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Contatto linguistico, linguistica del contatto: aspetti di modellizzazione

Riccardo Regis

SUMMARY

This paper deals with language contact and its models. Starting from the seminal work of Weireich (1953), a new model strictly based on formal categories will be presented. We will focus in particular on the two categories of "alternation" (*alternanza*) and "trasferenza" (*transference*), the latter being further divided into "lexical transference" (*trasferenza lessicale*) and "structural trasference" (*trasferenza strutturale*).

Partitivi nel latino biblico

Silvia Luraghi

SUMMARY

The paper discusses a number of partitive constructions with *de* or, less frequently, *ex*, attested in biblical Latin, which do not contain a quantifier, and fulfill the function of direct object, along with a small number of similar constructions which function as subject. As the Greek original also displays the same type of construction, it is worth inquiring whether the rise of the Latin construction is due to Greek influence, or whether it reflects an independent innovation. The *de* construction is commonly thought to be the source of the so-called partitive article found in some Romance varieties which, in spite of its name, no longer has a partitive meaning, but functions as an indefinite article. After a survey of different types of partitive constructions, the paper describes the grammaticalization process that led the partitive preposition *de* to undergo transcategorization when merged with the definite article, and become a determiner. It then discusses differences in the distribution of the two prepositions found in partitive constructions (*de* and *ex*). It is argued that the few occurrences of partitive subjects are indeed calques from the Greek original, while partitive objects reflect a construction which was on the rise, and already available to the speech community.

Input orale e competenza dialogica: le scelte dei manuali di italiano Ls

Eugenio Gillani, Paloma Pernas

SUMMARY

This study aims at illustrating the advantages of using an authentic input for oral competence acquisition in L2, specifically for learning dialogic strategies in formal contexts. To reach this goal, first we try to elucidate how the label "authentic input" is actually applied in L2 didactic texts and whether "authentic" /"spontaneous" input is in fact the most operative and convenient for the development of L2 conversation. In the second part, we review the most widespread L2 Italian textbooks in Spanish courses focusing on three main aspects: general characteristics of the input, displaying of prototypical oral phenomena, didactic approach to these phenomena. In this way we will try to show that the more spontaneous the oral input provided, the better conversational strategies are focused and therefore taught.

Strategie contestuali vs interlessicali nella comprensione
delle parole sconosciute in un testo L2

Silvia Gasparini

SUMMARY

According to current text comprehension models, making sense of unknown words in L2 reading requires extra-linguistic context-based strategies. Word recognition models, instead, insist on lexical correspondences between L2 and L1 words to mediate word meaning comprehension. The observational study of an Italian subject engaged in reading and translating a Friulian text gives the opportunity to observe how the two kinds of strategies do not simply alternate but interact in complex ways. Specifically, comprehension processes make large use of word correspondences in the two languages, and are constantly integrated by language-based contextual strategies, which intervene to select word function and meaning and/or to revise initial temptative attributions. According to this synergic view, errors are due both to false correspondences established between words in the two languages, and to limitations of contextual strategies which frequently operate on word contexts too restricted to guarantee the plausibility of interpretations and/or revisions. Working out these observations experimentally may have important outcomes both for theoretical research and for forms of practical intervention in the field of L2 reading comprehension.

Le strategie di comunicazione fra apprendenti di lingue affini:
verso una comunicazione plurilingue

Roberta Ferroni

SUMMARY

This article reports a research on phenomena of contact between languages that arise in the interactions between learners of Italian as a second language (L2), who have Brazilian Portuguese as first language (L1), while executing a written task in pairs. The strategies conditioned by L1, classified as strategies used by speakers to cope with problems of communication in L2, are particularly analyzed. The approach adopted for the analysis of dialogical sequences is situated in a space of confluence between disciplines such as ethnography, conversation analysis, and interactionist studies. However, the use of strategies based on L1 does not seek only to overcome specific linguistic obstacles. Indeed, the interlanguage of the observed learners features a dynamic and hybrid space in permanent construction, a space disputed by exolinguism and bilinguism.