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Rassegna di Linguistica Inglese

a cura di M. Ulrych e M.L. Maggioni

P. Wallage, *Negative inversion, negative concord and sentential negation in the history of English*, "English Language and Linguistics", XVI, 2012, pp. 1-3

Subject–verb inversion in clauses with initial negative constituents seems to occur throughout the history of English. However, different patterns of negative inversion are seen at different periods. The author argues that changes in the availability of negative inversion reflect changes in the way sentential scope is marked in negative concord constructions. Negative concord involving Middle and Early Modern English 'not' does not co-occur with negative inversion, but negative concord involving Middle English 'ne' does. Changes to negative inversion can be seen to parallel changes in the way sentential scope is expressed at successive stages of the Middle English Jespersen Cycle. The article suggests that the changes to negative inversion and Jespersen's Cycle should both be analysed as changes in the ability of negative items to mark sentential scope for negation.

Silvia Pireddu

B.J. Molineaux, *Prosodically conditioned morphological change: preservation* vs *loss in Early English prefixes*, "English Language and Linguistics", XVI, 2012, 3, pp. 423-459

This article investigates the loss of a number of Germanic prefixes in the history of English. Using Old and Middle English translations of Boethius' *De Consolatione Philosophiae* as a *corpus*, Molineaux proves that prefix loss is not specific to a single word category, nor to the presence of morphosyntactic characteristics such as prefix separability. The fact that some prefixes are lost and some are preserved argues against an account based on semantic factors. A look at the prosodic structure of native prefixes can provide an explanation for the analysed *data*. Early Middle English would prefer maximal, branching feet and avoid words with prefixes constituting heavy, non-branching feet which led to the loss of heavy monosyllabic prefixes due to stress clash between prefix and root. Light monosyllabic and bisyllabic prefixes, were preserved, since no clash occurred. This argument explains the changes in prefixation for both verbal and nominal prefixes.

Silvia Pireddu

M. Baroni – R. Bernardi – N. Do – C. Shan, *Entailment above the word level in distributional semantics,* Proceedings of EACL 2012 (13th Conference of the European Chapter of the Association for Computational Linguistics), ACL, East Stroudsburg PA 2012, pp. 23-32

In this article, Baroni and his team introduce two experiments in distributional semantic representations of phrases, which approximate linguistic meaning with vectors summarizing the contexts where these expressions occur. Harvesting the British National Corpus, WackyPedia and ukWaC, they showed that Support Vector Machine classifiers can be trained to detect lexical implications among nouns based on the relation between the adjective-noun constructions and their head noun represented as semantic vector pairs. They also explored further applications of semantic vectors on unseen quantifiers in quantifier phrases, demonstrating that semantic vectors contain enough information to detect logical relations both between nouns and quantifier phrases.

Costanza Asnaghi

M. Bednarek, *"Get us the hell out of here". Key words and trigrams in fictional television series,* "International Journal of Corpus Linguistics", XVII, 2012, 1, pp. 35–63

The paper presents an analysis of key words and trigrams of contemporary American English television dialogue. It compares seven fictional series (i.e. *NCIS, Supernatural, Lost, House, How I Met Your Mother, My Name is Earl, Desperate Housewives*), which represent five different genres, to the spoken part of the American National Corpus and to previous research in order to see whether or not television dialogue can be considered as a language variety in its own right. The results suggest that the level of informality present in such dialogues seems to depend on the genre, or even on the individual series, whereas emotionality appears to be the key defining feature of the language of television, cutting across individual series and different televisual genres.

Pierfranca Forchini

G. De Sutter – I. Delaere – K. Plevoets, *Lexical lectometry in corpus-based translation studies,* in M.P. Oakes – M. Ji ed., *Quantitative Methods in Corpus-Based Translation Studies. A practical guide to descriptive translation research*, John Benjamins Publishing Company, Amsterdam/Philadelphia 2012, pp. 325-345

Is the language used in translated texts more formal than the one used by their authors? De Sutter, Delaere and Plevoets measured the linguistic distances between different lects, *i.e.* original and translations from English and French, and text types such as fictional and non-fictional literature, external communication, journalistic, instructive and administrative texts. With the help of correspondence analysis and logistic regression modeling, they not only demonstrate that translations behave differently compared to the original text, but also that linguistic behaviour varies with text type and source language. This study shows that corpus linguistic methodologies can be usefully integrated with statistical methods in corpus-based translational studies.

Costanza Asnaghi

J. M. Swales – C. Leeder, *A reception study of the articles published in English for Specific Purposes from 1990–1999*, "English for Specific Purposes", XXXI, 2012, pp 137-146

University administrators rely on post-publication data such as citation records. The authors suggest that identifying heavily cited and largely uncited papers would be an addition to the advanced writing instructor's toolkit. In fact, many proposals have been made to account for citational success and failure. Disentangling these variables is complex and requires deep knowledge of sub-fields. The article examines the reception histories of a decade of articles in the "English for Specific Purposes Journal", using the Google Scholar, Scopus and Web of Science databases. Analysis of the 15 most cited articles indicates that placement in an issue, gender, first language, author status, and provenance are not major determinants. Instead, area of research interest (*i.e.*, discoursal features of academic text) and type of ESP (*i.e.*, EAP) were the main predisposing factors. The 2000s witnessed major changes as a consequence, the implications of findings based on the 1990s must remain general and somewhat speculative. New areas of investigation might unify two decades of work on ESP.

Silvia Pireddu

W. Maguire, *Pre-R Dentalisation in Northern English*, "English language and linguistics", XVI, 2012, 3, pp. 361-385

Dental pronunciation of alveolar consonants before /r/ and /ər/ is a well-known feature of traditional varieties of Irish English. This Pre-R Dentalisation (PreRD) has a number of intriguing linguistic properties. It is also a feature of a number of English varieties outside Ireland, particularly in traditional northern English dialects. This article analyses dialect *data* from Northern England in order to determine the nature of PreRD and its historical development in Irish English. In addition, it explores the phonological complexities of PreRD in light of the loss of rhoticity in the traditional Northern English dialect. It reveals that there

is considerable distance in the analysis of non-standard phonological features as recorded in traditional dialect studies and demonstrates the value of regional dialects for our understanding of English synchronic and diachronic phonology.

Silvia Pireddu

F. DE HAAN, *The Relevance of Constructions for the Interpretation of Modal Meaning: The Case of Must*, "English Studies – a Journal of English Language and Literature", XCIII, 2012, 6, pp. 700-729

The article deals with the interpretation of the meanings of 'must' depending on contructions. The occurrences of 'must' in the Brown and Switchboard *corpora*, show that constructions play an important role in how modal meanings are conveyed and perceived. Different registers use different constructions and certain constructions have different favoured interpretations in spoken or written language. It is shown that 'must' behaves differently in spoken and written registers by using different constructions in each register. It has been claimed that must is losing ground in favour of modals such as 'have to' and 'need to': 'must' is realigning its use with respect to the constructions it appears in. This is exemplified by looking at the use of 'must' and progressive constructions and at the use of 'must' in constructions with a main verb.

Silvia Pireddu

K.L.B. DEROEY – M. TAVERNIERS, *Just remember this: Lexicogrammatical relevance markers in lectures*, "English for Specific Purposes", XXXI, 2012, 4, pp. 221-233

This paper presents an overview of lexicogrammatical devices which highlight important or relevant points in lectures. Despite the established usefulness of discourse organizational cues for lecture comprehension and note-taking, very little is known about the marking of relevance in this genre. A qualitative and quantitative investigation of 160 lectures from the British Academic Spoken English (BASE)

corpus, show that markers could be classified according to their main element into adjective, noun, verb and adverb patterns. Verb patterns are the most common, followed by noun patterns. The discrepancy between the prevalent markers and prototypical ones included in EAP textbooks as relevance markers demonstrates the need for *corpus* linguistic research. Implications for EAP course design, teaching English for lecturing purposes, and educational research are discussed.

Silvia Pireddu

A. ÄDEL – B. ERMAN, *Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach*, "English for Specific Purposes", XXXI, 2, 2012, pp. 81-92

Corpus Linguistics allows to examine idiomaticity from the perspective of recurrent word combinations (automatic retrieval of lexical bundles). The paper investigates the use of lexical bundles in advanced learner writing by L1 speakers of Swedish and in comparable native-speaker writing by undergraduate students in linguistics. The material is collected in the Stockholm University Student English Corpus (SUSEC), amounting to over one million words. A quantitative analysis of the use of four-word lexical bundles and a qualitative analysis of the functions show that native speakers have a larger number of types of lexical bundles such as unattended 'this' bundles, existential 'there' bundles, and hedging bundles. Other lexical bundles appear to be more common and more varied in the native-speaker *data* involving negations.

Silvia Pireddu

K. RAJAGOPALAN, *'World English' or 'World Englishes'? Does it make any difference?* "World Englishes", XXII, 2012, 3, pp. 374-391

As the English language spreads across the world, many scholars find themselves speculating about its future. Many have claimed that the language is destined to undergo significant changes even to the point of becoming unrec-

ognizable: just what to call it seems to be a matter of dispute. The paper defends the idea that the name does matter a lot because it often carries with it associations and implications that have major consequences for the way we approach the phenomenon. It even predisposes us in one way or another. The author believes that with 'World English' (in the singular) we are emphasizing the unity of the language and that the need for the different countries to talk to one another is far greater than ever before, thanks to globalization. With 'World Englishes' we are recognizing and drawing attention to differences and to the idea that the language will meet the same fate as Latin.

Silvia Pireddu

A.D. COHEN, *Strategies in Learning and Using a Second Language*, Longman, London/New York 2011, 425 pp.

This is a substantially revised second edition of the book, which preserves some existing material from the first edition and also introduces new, often innovative, perspectives on second language learner strategies. The book's overriding theme is that language learning and language use strategies play a significant role in helping language learners achieve long-term success in languages beyond the first language (L1). Unlike most texts in the field of learner strategies, which generally focus on one or two specific areas, this text is beneficial due to its integration of numerous themes. Each topic is explored in detail, and there is a good balance between theoretical background information and the presentation and discussion of up-to-date research. Another pleasing aspect of the book is the attention Cohen gives to qualitative research methods. His detailed discussion of verbal report and his call for more systematicity and consistency in collecting verbal report *data* is a positive addition to the field of strategy research.

The book is easily readable and the collection of discussion questions and activities at the end of each chapter encourage readers to actively test their knowledge of the content. It is recommended reading for language teachers,

researchers, syllabus designers, test designers and program administrators.

James Rock

R.C. GARDNER, *Motivation and Second Language Acquisition: The Socio-Educational Model*, Language as Social Action, Peter Lang, New York 2010, 244 pp.

In *Motivation and Second Language Acquisition*, Gardner thoroughly examines the historical development of the socio-educational model. This involves describing the various stages involved in the model and its underlying rationale. In doing so, he attempts to free the model from ambiguity and criticism, by claiming that a significant amount of criticism is unjust and simply due to misinterpretation of the model. Although wholeheartedly accepting that there may well be alternative ways of considering the dynamics involved in learning a second language, the reader is left in no doubt that Gardner successfully deals with the various criticisms of the model. This is predominantly due to the exhaustive research that Gardner has undertaken and the fact that so many of his studies in different cultural contexts have withstood the test of empirical verification.

The book is well written and complex points and studies are discussed in an extremely comprehensible manner, thus ensuring that the reader never becomes weighed down with unclear terminology and statistical references. This book is recommended reading for any course on motivation in second language acquisition, as well as for any researchers or graduate students in the field of motivation research.

James Rock

Z. DÖRNYEI – E. USHIODA, *Teaching and Researching Motivation*, Pearson Education Limited, Harlow, England 2011, 326 pp.

Teaching and Researching Motivation was first published in 2001. This revised second edition maintains the structure and style of the successful first edition and has carefully preserved existing material, along with introducing an abundance of new perspectives on motiva-

tional research. A feature of the new edition is the contribution of co-author, Ema Ushioda, who provides a timely analysis of non-positivist research in the field. The book is divided into four sections, which contain from two to four chapters. Major highlights of the new edition include the heightened emphasis on the importance of qualitative studies in motivation research, an up-to-date analysis of the concept of the L2 Self System, and a lasting reminder as to how complex dynamic systems theory is heavily impacting on research in the field. The book is essential reading for researchers in the field of motivation research.

James Rock

S. Mercer, *Towards an Understanding of Language Learner Self-Concept*, Springer, Dordrecht 2011, XII + 220 pp.

In recent decades, there has been a surge of interest in researching self-related constructs. However, studies in second language acquisition that explicitly focus on self-concept are conspicuously absent. Hence, *Towards an Understanding of Language Learner Self-Concept* is an especially insightful and timely contribution. Using a strong interdisciplinary approach that builds on reflections from current research in both psychology and applied linguistics, Mercer focuses on how learners form their English as a foreign language (EFL) self-concept. The non-positivist, domain-specific exploration of the construct is particularly welcome and represents a far cry from earlier quantitative investigations. Using a grounded theory approach, Mercer describes and reports on a 2-year, in-depth, longitudinal case study undertaken with an advanced level Austrian female student learning English as a foreign language. The study is supported by several other *data* sources and aims to provide some valuable insight into the complexity of self-concept and the kinds of dynamic processes involved in foreign language self-concept formation.

James Rock

J. Kormos – A.M. Smith, *Teaching Languages to Students with Specific Learning Differences*, Multilingual Matters, Bristol/New York/Ontario 2012, XII + 232 pp.

In modern society, knowing a second language is increasingly becoming a prerequisite in order to find employment in many sectors of the economy. Consequently, it is no longer deemed advantageous for those with language learning difficulties to be exempted from foreign language classes, as was so common in the past. In *Teaching Languages to Students with Specific Learning Differences*, the authors emphatically stress that we should refrain from viewing such learners as in some way linguistically disabled and, thus, incapable of second language instruction, and instead focus on their specific learning differences (SpLD). There are nine chapters, with chapters one to four primarily addressing differing views of disability in education, the characteristics of dyslexia, dyspraxia, dyscalculia, ADHD, and Asperger's syndrome, and the effects that they can each have on language learning. The remaining chapters focus on the typical journey a language learner with an SpLD may experience throughout his/her formal education. The book is accessible to all types of language teachers, from the most experienced to the novice, and explores a wide range of themes. It is organised into short even-length chapters and readers are not overloaded with technical linguistic jargon, even when cognitive processes are being described.

James Rock

R. Simpson-Vlach – C.N. Ellis, *An Academic Formulas List: New Methods in Phraseology Research*, "Applied Linguistics", XXXI, 2010, 4, pp. 487-512

In this paper, the authors analyse some *corpora* of both spoken and written academic discourse and compare the frequencies of the formulas uncovered with those found in *corpora* of spoken and written non-academic discourse. Although acknowledging that frequency of occurrence is undoubtedly a useful tool for measuring formulas, they have reservations about

solely adopting frequency of occurrence as the backbone for any list of academic formulas. They favour an approach, which incorporates a) an analysis of the closeness of association of words within formulas (Mutual Information – MI), and b) an analysis of their frequency. Their results suggest that MI more accurately prioritises academic formulas than frequency alone. A psychologically valid measure of utility is proposed, known as 'formula teaching worth' (FTW).

James Rock

A. Llinares – T. Morton – R. Whittaker, ed., *The Roles of Language in CLIL*, Cambridge University Press, Cambridge 2012, 352 pp.

Il libro offre una panoramica sul ruolo della lingua nell'insegnamento CLIL che, per definizione, dovrebbe integrare obiettivi contenutistici e obiettivi linguistici. Il testo è diviso in tre parti: il ruolo della lingua nell'interazione in classe, la lingua delle discipline accademiche nel CLIL e lo sviluppo linguistico degli studenti insieme alla valutazione nel CLIL. La prima parte si occupa dell'interazione e dei meccanismi di *scaffolding* messi in atto dai docenti affinché essa abbia luogo. La seconda parte si occupa del concetto di genere applicato al CLIL. La terza parte si focalizza sui concetti di *focus on form* e di *focus on meaning* in contesti CLIL e di quanto entrambi gli aspetti debbano essere tenuti in conto in un tale approccio metodologico. L'ultima parte cerca di fornire uno strumento (The Content and Language Scale) che supporti il docente nella valutazione in ambito CLIL. Infine auspica un futuro in cui si possano realmente integrare sia la valutazione formativa sia quella sommativa.

Francesca Costa

M. Aguilar – R. Rodríguez, *Lecturer and Student Perceptions on CLIL at a Spanish University*, "International Journal of Bilingual Education and Bilingualism", XV, 2012, pp. 183-197

L'articolo riporta i risultati tratti da interviste a docenti e studenti in merito alla esperienza

CLIL in una università spagnola. In generale i docenti sono soddisfatti del loro insegnamento e non ritengono di dovere seguire corsi di formazione. Inoltre sono nettamente sbilanciati verso l'insegnamento delle discipline rispetto a quello della lingua. Anche gli studenti riportano di apprezzare l'esperienza e dichiarano di avere appreso maggiormente nel campo del lessico tecnico. Ciononostante, lamentano una insufficiente padronanza della lingua da parte dei docenti di disciplina. Per questo motivo gli autori credono che una formazione *ad hoc* per i professori universitari CLIL sia fondamentale.

Francesca Costa

J. Cutting, *English for Airport Ground Staff*, "English for Specific Purposes", XXXI, 2012, pp. 3-13

This article describes part of a European Commission Leonardo project that aimed to design a multimedia course for English language learners seeking work as ground staff in European airports. The analysis of semi-authentic dialogues reflecting real-life situations provides straightforward tool kits for learners who know that their grammar is limited, but who only want to know the basics. So long as they can use the present tense and ellipsis, to inform about a third party, event or situation, they should be able to communicate effectively at a very basic level. More investigation is needed to tailor materials on the need of specific competence. Authentic materials are equally important to shape good teaching books.

Silvia Pireddu

M. Agorni ed., *Comunicare la città, Turismo culturale e comunicazione. Il caso di Brescia*, Franco Angeli, Milano 2012, 160 pp.

This book gives an overview of interdisciplinary aspects of communication within the language of tourism, with reference to the city of Brescia. Its five parts offer essays in Spanish, French and German, as well as Italian and English. Of particular interest to English linguists is the essay on the language of tourism by Graham Dann,

entitled *Traditional and Recent Media of the Language of Tourism. Crises of credibility or New Forms of Dialogical Communication*, and the Appendix on Touriterm: a multilingual database for translating and composing tourism texts, by Alessandra Lombardi, Costanza Peverati and Irmgard SoukupUnterweger. Dann shows how the credibility of traditional (mostly monologic) sources of the language of tourism - such as brochures, advertisements, tourist guides - is threatened by four factors: Gendering (gender-specific language), Othering (distancing of the culture visited), Hyperbole and Jargon. In more recent dialogic types of communication such as bzz-marketing (reality advertising by word-of-mouth by 'undercover' bzz-agents) and electronic variants of word-of-mouth communication, such as E-guidebooks, Travelblogs and E-complaints, credibility is enhanced because the writers have no vested interest in what they are writing. The writers' real identity as tourists is, however, not proven, which could again threaten their credibility.

Amanda Murphy

M. Agorni, *Prospettive Linguistiche e Traduttologiche negli Studi sul Turismo*, Franco Angeli, Milano 2012, 160 pp.

This volume presents the contributions to a day on "Linguistic and Translation Studies on Tourism" held in Brescia in 2006. As Agorni points out in the introduction, tourism uses the vehicle of language to communicate, and without it, to quote Dann 1996, tourism would cease to exist. The study day addressed the question of how the language of tourism can be studied and taught, a topic taken up by Fodde and Denti, who examine the textual, linguistic and grammatical and non-textual features of texts, and consider which competences a student of the language of tourism should acquire. Magris considers features of the language of tourism which are particularly challenging in a module on translating touristic texts, both within a BA and MA degree course. Examples include culture-bound terms, puns, and the relationship between captions and images. Caterina Vestito presents a study of five well-known guides to Italy in English, adopting a Critical Discourse Analysis approach. She points out that historical, social and cultural relations shared by both the guides' writers and readers create an ideological framework which influences the choice of what is presented in the guide and how it is received. Results show that generally speaking guides sell a romantic, nostalgic image of Italy which scarcely resembles contemporary Italy in many respects.

Amanda Murphy