Rassegna di Linguistica inglese

a cura di Margherita Ulrych e Amanda Murphy


In 1538 Sir Thomas Elyot published a Latin-English dictionary that became a seminal work of its kind in England. G. Stein explores the structure of this text and its impact on contemporary scholarship, along with its later influence with a chapter about its presence in the OED. The author opens with an account of Elyot’s life and publications, then considers how Elyot set about compiling his bilingual dictionary. She looks at his guiding principles and organization, evaluates the process of printing and examines the legacy of the sources. In fact the first draft took over the wordlist of the *Dictionarium of Ambrogio Calepino*, the first humanistic dictionary in which Latin headwords were explained in Latin, of which the first edition had appeared in 1502. Therefore the dictionary is also a translation.

The volume examines the book’s importance for the historical study of English, remarking the presence of lexical regionalisms and items of vulgar usage which the dictionary shares with the *Promptoriumparvulorum* and the dictionary of Palsgrave. Moreover, Stein describes Elyot’s linking of lemma, gloss, and use of generic reference points by illustrating a rich set of examples and quotes. The book ends with a detailed assessment of Elyot’s impact on sixteenth- and seventeenth-century dictionaries and his place in Renaissance lexicography, something that makes this work of interest to historians of the English language, of lexicography, and of Tudor England.


This article from the field of art discourse focuses on lexical and cultural variation in Exhibition Press Announcements, or EPAs, e.g. “press releases announcing an art show”. Using Baker’s method to identify variation (2011) on a corpus of 378 EPAs issued by American and British museums between 1950 and 2009, the author acknowledges words which have increased, such as *career, visual* and *photography*, decreased, such as *picture, shown, shows*, and words which have remained stable, such as *landscape, drawings and paintings*. Through the lexical choices made by their authors, EPAs thus shape the concept of art itself.

Caterina Allais


Discourse analysis as presented here illustrates the production of meanings, social practices and identities as mediated. The first part of the volume explores literary discourse. Toolan examines repetition as a form of creativity. Stockwell describes ‘cognitive poetics’ as a tool for reading poetry while Swann discusses literature as a form of social practice that constructs interpretation. The second part focuses on creativity in corporate and professional discourses: Bhatia describes how corporate annual reports combine the discourses of accountancy, law, finance and public relations, while Jones and colleagues discuss collaborative writing practices in public relations companies. The third part emphasizes creativity in multimodal discourse. Forceville works on visual metaphor in advertising, while
Van Leeuwen approaches jazz music and the material aspects involved in the production of a 'sign'. The final part addresses the role of new technology in creative practices. Thurlow examines creativity in new media. Gillen focuses on people learning about archaeology in an online virtual world; Morrison and his colleagues present an ethnographic study of the creative discursive processes of co-design, and Jones analyses the creative use of digital video by urban skateboarders in Hong Kong.


This monograph, based on the author's doctoral dissertation, investigates the language of power in eight personal blogs. It consists of ten chapters: the first four present the theoretical background, Chapter 5 describes the blog corpus; Chapters from 6 to 9 illustrate the analysis; Chapter 10 the concluding remarks. Power is investigated in two ways: through models of interaction and through discourse moves of agreement and disagreement. The eight blogs investigated are representative for the month of April 2007 and help understand how power is exercised on the floor. Despite the philosophical basis, most of the findings are of interest to linguists, in particular Computer-Mediated Communication (CMC) scholars, such as the fact that commenters tend to respond to bloggers, rather than to other active readers (Chapter 6), or that in the comment section the readers tend to maintain the topic raised by the bloggers in their posts (Chapter 7) and the shift to a new topic is associated with modes of disagreement (Chapter 9). Agreements and disagreements can be mostly found in the comments sections and are therefore considered part of expected social practices, with a preference for the former, while disagreement moves can reliably identify dynamics of power (Chapter 9). In conclusion, this book offers an innovative contribution to CMC studies.

**Caterina Allais**


This special issue focuses on language in tourism as an insight into contemporary aspects of economic, political, and social change. The purpose is to establish tourism as a domain of sociolinguistic research and to discuss the development of new methodology. The issue opens with a review of past and present research in tourism and discusses key notions such as 'community', 'identity', and 'language'. Then it examines the tensions between commodification and authenticity; articles also explore the links between performances of 'self' and 'other', and identity positions related to social actors in multilingual repertoires. All the articles use examples of data from several tourist sites, where multilingual resources are arranged for identification, authentication and commodification.

**Silvia Pireddu**


This article reports on a 2012 survey conducted by the Leiden University Centre for Linguistics in the context of the research project *Bridging the Unbridgeable: Linguists, Prescriptivists, and the General Public*. Through an innovative use of the Web and an experimental approach to the informants, Ostade’s work analyses different attitudes towards issues of English usage and investigates the causes behind ‘moral panic’ in language. The paper, which inaugurated a special section in “English Today” dedicated to problems of English usage, offers insightful reflection on the topic of attitude to language in
the light of the long-established clash between prescriptive and descriptive traditions.

Chiara Rubagotti


In this paper, the authors present the rationale and methodology behind a new Academic Vocabulary List (AVL), which they claim is superior to the oft-cited Academic Word List (AWL) developed by Coxhead (2000). By using lemmas to make the initial counts and analyses, they have thus eliminated, in their view, many of the meaning problems associated with using word families. Moreover, the AVL is based upon a corpus of more than 120 million words of contemporary academic texts (COCA), which makes it a more valid alternative to the AWL, which was built on top of West’s now dated GSL (1953). The authors hope the new list will improve the learning, teaching, and research of English academic vocabulary in its many contexts.

James Rock


Building on the premise that corporate websites are crucial for identity building and for establishing rapport with customers, the book suggests an integrated model for the study of the corporate history section on websites. The theoretical foundations of the model, which combines semiotic, cognitive and discourse analytical tools, are described in the first part of the volume (Chapters I to III, pp. 21-102). In Chapter IV (pp. 103-129) the features of narrative timelines are described with reference to two corpora of historical pages. The corpora, described in Chapter V (pp. 131-137), include, respectively, texts from the websites of the top 50 companies in the Fortune 500 Global, which lists the top 500 companies on the basis on their revenue, in the year 2008, and from the websites of the top Baltic companies in the Baltic Stock Exchange. In Chapter VI (pp. 139-152) the model is applied to the former corpus and the strategies by which companies build their credibility, such as the repeated use of the company name and of semantic chains indicating leadership, innovation and expertise, are illustrated. Chapter VII (pp. 153-166) presents the typical format of Baltic timelines, which generally rely more on text than on visuals and exhibit fewer references to time. The frequency of verbs expressing the idea of expansion, like develop, open, establish, is studied in the two corpora and found to be more frequent in the Baltic corpus, possibly due to the challenges Baltic companies had to face after the Soviet occupation.

Costanza Cucchi


Gli studi raccolti nel volume si occupano delle nuove sfide nell’ambito della traduzione giuridica. Il primo capitolo fornisce una panoramica a partire dalle origini della traduzione giuridica fino all’odierno multilinguismo nell’Unione Europea. All’interno di questo scenario il multilinguismo dell’epoca Medievale e il ruolo del latino come lingua franca giuridica vengono messi a confronto con il multilinguismo e la lingua inglese nell’attuale contesto europeo. In particolare, viene approfondito il ruolo dell’inglese come lingua franca, le sue caratteristiche e le problematiche traduttive a esso legate. I successivi capitoli sviluppano nel dettaglio il tema del rapporto tra lingua e diritto al di fuori della tradizione giuridica occidentale, in Africa, Paesi Arabi, Cina, Giappone e India. L’influenza della lingua importata dai Paesi colonizzatori europei tra il XVI e il XX secolo sulla lingua del diritto locale viene approfondita nei capitoli dedicati all’Africa e all’India. La realtà giuridica indiana, all’interno della quale la lingua ingle-
se ha un ruolo predominante ma non esclusivo rispetto alle ventidue lingue ufficiali regionali, costituisce una particolare forma di multilinguismo, definita “imperfetta” a confronto di quella dell’Unione Europea definita “perfetta”. In India, infatti, le diverse lingue vengono coinvolte nel sistema giuridico in misura e a livelli differenti nei vari Stati, a differenza dell’Unione Europea dove il diritto viene espresso in tutte le lingue ufficiali.

Francesca Seracini

This book examines the professional profiles of translators, the scope of translation and the main text typologies in the field of legal translation in the various contexts of professional practice. The issues underlying the translators’ work, the methodologies applied and the professional requirements provide the common framework for the analysis carried out by the authors, each in their area of expertise. The volume is divided into three parts, reflecting the categorization of the contexts of professional practice in three areas. The first area, which focuses on legal translation in the private sector, presents the varied scenario of accreditation practices for certified translators and the issues freelance translators in multinational corporations and law firms are faced with. The second part deals with the issues pertaining to legal translation in the context of national public institutions and the role of the translator in the judicial, executive and legislative branches. The issues of law-making in multilingual countries are analysed though examples such as Canada and Switzerland. The third part provides an overview of translation practices and services at international organizations such as the European Union, the United Nations, the International Criminal Court, INTERPOL and the World Trade Organization. The final chapter in the book deals with translation tools such as translation memories, terminology databases and machine translation to support the work of translators at International Organizations.

Francesca Seracini


The article is introductory to the special issue of the journal which focuses on crime fiction in translation. In recent years, crime fiction has attracted increasing interest with higher demand for translation of this genre. However, as the author observes, until recently little research has been carried out to investigate issues which are specific to crime fiction translation. Seago provides a definition of crime fiction and its subgenres and outlines the genre’s main features and conventions and their impact on translation strategies. One of the key elements the article focuses on is the close link between crime fiction texts and the cultures that produce them. This has direct effects on translation due to the possible differences in values and morals between the two cultures that are involved in the translation process.

Francesca Seracini


Memories of a Mischling (2002) by Marianne Gilbert Finnegan and its translation Das gab’s nur einmal (2007) by Renate Orth-Guttman are an interesting case of audience shift from English to German. In her article, Winters focuses on paratexts to describe how the narrative ‘autobiographical I’ has been manipulated by the publisher and translator to shift the attention of the public from the narrator’s personal experience to her father’s figure (Robert Gilbert was a famous German composer before the Third Reich), and to add information to the translated text for greater historical accura-
In conclusion, German public narratives set the frame for the translation and distribution of these Memories, which resulted in a less ‘autobiographical reading’ than the original.

Claudia Alborghetti


Has the translator become a mere variant of the technical communicator? This question arises as soon as the translator’s profession is touched by the technology of Translation Memory and Machine Translation. What Pym suggests here is that new elements have come into play in the continuum between a “start text” and a “translated text”: a set of databases, but also the use that people might make of translations in the long run. Focusing on in-training translators using TM/MT, Pym lists ten specific transversal skills that easily adapt to this ever-changing perspective introduced by technology. This is a starting point that sheds light on the translator as actor in the marketplace, but also as professional figure able to work with other professionals (other translators, or clients).

Claudia Alborghetti

J. Munday, *Using Primary Sources to Produce a Microhistory of Translation and Translators: Theoretical and Methodological Concerns*, "The Translator", 20, 2014, 1, pp. 64-80

In this paper Munday applies the historical approach to translation. Taking steps from Levi and Ginzburg’s concept of microstoria, he invites readers to reflect on the different types of documents available, for example, in archives in order to work on the ‘bigger picture’ of the history of translation. The research starts on a small scale, reading reader’s reports, interviews, archives, manuscripts, and personal papers in order to describe the experience of individual translators in crucial historical periods. The paper discusses the limits of such sources (e.g. the interviewee as mediator) but also the rich research ground that this kind of study offers, especially for the interactive role of translators who actively share their expertise with editors, publishers, and powerful institutions.

Claudia Alborghetti


The article examines the translation of demonstratives from English into Italian in film dialogues through a corpus-based analysis. Demonstratives deserve special attention in audiovisual translation, especially dubbing, since they play a central role in spoken language and they are one of the most noticeable areas of dissimilarity between languages. Results from explorations of three different corpora show that the frequency of demonstratives in dubbed language is lower than that of natural spoken Italian but it tends to be similar to that of Italian original productions of the same genre. Comparing Italian dubbed versions to their English counterparts, it is shown that demonstratives are frequently omitted or transformed from English into Italian, often for the sake of naturalness or because of the differences of the two languages.

Laura Anelli


This article focuses on translation in video games, whose industry and diffusion have become prominent in the last forty years. As technology has evolved, cinematic scenes, more realistic graphics, more data and more complex storylines have been introduced into the games. As a result, the game design and localisation need to incorporate dubbing and subtitling practices too. Even though subtitling guidelines, both for intralingual and interlingual sub-
titles, do exist, they are normally not applied in game subtitling. Indeed, video game subtitles are often very long, since they sometimes contain important information for proceeding in the game, stay on screen a short time, and use small fonts whose colour and background often do not help reading. This obviously affects the enjoyment of the game and their accessibility for players with reading and hearing disabilities.

Laura Anelli


Whilst a growing consensus has emerged over the last three decades that the use of L1 and translation can bring multiple benefits to the overall process of learning a foreign language, there has been a relative shortage of practice-oriented methodological resources for teachers, which has often reinforced unprincipled use, disorientation, and prejudice. This book by teacher trainer and material developer Philip Kerr is intended to fill that gap. After a concise theoretical introduction firmly grounded in the bilingual paradigm of language learning, it presents a wealth of activity models and techniques to integrate the learners’ mother tongue into regular classroom practice, often as expansion of textbook-based work. These can be situated along a continuum from minimal to sizeable L1 use and from more formally focused to more communicatively oriented tasks. The main focus is invariably on the process, rather than the final product, and on the maximization of L2 awareness and use. All tasks are doable with classes of different proficiency levels, ages, and sizes, with possible application to both monolingual and multilingual contexts. Also, they are structured so as to be carried out in a relatively short time, in collaborative mode, and in engaging ways. Particularly valuable is the integration of activities supported by digital technology, from on-line dictionaries, to search engines, to automatic translation tools, with a focus on how to make the best, and most critical, use of them. Each activity provides clear step-by-step guidance as well as useful suggestions for further reading.

Costanza Peverati


This monograph aims to summarize the disciplinary foundations of audiovisual translation (AVT) and to present some theories and methods that are used by scholars to investigate AVT, which is an umbrella term for different types of transfer. The book consists of eight chapters divided into three parts. In the first part, the author focuses his attention on the foundation of audiovisual translation as a discipline: due to the dynamicity of the context and the evolution of communication technologies, AVT has changed very fast and this has led to some divergent opinions in the same field of study. After listing all types of audiovisual translation, the author moves on by presenting a brief history of audiovisual translation, starting from the first attempts to translate movies up to the present day, when media convergence has opened the door to amateurs’ interventions and to their innovations too. In the second part, some theoretical frameworks and translation models are examined, especially ones which have been particularly productive in the field, such as process models, comparative models and causal models. In the third and last part, Pérez-González focuses on the developments that are expected to influence the future of the discipline most, especially multimodality and the production and translation of self-mediated textualities by engaged citizens, fans’ networks or/and reflective viewers. The last chapter provides hints for new scholars who want to study audiovisual translation.

Laura Anelli

The demographic dominance of ‘non-native’ speakers of English and the growing recognition of World Englishes (WE) call into question proficiency tests based on British and American English. The paper reports on data from an International English Language Testing System (IELTS) study to investigate how IELTS test-takers perceive the relevance of WE to the test. Analyses of quantitative and qualitative data show test-takers’ mixed views and attitudes. While the majority support WE in an abstract, ideological sense, they are against the inclusion of WE in the test for reasons related to maintaining standards, fairness, equality and test-taker interests. A critical discussion of the findings draws out implications for English tests and their hegemonic discourses.

Silvia Pireddu


The book presents an empirical study involving students of Italian high schools who use English as a Lingua Franca. Chapter I (pp. 23-53) provides an overview of the development of past lingua francas, Latin and the Mediterranean Lingua Franca, outlining some of the similarities and differences between them and English as a Lingua Franca. In particular, it is highlighted that speakers constantly reshape the language so as to achieve mutual comprehension in multilingual and multicultural context. In Chapter II (pp. 55-68) it is argued that the dichotomy between the ELF paradigm, which admits innovations by non-native users, and the EFL paradigm, whose target is native-like competence, can be reconciled when learners of English become users of the language in authentic settings. Chapter III (pp. 69-106) reports on the project carried out by the Author, in which students were engaged in cooperative creative writing based on literary works. The tasks given to the students are described and the texts they posted on the forum set up to increase their awareness of the project are provided. Chapter IV (pp. 107-138) illustrates quantitative data on the students’ and their teachers’ use of English in online communication at home and at school. While the teachers’ feedback on the use of English for social networking was positive, their attitudes to ELF were mixed. On the one hand, they thought that “the L1 linguaculture can enrich English” but, on the other hand, they felt that “the students’ native tongue interferes with the acquisition of proper English” (p. 134).

Costanza Cucchi


In this article, the authors provide an overview of eight pressing issues in language learning strategy research. They begin by presenting the troublesome issue of defining learning strategies, which leads into a brief summary of studies investigating the relationship between strategy use and achievement. This is followed by a description of the theoretical underpinnings of strategy research, with the conclusion being that strategy theory is influenced by a web of interlocking theories. They move on to discuss the issue of categorisation, as well as the role context plays in language learning. Other topics include examining strategy instruction research, the rise of mixed methods research, and limitations with using likert-scale type questionnaires. The article concludes by presenting a roadmap for the future.

James Rock

Transfer of learning has been on the research agenda of educational psychology since the early 1900s and is now witnessing a significant resurgence of interest. Essentially it refers to the process of acquiring knowledge and skills in one context and applying them in other contexts, both within and outside education. EAP instruction is fundamentally geared towards the attainment of this goal. Yet, a surprisingly blurry picture exists on whether, how and what EAP-related learning gets transferred. The article reports on a literature review on learning and transfer in EAP contexts conducted through the lenses of a nine-dimension taxonomy of transfer. The findings highlight strengths and weaknesses of existing studies and suggest implications for both future research and transfer-oriented pedagogies in EAP teaching environments.

Costanza Peverati


This volume explores the issue of how second language task-based performance can be raised. Six empirical studies form the heart of the volume, which all seek to explore the link between task features (types, conditions, characteristics) and performance dimensions (complexity, accuracy, fluency). In terms of the theoretical basis for the research, all six studies adopt Skehan’s Tradeoff perspective to second language performance, which assumes that attentional and working memory resources are limited. Moreover, they all fit into a theoretical framework that is based on a modified version of Levelt’s (1989) model of first language speaking. By sharing a similar set of assumptions, it is hoped that a more coherent and cumulative view of current research within the Tradeoff Hypothesis can be developed. The book contains three chapters on planning (chapters 2, 3, and 4), one on the post-task phase (chapter 5), and two studies examining task characteristics (chapters 6 and 7). The major themes are discussed in the final chapter, along with the findings that were reported in each study. In terms of the latter, it is suggested that ineffective preparedness, unstructured tasks, and heavier processing pressure may interrupt parallel processing. It also emerged that repetition had a noticeable impact on all aspects of performance, with complexity, accuracy, and fluency all increasing simultaneously. The remainder of the final chapter discusses the pedagogical implications of the studies.

James Rock


Published as part of the series Applied Linguistics in Action, the volume reviews recent studies on reading in first and second language contexts and provides a much-needed connection between scholarly research, action researching, and classroom practices. The research reviewed deal with a variety of topics, such as: sight word recognition and its impact on the acquisition of new vocabulary (Pulido and Hambrick, 2008), vocabulary learning from extensive reading (Horst, 2009), pre-teaching vocabulary for improving reading comprehension (Webb, 2009), L2 word recognition skills and the role of L1 transfer (Wang and Koda, 2007), the use of the L1 in L2 comprehension (Scott and de la Fuente, 2008), and measuring reading motivation (Takase, 2007). Aimed at teaching practitioners, teacher trainers, and materials writers working on L2 reading at all proficiency levels, the monograph also provides a rationale for teacher-initiated small-scale action research projects which can be adapted to different classroom contexts. Examples of teaching applications of reading research are also provided, with
a special attention to weaving L2 reading skills instruction into the curriculum and to integrating language learning goals with content learning goals (as in the CLIL methodology).

*Caterina Pavesi*


Questo volume della serie Oxford Key Concepts for the Language Classroom si focalizza sul Content-based language teaching (CBLT), uno degli argomenti al centro del dibattito accademico e istituzionale su quali siano gli approcci migliori per l’apprendimento linguistico. Il libro fornisce una visione sia generale sia specifica del CBLT focalizzandosi tanto su esempi locali quanto su esempi globali. Il libro esamina contesti in cui gli insegnamenti sono impartiti attraverso una L2, sia essa intesa come secon-da lingua o come lingua straniera. Si rivolge a professori che insegnano in tutti gli ordini di scuola. L’ultima parte del libro, come tutti quelli di questa serie, è costituita da una sinossi di 14 punti riguardo alle questioni più dibattute del CBLT. Il libro è diviso in quattro parti. La prima riguarda il principio fondamentale secondo il quale gli insegnanti adottano un metodo di insegnamento che imita il modo in cui loro stessi hanno imparato. La seconda parte è un excursus sulle teorie di SLA (Second Language Acquisition) che può risultare utile per docenti che non abbiano conoscenze a riguardo. La terza parte del libro riguarda la ricerca sul CBLT in contesti di apprendimento precoce mentre la quarta si dedica agli apprendenti adolescenti. La natura esaustiva di questo volume lo rende utile per un pubblico accademico mentre nelle ultime per un pubblico sia di scuola primaria sia secondaria.

*Francesca Costa*