

Indice del numero

Editoriale	pag. 183
Jonathan-Olivier Merlo, <i>Francofonia ed educazione in Africa sub sahariana. Il francese come lingua di insegnamento e la sua didattica in contesti plurilingue in costante evoluzione</i>	» 187
Gabriele Pallotti, Stefania Ferrari, Elena Nuzzo, Camilla Bettoni, <i>Una procedura sistematica per osservare la variabilità nell'interlingua</i>	» 215
Maria Eleonora Sciubba, <i>Salutations, Openings and Closings in today Academic Emails. Key words: Institutional interactions, academic discourse, asymmetry, cmc, email</i>	» 243
Giuseppe Paternostro, <i>La narrazione autobiografica in prospettiva sociolinguistica. Interazione, discorso e parlanti nelle inchieste dell'Atlante Linguistico della Sicilia (ALS)</i>	» 265
Eleonora Luzi, <i>Trascrivere e annotare un corpus in italiano L2: riflessioni funzionali alla sua costituzione</i>	» 291
Arianna Uguzzoni, <i>Note sulle opposizioni di quantità</i>	» 319
Addolorata Landi, <i>Unità lessicali superiori. La funzione del sostantivo</i>	» 343
Recensioni	
Anna Pompei rec. a: Federica Venier (a cura di), <i>Relative e pseudorelative tra grammatica e testo</i> , Alessandria, Edizioni dell'Orso, 2007, pp. 201.	» 361
Laura Mariottini, rec. a: Leo Spitzer, <i>Lingua italiana del dialogo</i> , a cura di Claudia Caffi e Cesare Segre, traduzione italiana di Livia Tonelli, Milano, il Saggiatore, La cultura, 2007, pp. 382.	» 373
Rossella Iovino, rec. a: R. Oniga, 2007, <i>Il latino. Breve introduzione linguistica</i> , seconda edizione riveduta e ampliata, Milano, Franco Angeli, pp. 323.	» 377
BOLLETTINO DEL CENTRO DI ECCELLENZA UNIVERSITÀ PER STRANIERI DI SIENA	
Francesca Gallina, Il progetto FIRB “ <i>Perdita, mantenimento e recupero dello spazio linguistico e culturale nella II e III generazione di emigrati italiani nel mondo: lingua, lingue, identità. La lingua e cultura italiana come valore e patrimonio per nuove professionalità nelle comunità emigrate</i> ”: alcuni strumenti di indagine	» 381
Indice dei numeri tematici	» 403

Francofonia ed educazione in Africa sub sahariana. Il francese come lingua di insegnamento e la sua didattica in contesti plurilingue in costante evoluzione

Jonathan-Olivier Merlo

Studi italiani di linguistica teorica e applicata XLIX, 2 (2010), pp. 187-214

SUMMARY

The purpose of this paper is to investigate the teaching of the French language in Sub-Saharan Africa. The continent offers a complex linguistic landscape in which French is subject to the strong influence of native languages: the endogenous norms as well as the emergence of new linguistic phenomena – code mixing such as Francolof, Frasangolo, or creoles such as Camfranglais and Nouchi – have been already described for the past twenty years, particularly in regard to the lexicon, as attested by the numerous publications of the *Réseau des Observatoires du Français en Afrique Noire* directed by Queffelec (Université de Nice).

Today, the importance of taking the plurilinguistic background of the native speakers and the French endogenous norms into consideration in the acquisition of French is an undisputed fact, at least as far as the literature on the topic is concerned. Therefore, this study aims to report on the current proposals related to French language teaching, and to raise the question of renaming the relationship between the local/regional French and the acrolectal French, in order to foster the acquisition of a standard French language for the international communication as much as both consciousness of linguistic phenomenon and identities of the learners/speakers.

Una procedura sistematica per osservare la variabilità nell'interlingua

Gabriele Pallotti, Stefania Ferrari, Elena Nuzzo, Camilla Bettoni

Studi italiani di linguistica teorica e applicata XLIX, 2 (2010), pp. 215-242

SUMMARY

Interlanguages are variable systems not only because of their intrinsically unstable nature, but also because they reflect variation in the target language. Second language acquisition research has investigated interlanguage variability for some time, and shown how contextual factors and the nature of the task can significantly affect learners' linguistic performance. As researchers need large samples of spoken discourse collected in a variety of communicative contexts in order to analyse interlanguage variation, in this paper we propose a specific data elicitation procedure, and show how it can secure such a large and varied amount of data from intermediate-to-advanced learners. The procedure comprises a set of tasks ranging from mainly monologic to mainly dialogic in nature involving interactions with both peers and adults, both acquaintances and strangers, both face-to-face and on the telephone, thus leading learners to confront a wide range of (socio)communicative situations. This

procedure was used to observe six female learners of L2 Italian longitudinally four times at one year interval. This allowed us to improve the instrument over the years. The ensuing corpus VIP (Variabilità nell'Interlingua Parlata) comprises a total of 70□hours of conversation, at least half of which spoken by the learners.

La narrazione autobiografica in prospettiva sociolinguistica. Interazione, discorso e parlanti nelle inchieste dell'Atlante Linguistico della Sicilia (ALS)

Giuseppe Paternostro

Studi italiani di linguistica teorica e applicata XLIX, 2 (2010), pp. 265-290

SUMMARY

This paper aims to show the ways narrative analysis could usefully connect with sociolinguistic perspective. Indeed I argue that narrative analysis can contribute to sociolinguistics only if it is focused not on the narrative structures per se but on the links between discourse practices, types of interactions and the social meanings and identities that speakers build and negotiate during the speech events are involved in. Narrative is indeed a deeply social and context-sensitive discourse practice.

In order to illustrate my claims, I use examples from the narrative corpus of the *Linguistic Atlas of Sicily* (ALS), in which I have found not just a type but many kinds of narratives, that is stories, accounts, or generic/habitual narratives. I show how speakers choose a specific narrative and discursive types both on the basis of their purpose and on the basis of their personal attitude about the interactional context.

Trascrivere e annotare un corpus in italiano L2: riflessioni funzionali alla sua costituzione

Eleonora Luzi

Studi italiani di linguistica teorica e applicata XLIX, 2 (2010), pp. 291-318

SUMMARY

This article deals with two main problems an applied linguist faces in the creation, transcription and annotation of a learners' corpus. The need to consider several aspects functional to the constitution of our corpus of L2 Italian and the need for an overview of the field has engaged us to describe and assess the most commonly used systems of transcription and annotation.

Therefore, a pilot corpus –□made up of a selection of our data –□was created to evaluate empirically the advantages and disadvantages of actual systems, resulting in

the decision to transcribe with CHAT format, privileging SLA-annotation over Error-annotation.

Note sulle opposizioni di quantità

Arianna Uguzzoni

Studi italiani di linguistica teorica e applicata XLIX, 2 (2010), pp.319-342

SUMMARY

These notes briefly deal with the characterisation and classification of some European languages with distinctive use of length. The first note discriminates languages with a double quantitative system—concerning both vowels and consonants—and languages with single quantitative system. For the latter, three typologically different cases are drawn and exemplified, according to the scope of length oppositions within /vowel+consonant/, /consonant/ or /vowel/ contexts. The second note considers the main factors contributing to the organisation of languages according to the free or bound use of quantity distinctions. The phonotactic and prosodic conditions are illustrated governing the vowel and consonant length oppositions: lexical stress, syllable makeup, word position.

With reference to the independence vs. dependence of lexical stress, it is noted that the phonological distinction between short and long vowels in the majority of contemporary European languages is limited to stressed syllables, both in the Germanic and Romance languages. With reference to the distribution of vowel length in the syllable and word, three conditions are examined: open syllable within a word, closed syllable, open syllable at the end of a word. A clear typological difference surfaces from the specific behaviour of languages in the first and third contexts.

The third note discusses some aspects of the theory interpreting vowel length oppositions in some Germanic languages as prosodic oppositions of syllable cut (*Silbenschnittgegensätze*). According to some researchers, syllable cut generates a clear dichotomy between two language types: *Quantitätensprachen* and *Silbenschnittsprachen*; others claim that it offers a way of adequately describing time distinction modalities which define a “special” quantitative system.

Canonical syllable-cut languages include German (specifically northern German), Dutch and English: there, we have two contrasting modalities of interaction between a stressed vowel and the following consonant: *scharfer vs sanfter Schnitt*. Some versions of this theory claim that in stressed vowels short vs. long durations are phonetic correlates of syllable-cut distinctions, respectively abrupt vs. smooth cut.

Unità lessicali superiori. La funzione del sostantivo

Addolorata Landi

Studi italiani di linguistica teorica e applicata XLIX, 2 (2010), pp. 343-360

SUMMARY

From the analytical data taken from the *Dizionario della Lingua Italiana* of De Mauro (2000) result a large number of *superior lexical units* with the function of *nouns*, which are characterized by a figurative/ "conventional" sense (idiomatic noun); they reveal their mark an concreteness by metaphoras.

The paper points out, how basic designations linked to physical experiance tend to become means of expression to indicate further concepts leading to a metaphoric way of speaking often articulated in *superior / polyrhematic lexical units* with the function of *nouns*.

In everyday speaking the concreteness becomes the characteristic mark of the common language; *the concrete* presents itself by the image provoked as real *word*.