

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 MARIA LUISA MAGGIONI E AMANDA C. MURPHY

N. LEVSHINA, *How to Do Linguistics with R*, John Benjamins, Amsterdam/Philadelphia 2015, 439 pp.

This comprehensive manual explains the most important statistical techniques of analysis of linguistic features. The author introduces the readers to R, a free software available for all operating systems which performs all kinds of statistical computing; novice users can download RStudio, the programme guide. With the aid of this flexible language, linguists can follow Levshina's guide through basic descriptive statistics (e.g. median, quartiles, means, etc.), qualitative variables analysis (i.e. Deviation of Proportions), correlation analysis, linear and logistic regression to more advanced analyses, such as the Behavioural Profiles approach, which is ideal for revealing "sets of near synonyms or different senses of one word" (p. 301) or conditional inference trees and random forests. The author presents several case studies to demonstrate the usefulness of the statistical tests and the ways in which they should be performed according to different types of linguistic analysis. The book also comprises a thorough appendix with all the commands used in R to perform the statistical analyses.

Francesca Poli

P. BAKER, *The shapes of collocation*, "International Journal of Corpus Linguistics", 21, 2016, 2, pp. 139-164

This article introduces corpus linguists to graph theory as a means of interpreting collocational networks and permitting a more sophisticated analysis of collocates. It looks at the *Graphcoll* software and demonstrates, through a study of the word *troops* in a specific corpus of newspaper articles, how it can identify simultaneous multiple networks of relationships between

collocates in place of the traditional identification of two words at a time, and thereby permit a more detailed form of analysis. The article explores the variety of shapes or graphs produced in the *Graphcoll* analysis network and hypothesises whether the relationships between the words indicated in the graphs are typical of such graphs and as such can be generalised.

Rachel McNamara Coyne

D. CESIRI, *Communicating the image of Venice: the use of discourse markers in websites and digital travel guidebooks in English*, "Iperstoria", 2017, 10, pp. 33-44

Local tourism institutions increasingly use websites in English as a way of promoting their territories to an international audience. The article investigates the stylistic features in online texts used by the City of Venice Tourist Board to promote the city. Special attention is paid to the semantic and pragmatic relationship of discourse markers with their context of occurrence. By means of corpus linguistics methods of analysis, the author provides both quantitative and qualitative data about the principal discourse markers used to negotiate the construction of discourse between writers' intentions and readers' expectations.

Mirella Agorni

E. FRIGINAL – J.J. LEE – B. POLAT – A. ROBERSON, *Exploring Spoken English Learner Language Using Corpora*, Palgrave Macmillan, Cham 2017, 300 pp.

This book focuses on learner oral production of English as ESL or English at university level. The authors encourage corpus-based approaches to studying learner language in the EAP classroom, during language experience interviews and in peer response/feedback ac-

tivities. Within the panorama of spoken learner English, the volume provides a detailed overview of the studies on spoken English learner language, corpora available, corpus tools (e.g. taggers, parsers, the Sketch Engine, CLAWS, etc.), manual tagging software (i.e. ATLAS) as well as an introduction to linguistic analyses of corpora, such as concordances, collocations, and Multi-Dimensional Analyses. The chapters include studies on learner talk in the EAP classroom using the Second Language Classroom Discourse corpus (L2CD; Lee, 2011), such as the analysis of hedging and boosters, personal pronouns, spatial deixis; thematic cluster analysis in English interviews with the L2 experience Interview Corpus (Palot, 2013) using the T-Lab software (Lancia, 2004), as well as an analysis of the individual differences among advanced L2 learners using the Linguistic Inquiry and Word Count (LIWC; Pennebaker et al., 2007) and an exploration of patterns of social interaction in learner talk in peer response activities.

Francesca Poli

R. ZAGO, *From Originals to Remakes. Colloquiality in English Film Dialogue Over Time*, Bonanno, Acireale/ Roma 2016, 195 pp.

Until recently, colloquiality in movie dialogues has not been investigated empirically. This book presents a scientifically acceptable model with which to evaluate the evolution of movie colloquiality over time. The volume can be divided into two main sections: a theoretical introduction (chapters 1 and 2) and a discussion of methodology and findings (chapters 3 and 4). In the first chapter, the author provides the reader with a theoretical framework of the concept of colloquiality, illustrating several studies which outline the state-of-art on the topic. The second chapter examines some of the main features of film dialogue. The last two chapters report the methodology and the results of a study investigating how colloquiality in movies has changed in time. More specifically, the research compares American comedies and crimes from

the 50's and 60's with their respective remakes from the 2000's. The findings reveal a decisive increase of colloquiality in remakes in comparison with their originals.

Ivano Celentano

C. TAYLOR, *Mock Politeness in English and Italian. A corpus-assisted metalanguage analysis*, John Benjamins, Amsterdam/Philadelphia 2016, 232 pp.

Taylor's book is an innovative study into mock politeness as an important strategy of impoliteness, which designs and develops a new methodological approach to the study of im/politeness. The approach to investigating mock behaviour in this study rests on three key assumptions. Firstly, the use of empirical data of naturally occurring behaviours to avoid making generalisations: a corpus approach is taken, with data originating from informal, naturally occurring conversations in two online forums, one British and one Italian. Secondly, the adoption of a two-stage process of analysis, which moves from first-order participant perceptions and metapragmatic evaluations of im/politeness, to second-order, academic theorisation of im/polite behaviour. Thirdly, the methodological process combines corpus linguistics methods and approaches with the interpretative power of im/politeness theory. Taylor's study represents a step forward in our understanding of mock politeness; it demonstrates that the structures of mock behaviours are far more creative and varied than anticipated from second-order academic models, by showing that many different metapragmatic labels refer to mock politeness also from a cross-cultural perspective, and argues that the evaluation of mock behaviour is closely tied to the participant role and contextual features.

Sonia Piotti

J. HOUSE, *Translation: The Basics*, Routledge, Oxford/New York 2018, 210 pp.

House introduces basic “ideas and trends” in translation in a clear, well-structured fashion. In ten dense chapters she discusses the history of translation, linguistics and the cultural turn in translation studies, ranging from much debated questions on translation quality and the existence of translation universals to an overview of the most recent trends in the field. Firstly, readers are introduced to translation and its evolution over time, then to machine translation and how globalization has increased the demand for translations suitable to different contexts and cultures. Translators’ competence has developed into a more dynamic process, also leaving room for creativity. Readers are guided through the contribution of linguistics and social-anthropological studies to the foundation of the discipline of Translation Studies, before arriving at a more complex definition of culture. The second part proves interesting for the concept of translation quality assessment, whereas corpus-based translation is analysed in the third part with examples illustrating the importance of quantitative research in this field. Finally, the fourth part provides suggestions on how to integrate translation into teaching practice, before introducing translation in the real world of multilingual environments. House has found the way to close the circle of translation from theory to practice in a manual that is suitable for translation courses at university.

Claudia Alborghetti

R. VALDEÓN, *From translatology to studies in translation theory and practice*, “Perspectives: Studies in Translation Theory and Practice”, 25, 2017, 2, pp. 181-188

This article offers an overview of the development of Translation Studies over the past 25 years, together with an analysis of recent changes in terms of geographical expansion, particularly in countries such as China, South Korea and Australia. An inclusive view of research in

Translation Studies is one of the guiding principles of the periodical *Perspectives* which has put great effort into representing the different methodologies adopted in this disciplinary field. In the final part of the article Valdeón addresses the problem of ethics in translation scholarship, providing a decalogue for scholars submitting their works for international scrutiny.

Mirella Agorni

M. A. JIMÉNEZ-CRESPO, *Crowdsourcing and Online Collaborative Translations: Expanding the limits of Translation Studies*, John Benjamins, Amsterdam/Philadelphia 2017, 304 pp.

The book investigates crowdsourcing and online collaborative translation practices and their implications for Translation Studies since these dynamic and rapidly evolving phenomena may challenge many traditional principles of the discipline. This interdisciplinary monograph is organised into ten chapters, each chapter exploring the interconnections between crowdsourcing and several branches or sub-disciplines of Translation Studies. The chapters fall into two sections: in the first (from chapter 1 to chapter 3) the author delves into epistemological and terminological problems in Translation Studies, then he outlines the evolution of collaborative forms of translation, mainly from and into English, and finally describes the phenomenon of crowdsourcing. In the second part (from chapter 4 to chapter 9) the relationship and mutual influences between crowdsourcing and several areas of Translation Studies are investigated. The author particularly focuses on Cognitive Translation Studies, the relationship between Machine Translation and crowdsourcing – especially as regards translation quality –, the interrelation with text linguistics and discourse approaches, the emergence of fansubs and other forms of audiovisual translation, and, finally, the interconnections with sociology and pedagogy. The final chapter draws the conclusions that these phenomena are largely unpredictable.

ble, even though their influence on Translation Studies cannot be underestimated.

Laura Anelli

L. FRYER, *An Introduction to Audio Description. A practical guide*, Routledge, London/New York 2016, 199 pp.

The author here presents Audio Description, an audiovisual translation (AVT) modality aimed to help blind and partially sighted people to access audiovisual texts. After describing Audio Description and presenting a brief history of this AVT modality in Europe and America, Fryer focuses on the audiences of Audio Description and provides the reader with a series of practical suggestions on how to make audio description useful for the aforementioned audiences. She especially underlines the importance of collaboration with blind or partially sighted people who could help describers to understand their needs. Another important aspect the author focuses upon is the changes in style of Audio Description according to the textual genre, since not every genre benefits from Audio Description. Although it is important to provide blind and partially sighted people with the most precise and faithful description of the actions happening and the environment in which they are taking place, the author admits that censorship is often applied in order to protect the audience, especially from rude language and politically incorrect statements, and highlights that some contentious issues still need to be solved, especially as regards the degree of objectivity and subjectivity involved in the preparation of a description.

Laura Anelli

J. DÍAZ CINTAS – K. NIKOLIĆ ed., *Fast-Forwarding with Audiovisual Translation*, Multilingual Matters, Bristol/Brue Ridge Summit 2018, 248 pp.

The twelve contributions contained in this book provide an outline of recent trends in Audiovis-

ual Translation (AVT) Studies with reference to areas such as subtitling, dubbing, voiceover, audio description (AD) and subtitling for the deaf and hard-of-hearing (SDH). The contributions are grouped into four different sections on the basis of the topics covered, ranging from a focus on linguistic and cultural issues in AVT, to the study of the reception of AVT, to aspects related to the professional industry and to the didactic value of AVT. The studies concerning the linguistic aspects of AVT focus on the manipulation and adaptation to the target culture that occur during the dubbing and subtitling processes. Other chapters included in the book present innovative directions in research into AVT, in particular concerning the shift from investigations at a purely linguistic level to studies focusing on the viewer's perception of the translated audiovisual material. Experimental research into AVT based on devices such as eye-trackers and webcams for the analysis of facial expression is described. The development and the challenges concerning AD and SDH are dealt with in the chapters dedicated to the issue of providing full access to information to people with sensory impairments. Finally, the use of audiovisual materials for foreign language acquisition is explored in the contributions reporting on empirical research carried out into this field.

Francesca Seracini

K. PERDIKAKI, *Film adaptation as the interface between creative translation and cultural transformation: The case of Baz Luhrmann's The Great Gatsby*, "The Journal of Specialised Translation", 29, 2018, pp. 169-187

This paper considers film adaptation, intended as the rewriting of a novel as the basis of a feature film, as a similar process and product to translation. Drawing on Translation Studies concepts such as the theory of polysystems (Even-Zohar 1978) and that of patronage (Lefevere 1992), the author highlights how the same concepts can be related to adaptation. The work exam-

ines the factors conditioning the choices in the adaptation process. Moreover, the study investigates how the final product plays a role in the dissemination of culture. The research takes the latest film adaptation of Francis Scott Fitzgerald's *The Great Gatsby* (Luhmann 2013) as a case in point and provides a model for the analysis of the shifts that can be observed between the source text and the adaptation.

Francesca Seracini

J. ENEVER – E. LINDGREN ed., *Early Language Learning: Complexity and Mixed Methods*, Multilingual Matters, Bristol/Blue Ridge Summit, 2017, 316 pp.

This latest contribution to the expanding field of early language learning covers wide geographical ground. It brings together research from China, Africa, Latin America and Europe, which have all seen substantial growth in early foreign or second language learning since the start of the 21st century. As the authors of an interesting chapter on the motivations of English language learners in Chinese primary schools note, China probably has the greatest number of young English language learners in the world. Worldwide, there are ever increasing numbers of young language learners and thus a growing need to hear their voices and gather data relating to the many different instructional contexts. Editors Janet Enever and Eva Lindgren assert that Mixed Methods Research (MMR), which is premised on the assumption that both qualitative and quantitative methods are necessary in the research process, is ideal for such an interdisciplinary area. The book is divided into four parts, with chapters reporting on empirical studies and providing longitudinal perspectives. Some of the methods outlined are widely used with young learners, while others, such as the use of elicited metaphors and idioms (multi-word phrases – MWP) are more innovative in these contexts. The chapters span research on CLIL, digital storybooks, assessment and class-

room interaction and highlight the complexities of young children's language learning.

Olivia Mair

L. COURTNEY – S. GRAHAM – A. TONKYN – T. MARINIS, *Individual Differences in Early Language Learning: A Study of English Learners of French*, "Applied Linguistics", 38, 6, 2017, pp. 824-847

In this paper, the relationship between individual differences and second language learning outcomes is examined. Using a longitudinal research design, the authors collected data from English primary school learners of French over a two-year period. Doing so allowed them to evaluate the relationship between individual factors and attainment developed over time from primary to secondary school. The study revealed that the commonly held view that all young learners enjoy learning languages is unsupported. Indeed, a large proportion of the learners in their study held negative views towards their language lessons and negative beliefs about their own current and future abilities in French. The study also highlighted the important role of first language literacy in second language attainment.

James Rock

T. NIKULA – P. MOORE, *Exploring translanguaging in CLIL*, "International Journal of Bilingual Education and Bilingualism", 2016, pp. 1-13

Nikula and Moore contribute to the academic discussion concerning bilinguality and translanguaging in CLIL classrooms. After briefly defining and discussing the two key concepts of CLIL and translanguaging, the authors stress the multidimensionality that distinguishes the CLIL approach as well as the potentiality of translanguaging, intended as a practice that goes beyond code-switching/mixing. Translanguaging in CLIL contexts is then explored with reference to previous case studies in Europe and

to different approaches towards this practice. Nikula and Moore also illustrate translanguaging practices in CLIL by analysing a selection of extracts of classroom recordings, which suggest the usefulness of translanguaging in CLIL settings.

Eleonora Valentini

P. BALL – K. KELLY – J. CLEGG, *Putting CLIL into Practice*, Oxford University Press, Cambridge 2016, 320 pp.

This book is a handbook for those involved in CLIL contexts, particularly language teachers and language teacher educators. Readers are led step by step from the theoretical big world of CLIL into the practical CLIL classroom. The first two chapters lay the basis of CLIL methodology, placing it within the second language education field and outlining its distinguishing methodological parameters. Chapters three and four focus on the relationship between content and language in CLIL. Chapter four specifically deals with the role of language in the CLIL classroom, providing many practical examples and activities. Chapters five and six are closely intertwined, in that they tackle the topic of language support. These two sections explore the input and the output level, with reference to the processing and the productive skills, whose explanation is supported by classroom based cases. Chapter seven is devoted to materials, particularly with the designing of materials that are specific for the CLIL classroom. The chapter reflects on the main issues surrounding this topic, offers some guidelines, and provides real materials. Chapter eight guides teachers and educators through assessment, which is a key – and difficult – aspect of this methodology. The two final chapters deal with what is outside the classroom, namely CLIL management and teacher education. Specifically, chapter nine discusses the main issues schools need to take into consideration when implementing CLIL,

and chapter ten focuses on teachers' needs, training models, and good practices.

Eleonora Valentini

D. GONZÁLEZ GÁNDARE, *The Role of the Students in the CLIL Classroom. A New Perspective to Identify Types of Tasks*, "International Journal of Applied Linguistics & English Literature", 6, 2017, 4, pp. 5-10

The article considers tasks in second language acquisition, with particular reference to CLIL settings, focusing on the students' role. In the first part of the article, previous definitions are provided of tasks, comments on models and on the dimensions that each model identifies. The author then focuses on a specific concept that he calls "role of the student in the task", referring to students' participation in inputs and outputs. In the second part, readers are provided with the results of a case study aimed at measuring the identified concept in a CLIL Spanish elementary classroom. The data suggest that the role of the students in tasks is relevant for a taxonomy of tasks in second language acquisition.

Eleonora Valentini

C. REIDSEMA – L. KAVANAGH – R. HADGRAFT – N. SMITH ed., *The Flipped Classroom: Practice and Practices in Higher Education*, Springer, Singapore 2017, 307 pp.

Numerous are the innovative strategies aiming at enhancing students' learning success in higher education: the flipped classroom model is no exception. This volume offers a clear and practical outline of flipped teaching, providing a theoretical overview of the topic and a series of experiments conducted in different universities worldwide. The book is divided into two main parts. The first is devoted to the description of the theoretical concepts beyond flipped teaching, reviewing practical issues concerning flipped classroom design and its integration with modern learning technologies. The second part illustrates a range of examples of flipped

classroom practice involving different fields of study at university level to highlight and discuss many of the possible challenges that this student-centered approach may entail. Thanks to its reader-friendly structure, the volume can be used as a guide for personal classroom practice.

Ivano Celentano

W. T. TSENG – H. LIU – J. L. NIX, *Self-Regulation in Language Learning: Scale Validation and Gender Effects*, “Perceptual and Motor Skills”, 2017, pp. 531-548

Building on Tseng and Schmitt’s (2008) model of motivated vocabulary learning, this paper addresses the broader issue of self-regulatory capacity in English language learning. According to the authors, understanding self-regulatory capacity is important as it can help us gauge learners’ proactive control of strategy use. To explore self-regulation, they modified Tseng et al.’s (2006) SRCvoc scale and created the Self-Regulatory Control Scale for Language Learning (SRlang scale). This instrument was tested on male and female high school students in Taiwan. They concluded that self-regulation in English language learning is multidimensional and that females have better control over strategy use than males, with differences found regarding self-regulatory control over emotion, awareness and boredom control.

James Rock

I. VANDERGRIF, *Second-language Discourse in the Digital World: Linguistic and Social Practices in and Beyond the Networked Classroom*, John Benjamins, Amsterdam 2016, 270 pp.

The volume explores the impact of technology on social interaction, and on second language computer mediated discourse (CMD). It is a report of what learners and multilingual users do with L2 in their everyday digital practice. The author presents an extensive range of data from different sources including language learning websites, video messaging, social networks and the digital classroom. An introductory chapter conceptualizes the link between computer mediated communication (CMC) and CMD. The book is divided into four sections: in the first, the author focuses on the developments of online technology, and the role of social media in formal and informal learning. Section II explores L2 practices in digital communities (communities of practice, affinity spaces and online virtual communities). In the following section (III) the author draws attention to CMD participants and the semiotic choices they make to perform successful online interactions. The concepts of message (the content) and meta-message (how the content is expressed) are also described to further explain learners’ digital discourses evidence. The last section (IV), Social practices of networked L2 use, explores how L2 users participate in social discourse by analysing negotiation strategies, jokes and play, and how participants talk about language learning. The volume contributes to language-oriented research in CMC and could inform L2 classroom practices.

Valentina Morgana



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