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*Italian EFL Learners' Collocational Errors and English Collocations Dictionaries:
A Case Study*

Stefania Nuccorini

Studi italiani di linguistica teorica e applicata XLII, 2 (2013), pp. 223-246

SUMMARY

The paper discusses selected erroneous and questionable verb+noun, noun+verb and adjective+noun combinations taken from the Italian component of the *International Corpus of Learner English (ICLE-IT)* (Granger *et al.*, 2002; Granger *et al.*, 2009; Prat Zagrebelsky, 2004), and analyses the treatment of the words they are composed of in *The BBI Combinatory Dictionary of English* (3rd edn., 2009) (BBI), *The Oxford Collocations Dictionary for Students of English* (2nd edn., 2009) (OCD), and the *Macmillan Collocations Dictionary for learners of English* (2010) (MCD). To assess their acceptability, learners' productions are compared with data from the English corpus *WordBanks Online* and with what is recorded in the BBI, the OCD, and the MCD. The aim is to assess the assistance of these dictionaries in helping learners avoid collocational errors. Given the small number of the combinations analysed, findings cannot be generalised: however, they show that use restrictions are often not signalled in the three dictionaries and that the base-collocate relation should be revised, especially in the case of verb+noun and noun+verb combinations, so as to include both subject and object nouns in verb entries.

Languages in Comparison(s): Using Corpora to translate Culture-Specific Similes

Laura Giacomini

Studi italiani di linguistica teorica e applicata XLII, 2 (2013), pp. 247-270

SUMMARY

By taking into consideration the specific case of similes in Australian English and Italian as part of a wider comparative study on Australianisms and Europeanisms, this paper explores untranslatability issues posed by culture-specific words and phraseologisms. The paper also aims at highlighting the essential role of corpus analysis in translation and research on phraseologisms, especially when lexicographic resources offer limited coverage of this linguistic phenomenon. Key observations on the syntax, semantics and pragmatics of similes and practical methodological guidance are stepwise provided to translators for heightening their operational awareness of corpus-based documentation and for supporting functionally adequate equivalence choices.

Communities, Linguists and Strengthening Indigenous Languages in Australia

Susan Poetsch

Studi italiani di linguistica teorica e applicata XLII, 2 (2013), pp. 271-294

SUMMARY

After approximately 225 years of colonisation, and despite the continuing dominant monolingual mindset of the nation, some factors have recently begun to facilitate Australian Indigenous people's efforts to strengthen their traditional languages. Community members have been making the best of the policy environment and funding opportunities offered lately. Also, through partnerships with linguists and applied linguists, communities are involved in research as well as more practical, locally-based language revitalisation projects. Through case studies in four different locations, this paper illustrates how community members and linguists are analysing and recording Indigenous languages, with a view to increasing adult and child speaker proficiency and domains of use of the traditional languages. Together the case studies indicate positive outcomes and some hopeful directions for language maintenance and revival.

'Fine settimana'. *Da composto bigenere oscillante a composto unigenere maschile vs 'weekend' (internazionalismo)*

Salvatore Claudio Sgroi

Studi italiani di linguistica teorica e applicata XLII, 2 (2013), pp. 295-336

SUMMARY

The writer analyses the lexeme *week-end* from the point of view of (a) the internationalization of the word in the Italian, French, Spanish and Portuguese languages, (b) the concurrence of the *loan-word (week-end)* and *loan translation* in these languages; (c) the productivity of the loan-word *week-end* and (d) the problem of grammatical gender in the Italian language (*lalil Fine settimana*: the masculine is now the current preference), in the usage of speakers and in the studies of linguists.

Classifiers in CFL Classroom: the Case of Italian Learners

Eleonora Luzi, Chiara Romagnoli

Studi italiani di linguistica teorica e applicata XLII, 2 (2013), pp. 337-354

SUMMARY

Chinese classifiers often prove to be difficult to master for learners whose mother tongue does not exhibit such a lexical class. Even though classifiers are generally and traditionally considered a grammatical issue, their co-occurrence with nouns mostly depends on semantic constraints; moreover once intaken and integrated, they form a single and whole unit with the following noun, with which they seem to come to form a collocation. Our investigation on Chinese classifiers is based on one hand on the notion of the existing continuum between lexicon and grammar and, on the other hand, on the distinction between Focus-on-FormS (FonFs) and Focus-on-Form (FonF) instructions. Integrating the two aspects we tried to figure out which kind of instruction is more successful in enhancing input appreciation, comprehension, intaking, integration and therefore production. We then treated three groups of Italian learners of Chinese differently, respectively with FonFs instruction, FonF instruction and no instruction (control group). The results of the different treatments will be presented, in addition to the qualitative analysis of the data obtained.

Il ruolo della riflessione grammaticale esplicita nell'insegnamento di una lingua straniera L2. Una lezione sperimentale sugli aggettivi francesi

Vania Masutti

Studi italiani di linguistica teorica e applicata XLII, 2 (2013), pp. 355-380

SUMMARY

This paper investigates the application of formal grammar to French L2 teaching. I outline modalities and results of an experimental lesson which involved two classes in an Italian Secondary School, including 38 Italian students, ranging in age from 14 to 19 years and learning French as L2. The study focuses on the distribution of adjectives inside the determiner phrase (DP), as described by recent formal studies within the generative framework (Cinque, 1994; Cinque, 2010; Crisma, 1993). The explicit reflection on L1 adjective placement and interpretation, together with a cross-linguistic comparison between L1 and L2 (Cardinaletti, 2007) enabled learners to discover the principles governing the DP structure, i.e. noun movement across adjectives. By means of discovering the principles and parameters which form the grammar of a language, students became equipped to apply the rules of grammar in an autonomous and creative way. The students' performance was evaluated before and after the experimental lesson through a test based on a translation task. There was a considerable improvement in the performance following the experimental lesson, with errors decreased by 65%. The results are promising and show that a great improvement in L2 performance can be obtained through explicit grammar instruction based on formal analysis (Benincà & Penello, 2007).

El marcador del discurso 'bueno':

análisis y propuestas de traducción hacia el italiano (I)

José Francisco Medina Montero

Studi italiani di linguistica teorica e applicata XLII, 2 (2013), pp. 381-400

SUMMARY

This paper reports on an analysis of the use of the discourse marker *bueno* in Spanish, studied from a contrastive perspective with reference to Italian and based on examples from peninsular Spanish. The paper first gives an introductory overview on the use of *bueno*, highlighting its great frequency in spoken Spanish, and then proceeds to analyze more specific aspects of its use, such as punctuation, intonation and syntactic-collocational patterns, with constant reference to possible equivalents in Italian.