# INDICE DEL NUMERO

*Unità lessicali superiori (polirematiche). "Gioia." e "dolore."*

Addolorata Landi

## SUMMARY

The present essay analyses the "superior lexical units" ("polyrhematic"), which have established themselves in the Italian language in the particular form of "idiomatic phrases" relatively to the ambit expressing joy/sorrow and based upon recent studies regarding the notion of "polyrhematics" (De Mauro, Casadei) and the "metaphor"(Lakoff and Johnson). The examples are taken from the classic work of Italian literature: *I Malavoglia* of G. Verga. The whole essay aims to show the effectiveness of the "idiomatic phrase" to express the emotionality and the sentiments and to show moreover how in this typical structure of the language the *image* survives, which is rooted in the concrete. It's an image suggested by the literal lecture (first level) and continues to live in its abstract and more complex

meaning (second level). The context throws light on the meaning and reveals itself to be useful for an eventual acquisition of new idiomatic form.


*La perifrasi "andare a + inÞnito". Nell'italiano contemporaneo*

Ada Valentini

## SUMMARY

The article deals with a verbal periphrasis of contemporary Italian formed with the verb *andare a* + infinitive. From a typological point of view, static or dynamic locational verbs frequently take part to periphrases. The more common grammatical function derived by the motion verb "go" is that of Ingressive or Future.

On the basis of 175 occurrences of contemporary written and oral Italian, the periphrasis is investigated. The construction is analyzed according to the scalar parameters currently referred to for establishing the degree of grammaticalization of a verb form (e.g. semantic non compositionality and decategorialization). Furthermore, its specific semantic value is examined. The periphrasis appears to be compatible with the four major actional verb classes, but its value changes according to the intrinsic *Aktionsart* of the lexical verb.


*Perifrasi modali nelle varietà campane di Salerno, Castiglione del Genovesi e Salitto (Olevano sul Tusciano)*

Giuseppe Vitolo

## SUMMARY

The dialectal research into the modal perifrasis of the dialects of Salerno, Castiglione del Genovesi and Salitto (Olevano sul Tusciano) points out a substantial analogy among these dialects and the Italian language concerning the modal constructions "*potere/volere* + infinitive", but also an obvious variety of constructions concerning the formation of the periphrasis with modal verb *dovere*. In the above-mentioned dialects, the construction "*dovere* + infinito" is not expressed by the succedaneous verbal forms of DEBERE, but by the following periphrastic structure: HABEO/SUM + a (+ /-da-/ in the III pers.) + INFINITIVE. In the present tense HABEO and SUM do not usually take directly the infinitive: in fact, the preposition *a*, that takes the infinitive, agglutinates to the modal verb; the constructions of the II person are only characterized by the presence/absence of the preposition *a*. Furthermore, in the dialects of Salerno, Castiglione and Salitto, the clitic pronouns

do not move, unlike the Italian language: in fact, they can be proclitics of the modal verb, but not enclitics of the infinitive.

As far as the semantic aspect is concerned, the periphrasis HABEO/SUM + A + INFINITIVE has either an epistemic meaning showing 'probability', or a deontic meaning showing an 'obligation'; [*pu'te*] + INFINITIVE, of the dialects of Salerno, Castiglione and Salitto enabled to create a link between this type of construction with the modal verb and the construction "auxiliary + past participle": in fact, the selection of AVERE and ESSERE in the periphrastic structure HABEO/SUM + a + INFINITIVE, occurs in accordance with the person of subject, but not with the verbal class.

The above-mentioned modal construction, in the present tense, is inflected in accordance with the criterions of the auxiliary selection adopted for the conjugation of the present perfect tense of the transitive, inergative and ergative (transitively used) verbs.

In the dialects of Salerno and Castiglione the oscillation of ESSERE and AVERE takes place in the III person in a paradigm characterized by the forms of AVERE, while in the dialect of Salitto the prevalence of ESSERE occurs, replaced by AVERE in the II person, but also frequently in the I and VI person.

In the three dialectal varieties of Salerno, Castiglione and Salitto, the construction "*dovere* + infinitive" in the imperfect tense is inflected in every person by ERAM (+ a + INFINITIVE), like in the auxiliary construction of the past perfect (trapassato prossimo), while the same perifrasis is constructed by AVERE in the imperfect conjunctive (imperfetto congiuntivo) and present conditional (condizionale presente), like in the auxiliary construction of the past perfect conjunctive (trapassato congiuntivo) and past conditional (condizionale passato) respectively.

*Language awareness e l'insegnamento della linguistica*

Martina Nied Curcio

## SUMMARY

The purpose of this article is to discuss the concept of language awareness and its relation to language learning in the study of languages at the Italian universities after the so called Bologna process and the introduction of a new university reform. These new conditions evoked a complete restructuring of the foreign language learning and teaching, strictly speaking it meant a separation from literature and an intense connection to linguistics. In this context the questions "Can language awareness influence foreign language learning/acquisition?" and "How should linguistics (the meta-linguistic knowledge) be taught in order to support the process of foreign language learning?" became more and more important. The article starts by providing some historical and theoretical background considerations of language awareness, especially in the area of German as a foreign language. Then I will describe my own didactic experiences with the concept of language awareness, including a questionnaire in which university students were asked about their opinion regarding the role of linguistics in foreign language learning. The results showed that the students tend to believe that language awareness plays a positive and useful role in foreign language

learning. And finally I will recommend four important functions and aims for the teaching of linguistics in the area of foreign languages at the Italian university.

*Im-signes et didactique cognitive en "situation d'ancrage'.*
*Apprendre l'italien autrement*

Rosa Volpe

## SUMMARY

This article is about the role of "mental anchors" in the development of written production of a second language. Filmic discourse was used as the point of departure of instruction, thus providing language in use that created mental images, or schemas, and mental scenarios to anchor students' attention to language structure through linguistic analysis of the filmic discourse itself. These schemas are said to reflect the structure of knowledge not just at a linguistic level, but also at the cognitive, pre- and postlinguistic levels. These levels are the same ones on which production depends. Data were gathered in conjunction with a semester long teaching of first semester of the first year of Italian. Sixteen beginning students (9 females and 7 males) participated in this research. Formal requirements were established in the departmental syllabus. The use of film was implemented as support to the learning of the material from the textbook. Final results suggest that beginning students can develop production skills from exposure to filmic target language input by allowing the formation of a memory bank for vocabulary and sentence structure. The formation of such contextualized memory played an important role in allowing recall to guide language output.

*'In carcere per Lara'. L'uso delle strategie di ricostruzione testuale*
*e le scelte linguistiche in italiano L2*

Renske Berns, Ineke Vedder

## SUMMARY

In a study on L2 writing, conducted among a group of university students of Italian and French, a cloze test consisting of a shortened version of a journal article was administered, in order to obtain a separate measure of the level of linguistic proficiency of the learners. The cloze test is an integrative testing instrument that measures overall language competence, consisting of a text of

which every fifth to eleventh word has been left out. The present article focuses on the results obtained on the cloze test 'In carcere per Lara', by 98 L2 learners of Italian of different levels of L2 proficiency, with Dutch as their native language. In our contribution the advantages and shortcomings of the cloze procedure as compared to the C-test and other language tests are discussed. On the basis of the findings we argue that although the cloze test is a reliable and valid testing method, as it provides a good and quick assessment of general language competence in L2, it should mainly be used as a diagnostic instrument for formative testing and not for summative purposes.

*Andrea Sansò, Linguistica tipologica e prassi computazionale.*
*L'esperienza di Pavia Typological Database*

Federica Da Milano, Caterina Mauri, Andrea Sansò

## SUMMARY

This paper describes the *Pavia Typological Database* (PTD), an ever-growing electronic repository of primary linguistic data (words, clauses, sentences) documenting a number of morphosyntactic phenomena in the languages of Europe (and including in some cases languages from the Mediterranean area). Its prospective users are typologists wanting to access primary, typologically uninterpreted (but glossed) data, but also anyone interested in linguistic variation on a continental scale. The paper discusses the background and motivation for the creation of the PTD, its present coverage, the techniques used to annotate the primary data, and the general architecture of the database, while also illustrating the benefits of the computational practice to qualitative and quantitative typological research.