy and Planning in Two Settings: Perspectives from Tunisia -- Chapter 3: Digital DLC models as instruments for raising awareness and better understanding of current multilingualism in HEI -- Part II: DLC-Identity-Awareness triad in formal language education: from primary to higher education -- Chapter 4: Applying DLC to the study and discussion of early multicompetence in a trilingual minority context in Northern Italy -- Chapter 5: (En)Countering the 'White' Gaze: Native-speakerist Rhetorics and the Raciolinguistics of Hegemony -- Chapter 6: Language repertoires or individual dominant language constellations: the reality of instructed educational settings in a (mostly) monolingual context -- Chapter 7: Dominant Language Constellation and plurilingual awareness: The case of Student Language Teachers in Greece -- Chapter 8: Are teachers developing strategies to enhance the use of DLC in the learning of Portuguese as a foreign |

language in English-dominant Classrooms? -- Chapter 9: DLC of consecutive multilinguals studying languages in an officially monolingual environment -- Part III: DLC-Identity-Awareness triad in teacher education and professional development -- Chapter 10: 'Speaking about my languages promotes my language awareness': Student Teacher Beliefs about Language Awareness and Their Dominant Language Constellations -- Chapter 11: Pre-service Teachers' Professional Identity and Representations of English as a Foreign Language: toward a Dominant Language (Teaching) Constellation? -- Chapter 12: The dynamics of Dominant Language Constellations: Moments of linguistic ecological transition as portrayed by pre-service foreign language teachers -- Chapter 13: 'We Can Do More With It': Dominant Language Constellations of Teachers in Multilingual Frisian Primary Schools -- Chapter 14: Dominant Language Constellations, Identity, and Awareness: a posse ad esse.

| Sommario/riassunto | This volume offers a unique insight into multilingualism and sociolinguistic diversity employing the dominant language constellation (DLC) approach. How can novel research inform teaching practices? How do current theories account for multilingual reality in settings as diverse as countries of Western and Eastern Europe and Tunisia and Maghreb? The volume deals with issues of plurilingual identity of teachers and multilingual learners and examines the issues of foreign language teaching both in contexts perceived as monolingual and multilingual Drawing on the intersection of analytic categories such as language repertoire, translanguaging, visuality and narratives, it particularly emphasizes the connections between DLCs, language awareness and identity. The contributors demonstrate how formal language teaching can capitalize on the DLC paradigm and how teacher education programs can use it both as a framework to discuss and as a tool to enhance teacher education and professional development. This volume on DLC as an approach to exploring facets of language awareness and identity presents a very welcome contribution to the study of multilingualism as a complex and dynamic phenomenon. The studies stemming from a range of mainly educational settings in different countries will definitely enhance our thinking perspectives in an area of research with increasing interest. Prof. Dr. Ulrike Jessner, University of Innsbruck (Austria) and University of Pannonia (Hungary). |