

L'ANALISI LINGUISTICA E LETTERARIA

FACOLTÀ DI SCIENZE LINGUISTICHE E LETTERATURE STRANIERE
UNIVERSITÀ CATTOLICA DEL SACRO CUORE

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RASSEGNA DI LINGUISTICA INGLESE

A CURA DI MARGHERITA ULRYCH E MARIA LUISA MAGGIONI

A. VAN LINDEN, *Modal Adjectives: English Deontic and Evaluative Constructions in Diachrony and Synchrony*, De Gruyter Mouton, Berlin 2012, 384 pp.

This book focuses on mood and modality and the interface between syntax, semantics and pragmatics, as well as that between synchronicity and diachronicity. It analyses the semantics of English deontic adjectives like 'appropriate', 'essential', 'important', 'vital' as a starting point to refine definitions of deontic modality, traditionally limited to modal verbs.

The Present-day English dataset of adjectives was collected from Roget's Thesaurus and from the online Oxford English Dictionary (ODE). For Old and Middle English, the online Thesaurus of Old English (TOE) and the online Middle English Dictionary (MED) were used.

According to this study, modal verbs have directive meanings of permission and obligation, which adjectives lack. On the other hand, adjectives have semantic extensions towards non-modal meanings in the evaluative domain. Deontic modality is therefore redefined as a consequence of adjectives analysis: in fact that concept now covers the meanings of both verbs and adjectives, and it can deal with the different extensions towards modal and non-modal categories. The outcome of this new definition is shown both diachronically and synchronically in a conceptual map, which enriches this publication with its unique specificity.

An Van linden's work aims to highlight the emergence of partially filled constructions, giving additional evidence for well-established changes in the history of the English language, such as the decline of the subjunctive and the rise of the to-infinitive in complement constructions.

Costanza Asnaghi

J.A. INGG, *Censorship and translated children's literature in the Soviet Union: the example of the Wizards Oz and Goodwin*, "Target", XXIII, 2011, pp. 77-91

The paper reports on the role of censorship as creative force within the Soviet Union by analyzing the case of *The Wizard of Oz* by L. Frank Baum (1900) and *Volshebnik izumrudnogo goroda* by A. Volkov (1939). The latter is not a translation proper, but an effective rewriting of the source text. The examples provided show how censorship led to a "creative manipulation and appropriation of texts" that eventually gave birth to specific literary genres in Russia. Volkov's work took on the frame of Baum's masterpiece to reshape characters, situations and behaviours by domesticating the source to meet the dictates of the Russian political environment contemporary to Volkov's production. The success of his rewriting was such that it was translated into English as *Tales of Magic Land* by P.L. Blystone in 1991, closing the circle of literary dissemination.

Claudia Alborghetti

C. RÜHLEMANN – M. BROOK O'DONNELL, *Introducing a corpus of conversational stories. Construction and annotation of the Narrative Corpus*, "Corpus Linguistics and Linguistic Theory", VIII, 2012, pp. 313-350

The paper reports on the construction and annotation of a corpus of conversational narrative in British English, *the Narrative Corpus (NC)*, which contains more than 500 narratives extracted from the demographically-sampled sub-corpus of the British National Corpus (BNC) (XML version). In particular, the paper illustrates the extraction techniques, the selection criteria, and the sampling methods adopted and describes the four levels of annotation implemented

in the corpus. The aim is to demonstrate the potential that the NC offers for narrative research from a broad range of linguistic disciplines such as corpus linguistics, pragmatics, conversation analysis, discourse analysis, and sociolinguistics.

Pierfranca Forchini

D. GEERAERTS, *Ten Lectures on Cognitive Sociolinguistics*, Foreign Language Teaching and Research Press, Beijing 2010, 319 pp.

According to Professor Dirk Geeraerts and his Quantitative Lexicology and Variational Linguistics team at Katholieke Univesiteit Leuven, Belgium, contemporary linguistics is going through a phase of recontextualisation after the Chomskyan decontextualisation of the grammar. Within this perspective, Cognitive Linguistics represents the recontextualizing tendency more than any other contemporary approach in linguistics. Meaning, structure, discourse and lectal variation build the multifactorial model of the recontextualized grammar.

The purpose of the ten lectures presented in Beijing in the Spring of 2009 and transcribed in this monograph is to give an introduction to variationist studies within Cognitive Linguistics, i.e. studying language-internal variation from a socio-historical point of view with a specifically cognitive linguistic focus on meaning and categorization.

The lectures explore the concepts of semasiological variation, onomasiological variation, of the distinction between conceptual onomasiological variation and formal onomasiological variation.

After a historical overview of the social turn in cognitive linguistics, Geeraerts introduces terminology like 'semasiological', 'onomasiological' and linguistic stereotypes, prototypes and norms. He illustrates the concept of conceptual onomasiological variation by looking at the cultural history of metaphors and at cultural models of language variation. Furthermore, Geeraerts explains formal onomasiological variation within

lexical variation, measured through multivariate models.

Costanza Asnaghi

A. DOIZ – D. LASAGABASTER – J.M. SIERRA ed., *English-medium Instruction at Universities*, Multilingual Matters, Bristol 2012, 213 pp.

Questo libro esce in un momento molto controverso rispetto alla *English-medium Instruction* (EMI). Il libro denuncia in più casi quanto la EMI non sia l'unica via verso l'internazionalizzazione degli atenei e quanto, a volte, la EMI rappresenti un ostacolo invece di una apertura verso il multilinguismo. Il volume copre esperienze da quattro continenti ed è diviso in 5 parti: la prima si intitola "The Development of English-medium Instruction". La seconda si intitola "Language Demands of English-medium Instruction of the Stakeholders", la terza parte si intitola "Fostering Trilingual Education at Higher Education Institutions", la quarta Institutional "Policies at Higher Education Institutions" e l'ultima si chiude con "Final Considerations" dei curatori. L'articolo di Doiz, Lasagabaster e Sierra descrive l'impatto dell'inglese come L3 nei Paesi Baschi. La ricerca si basa sui punti di vista di 632 studenti. In generale gli studenti sono positivi riguardo la presenza di studenti stranieri ma gli studenti locali sono più restii verso i corsi professati in lingua inglese rispetto ai loro coetanei internazionali. Alcuni studenti locali, principalmente di lingua basca, sono preoccupati per quanto l'inglese possa influire sul basco. Anche l'articolo di Ball e Lindsay riporta l'esperienza di corsi di formazione per docenti in una università dei Paesi Baschi. Per insegnare in questa università i docenti devono avere un livello C1 della lingua che insegnano e devono frequentare corsi di formazione più o meno lunghi a seconda del loro livello di partenza. In genere i corsi hanno come argomento la pronuncia e le tecniche di presentazione orale.

Francesca Costa

L. TOSI – A. PETRINA ed., *Dall'ABC a Harry Potter: storia della letteratura inglese per l'infanzia e la gioventù*, Bononia University Press, Bologna 2011, 448 pp.

Con l'introduzione di Peter Hunt, che propone una visione d'insieme dei fondamenti della letteratura per l'infanzia, il libro è un excursus dalle origini alla contemporaneità di questo genere, in particolare nel Regno Unito e negli Stati Uniti. Ogni saggio divide gli esponenti più significativi per periodo storico e per caratteristiche narrative, guidando il lettore attraverso un continuum di tradizioni lasciate e riprese nelle diverse epoche. La prima letteratura per l'infanzia della fine del Medioevo è costituita dagli *hornbooks*, che avviavano ai rudimenti dell'istruzione scolastica, contrapposti ai *chapbooks*, testimonianze di letteratura popolare. Intorno al 1740 nascono i primi testi accompagnati da incisioni, tradizione poi perfezionata dai pionieri dell'editoria per l'infanzia con Newbery. Le scrittrici Wollstonecraft e Edgeworth nel Settecento pongono le basi per una letteratura di *gender*, che sarà fortemente caratterizzata nel secolo successivo: la donna come angelo della casa e l'uomo al servizio dell'Impero. Si apre quindi uno scenario che contrappone il colonialismo – l'andar per mare verso mondi da scoprire con Marryat e Ballantyne – alla metropoli che segna il divario tra ricchi e poveri (Dickens e Charlesworth). L'Ottocento inaugura la stagione dei mondi fantastici con le avventure di Alice e i bambini acquatici di Kingsley. Dalla lettura traspare l'evoluzione del filone fantastico: se il mondo 'altro' va scoperto e conquistato in epoca vittoriana, il narratore moderno è incapace di coglierne i misteri all'origine e riflette l'incertezza diffusa in un quadro politico pervaso dagli orrori della guerra. Il viaggio continua attraverso filoni come la *time fantasy* e il romanzo d'avventura, le storie di animali e la *school story*, per chiudersi con una riflessione sul multiculturalismo.

Claudia Alborghetti

A. CARLSEN, *Proficiency Level – a Fuzzy Variable in Computer Learner Corpora*, "Applied Linguistics", XXXIII, 2012, 2, pp. 161-183

Carlsen discusses the issue of proficiency level of Computer Learner Corpora (CLC) and proposes to link corpus texts to CEFR descriptors. To date, most CLC, including the seminal corpus ICLE (Granger, 2002/2009), have employed learner-centred methods, such as year of study, proficiency test scores, or teachers' assessments to determine learners' proficiency. Carlsen believes that a more reliable method could be found by focussing on the single production (text-centred method) and drawing on language assessment research. She reports on a research study using CEFR descriptors to assess Norwegian L2 learner texts which resulted in reliable level assignment and great inter-rater agreement. However, she concludes that the method is time-consuming, costly and not applicable to all CLC research.

Caterina Pavesi

M. HANDFORD, *The Language of Business Meetings*, Cambridge University Press, Cambridge 2010, 271 pp.

The book contains an in-depth analysis of the language of business meetings based on the CANBEC (Cambridge and Nottingham Spoken Business English) corpus, comprising one million words from various genres of spoken business discourse, recorded in 26 companies.

First, Bhatia's approach to genre, deemed "particularly suited to analyzing business communication" (p. 61), is applied to business meetings, whose potentially important lexicogrammatical items are then identified through two software programmes, Wordsmith Tools and CIC Tools, and compared to SOCINT, a subcorpus of CANCODE (the Cambridge and Nottingham Corpus of Discourse English) comprising 'socializing' and 'intimate' data.

The most frequent clusters in business meetings are then categorized according to the discursive practices they index and three clusters, so

I think, you need to and *at the end of the day* are studied in context. Interpersonal language, interpersonal creativity and turn-taking are then investigated, since “effective interpersonal communication can enhance the success of the overall enterprise, or the individual within it” (p. 150).

Finally, the book focuses on the teaching and learning implications of the study. It is suggested that “the view of the ‘NS’ as a standard or model for communication, with the ‘NNS’ as deficient [...], should be replaced with a dynamic skills-set which enables the learner to navigate successfully through communicative international and intercultural situations, at least with regard to business communication” (p. 247) and a potential skills-set is outlined.

Costanza Cucchi

R. SALVI – H. TANAKA ed., *Intercultural Interactions in Business and Management*, Peter Lang, Bern 2011, 304 pp.

The volume stems from a seminar held during the 10th ESSE (European Society for the Study of English) Conference in 2010 in Turin and aims to explore professional discourse in the fields of business and management, where English is increasingly used as a lingua franca.

The first part of the volume – “Genre, Culture and Language” – is dedicated to written texts and various papers deal with websites. Turnbull contrasts six localized versions of the *About us* section of the multinational company *Unilever* through the softwares *ConcApp* and *Wmatrix* and a multimodal approach. Cesiri provides a design and content analysis, through the software *WordSmith Tools*, of four different localized versions of the presentation pages of *Nestlé* and *Kraft*. Gatti, instead, focuses on the history section of the websites of the top 25 Baltic companies, detecting the typical features of Baltic texts in terms of moves and of the construals of time and space. Denti and Giordano investigate three Online Dispute Resolution websites with reference to Hall’s and Hofstede’s models.

In the second part – “Intercultural Interaction, Identity and Organizations” – various kinds of oral interactions are studied, among which training sessions and workshops. Phenomena studied in the corpora are politeness strategies and the handling of conflicts and disagreements. The book closes with a reflection on the implications of globalization in language teaching and learning.

Costanza Cucchi

F. POPPI, *Global Interactions in English as a Lingua Franca. How written communication is changing under the influence of electronic media and new contexts of use*, Peter Lang, Bern 2012, 249 pp.

Grounded on the observation that written discourse in English as a Lingua Franca has received less attention as compared to spoken ELF, the book is divided into two parts, the first dedicated to communication in English as a Lingua Franca (ELF) and the second to communication in Business English as a Lingua Franca (BELF)

In the first part, on the basis of a corpus of interviews and panel discussions recorded from BBC World and CNN International, it is confirmed that non-native speakers of English, despite some deviations from native speakers’ norms, should be considered as competent users of the language rather than learners, which challenges the role of native speakers as custodians of proper usage. A linguistic analysis of the electronic versions of *The Hindustan Times*, *The Baltic Times* and *The China Daily*, three newspapers published in countries belonging to Kachru’s Outer and Expanding Circles, is then offered with the aim of finding localized and globalized features.

In the second part of the book, BELF is investigated in the News Archives of the website of the global company *Tetra Pak* and in the ‘About us’ section of four corporate websites of companies in the energy sector, based in four European countries. The politeness strategies used by Japanese and Chinese employers are then explored, thus aiming to overcome the more explored East-

West divide. Finally, e-mails written by the employees of the Italian branch of an international company are studied.

Costanza Cucchi

J.N. STANFORD – T.A. LEDDY-CECERE – K.P. BACLAWSKI, JR., *Farewell to the founders: major dialect changes along the east-west New England border*, “American Speech”, LXXXVII, 2012, pp. 126-169

In 1939 Kurath’s *Linguistic Atlas of New England* reported a significant east-west dialect contrast along the Green mountains of Vermont which was confirmed in 1987, a generation later, by Carver’s data from 1960s fieldwork for the *Dictionary of American Regional English*. Such results, which reflect the “founder effect” (i.e. the enduring influence of eighteenth-century settlers, known as the Principle of First Effective Settlement) are not confirmed any longer by the present study which concludes that major dialect changes are occurring in Northern New England. To determine the current status of the east-west dialect contrast and whether the founder effect is still present, the authors examined 62 speakers along the border. Their findings show that, among older speakers, Kurath’s east-west line of traditional New England features has moved eastward to the state border of New Hampshire and that many traditional eastern variants are receding among younger speakers.

Pierfranca Forchini

S. CLARKE, *Phonetic change in Newfoundland English*. “World Englishes”, XXXI, 2012, pp. 503-518.

Newfoundland English has been described as self-sufficient in North America. Sociolinguistic studies suggest cross-generational change in the use of some phonetic features under the influence of Canadian English. The article investigates six changes which occurred over the past thirty years and the social contexts associated with declining regional features along with those di-

splayed by recent vowel innovations. Such features are typically associated with formal speech styles, providing conscious, careful style options for those segments of the population sensitive to mainstream norms. While many traditional local features (monophthongal /e/ and palatal postvocalic /l/) exhibit decline, others (TH-stopping) remain quite vigorous as markers of local identity, thereby reinforcing the autonomy of NE within the Canadian context.

Silvia Pireddu

S. DOLLINGER – S. CLARKE, *On the autonomy and homogeneity of Canadian English*, “World Englishes”, XXXI, 2012, pp. 449-466

The article is an introduction to a symposium about the autonomy and homogeneity in Canadian English from an historical perspective. The debates on these topics date back to the late 19th century and relate to changing public attitudes toward Canadian linguistic autonomy over time. Scholarly evidence on autonomy and homogeneity is reviewed along with evolving interpretations of these themes. While much linguistic research in the 1980s and 1990s approached linguistic change in Canadian English in terms of “Americanization”, subsequent work has shown that a more nuanced interpretation is to be accepted. The importance of comparative studies (urban, rural, working-class contexts) is crucial: this field of study has reached a point where thematic treatments of CanE data are not only possible but are a highly fruitful enterprise.

Silvia Pireddu

C. BOBERG, *English as a minority language in Quebec*, “World Englishes”, III, 2012, pp. 493-502

English in Quebec is a minority language in intensive contact with French. This situation has produced a unique variety which displays many instances of French influence that distinguish it from other types of Canadian or World English. The paper focuses on the lexicon. The survey

data presented, together with anecdotal observation, indicate that borrowings and calques from French are numerous and serve to differentiate QE from other types of English. Moreover they are more common in Quebec outside Montreal than in Montreal itself, suggesting they are encouraged by intensive exposure to French and pervasive bilingualism. While all regions of Canada possess a distinctive local vocabulary referring to local phenomena, QE is set off from other Canadian varieties by its large number of distinctive local words referring to universal concepts.

Silvia Pireddu

B. SEIDLHOFER, *Understanding English as a Lingua Franca*, Oxford University Press, Oxford 2011, 244 pp.

The most wide-spread contemporary use of English throughout the world is that of *English as a lingua franca (ELF)*, i.e. English used as a common means of communication among non-native speakers.

Since ELF research has really developed in recent years, the purpose of this book is to raise awareness about the significance of this global phenomenon that should lead us to reconsider our conventional ways of thinking. It is therefore no coincidence that Seidlhofer often uses the verb 'rethink' in her book and helps cast new light on the concept of 'variety'.

Of the eight chapters of the book, the first four question the concept of 'English' and help reconceptualize it, while the other four offer a specific insight into ELF. In particular, they focus on the dynamics of ELF usage in terms of variety and variation, conformity and creativity, and on the form and function in ELF, maintaining that even 'non-standard' formal features can be functionally motivated by the dynamics of communicative interaction. The data investigated have been made accessible by VOICE, the Vienna-Oxford International Corpus of English, the first computer-readable corpus capturing spoken ELF interactions. As the title indicates and the preface points out, the author tries to get at a ful-

ler understanding of this controversial topic and to consider what implications its understanding could have for our thinking about the role of English in comparison with other languages and the most appropriate approach to teaching and learning it.

Caterina Allais

M. PARROTT, *Grammar for English Language Teachers*, Cambridge University Press, Cambridge 2010, 470 pp.

This grammar text by Martin Parrott aims to develop an understanding of English grammar and to provide a quick reference source. It is intended for both prospective and experienced teachers who want to reflect on how language works and to reach a deeper understanding of the complexity of grammar. It is divided into five main sections: part A is on words, part B on verbs, part C on sentence constituents and word order, part D on complex sentences and part E on researching language. Each chapter includes some key considerations on the grammar topic it deals with, an explanation, a section on the 'Typical difficulties for learners', and finally some consolidation exercises, which make use of extracts from articles, interviews, transcripts, young students' essays, novels, TV programmes, and other authentic material. For each exercise a key is provided and throughout the book the incorrect or unnatural use of words and sentences is marked with an asterisk. The students' most common mistakes are highlighted thanks to the author's access to the Cambridge International Corpus (CIC), which includes the Cambridge Learner Corpus, a collection of over 30 million words taken from student papers from Cambridge ESOL exams. At the end of the grammar, before an extended index, a section on research activities tries to raise readers' awareness of their language knowledge and to help English teachers evaluate their course and reference materials. Further material, such as extension exercises with a comment and a key, is found on-line on the CUP website.

Caterina Allais