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*Case as Denotation: Variation in
Romance –*

M. Rita Manzini e Leonardo M. Savoia

Studi italiani di linguistica teorica e applicata XLIX, 3 (2010), pp. 409- 438

SUMMARY

Recent minimalist approaches have reduced case to independent primitives – but without any connection to its morphological expression. To solve this dichotomy, we conclude that case inflections are associated with denotational properties. These are briefly studied with reference to Latin, and more in detail for the two-case declension of medieval Gallo-Romance and for Romanian. Specifically we construe the oblique (genitive/dative) as the inclusion operator, saying roughly that the argument to which it attaches ‘includes’ (possesses, etc.) the head noun (genitive) or the internal argument of the verb (dative). The same quantificational properties can be read as the set forming operator yielding the plural; this explains the pervasive (and otherwise not explained) syncretism in the languages quoted between oblique singular and non-oblique plural (cf. especially *-s*, *-i* morphology). We conclude by examining pronominal systems, which preserve case differentiations in many more Romance varieties, especially in the 1st and 2nd person singular (stressed pronouns) and in the clitic series (3rd person).

*Les propositions relatives en latin entre restriction,
apposition et maximalisation*

Anna Pompei

Studi italiani di linguistica teorica e applicata XLIX, 3 (2010), pp. 439- 456

SUMMARY

This paper aims to analyze the semantics of relative clauses (RCs) in Latin. In this language there are neither graphic, nor suprasegmental or morphosyntactic marks to distinguish between restrictive and non-restrictive RCs. Nevertheless, this opposition can be supposed for Latin external-headed RCs, on the basis of the information structure, the degree of the head noun identification, and the co-occurrence with the head noun of the cataphoric pronoun *is ea id*, which implies restrictiveness. On the other hand, both internal-headed RCs, i.e. correlative and circumnominal RCs, and free RCs have a maximalizing semantics. In maximalizing RCs the whole semantic

content of the relative construction lies within the RC. This means that the RC-external material is reduced to a minimum and that its semantic contribution should be traced back to an RC-internal interpretation or to an interpretation which is predictable from the RC. The maximalizing semantics of internal-headed and free RCs in Latin is shown by tests such as the compatibility with universal quantifiers, the impossibility of stacking and the equivalence between *qui quae quod* ('who/which/that') relative pronoun, on the one hand, and *quicumque quaecumque quodcumque* or *quisquis quicquid* ('whoever/whatever'), on the other hand.

*L'italiano dell'emigrazione: temi,
approcci teorici e metodologie d'indagine*

Antonia Rubino e Camilla Bettoni

Studi italiani di linguistica teorica e applicata XLIX, 3 (2010), pp. 457- 490

SUMMARY

A century long history of Italian emigration all over the world has offered ample material for studying language contact. As the history unfolds linguistically, this article surveys the main works that analyse it. The survey is comprehensive in so far as it critically discusses the development of the field taking into account all major theoretical paradigms and methodological tools devised and used to assess language loss and language shift, and their accompanying changes in attitudes and expressions of identity.

The survey must be also concise; yet an informed selection guarantees at least a mention of all major works and players in this field of research.

*Importazione fonologica in spagnolo e italiano. Riflessioni
sul consonantismo*

Renzo Miotti

Studi italiani di linguistica teorica e applicata XLIX, 3 (2010), pp. 491- 522

SUMMARY

The purpose of this contribution is to consider the situation of *xenophonemes* (imported phonological units) in Italian and Spanish. The presentation is divided into two parts. The first one is introductory and theoretical, in which we will investigate the well-known factors leading to phonological importation. In fact, in line with the classical postulates of Functionalism, firstly we will refer to the purely structural conditions, such as gap filling (empty cases) in the phonological system of the recipient language, following the penetration of a large amount of foreign lexical

items containing phonological elements unknown in the recipient language. We will also take into consideration the contribution of extralinguistic variables. The second part is experimental: we will show the results of an investigation with the purpose to verify the presence of phonological units classified like *xenophonemes*, in Spanish and Italian – on the basis of the observation of not systematic materials from various sources, such as dictionaries and field investigations conducted by the author. The paper is concluded with a remark on the status and the hierarchy of such units within the phonological periphery of the two languages.

La construction du savoir dans le cadre des formateurs. Quel modèle pour la Didactique des Langues?

Rosa Volpe

Studi italiani di linguistica teorica e applicata XLIX, 3 (2010), pp. 523- 536

SUMMARY

The vision that promotes «Knowledge for Europe» (L'Europe des connaissances) triggers new thoughts on the relationship between knowledge building processes and foreign and second language acquisition. More specifically, the *Common European Framework of Reference for Languages* intends to extend such thinking to include the development of a multicultural and multilingual awareness within foreignlanguage education.

Our article focuses on teacher training education and suggests that within such programs, the mental representations, beliefs and attitudes of the future-to-be-educator are part of the learning process and cannot be disregarded. Consequently, the innovative notion *learning-by-doing* (French: *apprenance*) is here discussed thus allowing us to introduce the notion of portfolio as fundamental to teacher training education. Engaging the future-to-be foreign language educator in the process of becoming aware of the active role that (s)he plays within the learning process cannot be disregarded any longer.

*Evaluation in a CLIL
Experimental Programme. Language Assessment and Analysis
of Teacher's Code Switching at Primary School Level*

D. Infante, F. Costa, G. Benvenuto, E. Lastrucci

Studi italiani di linguistica teorica e applicata XLIX, 3 (2010), pp. 537- 554

SUMMARY

Sapienza University of Rome and the University of Basilicata have been carrying out a longitudinal experimental study on CLIL, as part of a PhD programme, for two years. Primary school experimental and control classes in the Lombardy region are involved in this research. In particular, the study focuses on the potential improvements of language learning at the quantitative and qualitative level and the effects of learning a subject in a CLIL environment. This paper aims to provide an insight into assessment in CLIL with reference to our project architecture in this specific field. A set of tests, both in Italian and in English, has been delivered to the pupils at the beginning and at the end of the first part of the programme. This however represents just one element of a wider process which has been continually monitored and assessed through face-to-face meetings, electronic correspondence, a virtual platform and a journal, kept by both teachers and pupils. As for the content, the choice of assessing the students through a bilingual test will be discussed starting from the hypothesis that the pupils are exposed to a continuous shift from one language to the other. Code-switching as a bilingual language skill will be investigated through the examples of materials collected in classes and from structured questionnaires to CLIL teachers.