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L'ANALISI LINGUISTICA E LETTERARIA

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

2

ANNO XXV 2017

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EDUCATT - UNIVERSITÀ CATTOLICA DEL SACRO CUORE

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Joëlle Gardes nous a quittés le 11 septembre 2017. Nous désirons saluer ici la collègue toujours disponible et prévenante, la stylisticienne, la linguiste, la traductrice, la spécialiste amoureuse de poésie et, bien sûr, la poétesse. Elle aurait aimé ce féminin un peu désuet, et nous le lui dédions volontiers. Elle a rendu à notre revue le service précieux et humble des véritables savants, qui ne demandent aucun retour pour leur travail, pas même le renom, car leur savoir les rend heureux et ils sont par conséquent désireux de le partager. Enfin, à Joëlle, la très chère amie, tout simplement merci.

Joëlle Gardes ci ha lasciati l'11 settembre 2017. Desideriamo ricordare in questa sede la collega sempre disponibile e collaborativa, la scrittrice raffinata, la linguista, la traduttrice, la studiosa di poesia, e naturalmente la poetessa che lei stessa è stata. Ha dato alla nostra rivista il contributo prezioso e umile che solo i veri studiosi sanno dare, senza chiedere nulla in cambio, nemmeno il riconoscimento pubblico, poiché era dal sapere che si sentiva ricompensata e desiderava quindi dividerlo. A Joëlle, la cara amica, semplicemente grazie.

On the 11th of September 2017, Joëlle Gardes left us. We honor here the willing and helpful colleague, the stylist, the linguist, the translator, the poetry scholar, and of course the poet she herself was. She served our journal in the precious and humble way that true scholars dedicate to knowledge, which they are happy to share. To the dearest friend Joëlle, simply thank you.

RASSEGNA DI LINGUISTICA INGLESE

A CURA DI AMANDA MURPHY E MARGHERITA ULRYCH

S.M. PONS-SANZ, *Reassessing the semantic history of OE brēad / ME brēd*, "English Language and Linguistics", 21, 2017, 1, pp. 47-67

The article argues against the traditional view that OE *brēad* originally meant 'fragment, morsel' and acquired the meaning 'bread', which was more frequently expressed by OE *blāf*, because of the influence of its Old Norse cognate OIc *braud* 'bread'. On the basis of the attestations and uses of OE *brēad* and *blāf* and their early Middle English reflexes, as well as the use of their cognates in various Germanic languages, the article has established that while OE *blāf* is the preferred term to refer to bread in Old English texts, OE *brēad* is also recorded with that meaning from its earliest attestations. The status of OE *brēad* as a Norse-derived semantic loan is thus reassessed.

Sonia Piotti

B. WINTER, *Taste and Smell words form an affectively loaded and emotionally flexible part of the English lexicon*, "Language, Cognition and Neuroscience", 31, 2016, 8, pp. 975-988

The paper demonstrates that taste and smell words form an affectively loaded part of the English lexicon. It also indicates that emotional valence determines their distribution in naturally occurring language data, with taste and smell words occurring, on average, in more emotionally valenced linguistic contexts than words from other modalities. The ANOVA test combining modality and valence norms confirms that olfactory and gustatory terms have a higher absolute valence compared to other modalities, though context is a better indicator of the word's valence. A further standard deviation test demonstrates that taste and smell words have more emotional flexibility than other sensory terms. The results help predict the valence

of words, the connotations of which are often lacking in dictionaries.

Francesca Poli

S. REICHEL – M. DURHAM, *Adjective intensification as a means of characterization*, "Journal of English Linguistics", 45, 2017, 1, pp. 60-87

Film writers take advantage of linguistic features such as intensification to create dialogues which simulate naturally occurring language. The paper analyses the use of intensifiers in the television show *Buffy the Vampire Slayer*. The findings show how intensification in modern television series covers not only the crucial role of replicating spoken conversation but are also a creative additional tool to shape characters' identity. The authors focus on three aspects: intensification as reproduction of natural speech, intensifiers as markers of social identity and intensification and established stereotypes. The authors compare their results to those of previous studies suggesting further research on socio-linguistic aspects.

Ivano Celentano

A. POTTS – E. SEMINO, *Healthcare Professionals' Online Use of Violence Metaphors for Care at the End of Life in the US: A Corpus-Based Comparison with the UK*, "Corpora", 12, 2017, 1, pp. 55-84

The study is the US counterpart of the Metaphor in End-of-Life Care (MELC) project, a corpus-based investigation of metaphors for end-of-life cancer care in the UK. The approach developed for MELC-UK can be applied to US data; MELC-US professionals make greater use of multi-word expressions related to their professional context, but fewer explicit references to death/dying. There were no significant differences in the frequencies of violence meta-

phors, though US professionals describe care as more “aggressive”, while this occurs less in the UK. The authors devised an innovative, effective method to identify agency and classify the types of participants in violence metaphors.

Francesca Poli

A. MURAKAMI – P. THOMPSON – S. HUNSTON – D. VAJN, *‘What Is This Corpus About?’: Using Topic Modelling to Explore a Specialized Corpus*, “Corpora”, 12, 2017, 2, pp. 243-277

The article explains and explores topic modelling for the investigation of a large corpus and the criteria needed to build a topic model of academic discourse (defining a text, choosing the number of topics). Much space is dedicated to the analysis of the Global Environmental Change (GEC) corpus and the exploration of the model for tracing its chronological change, identifying types of papers and disambiguating polysemous words. It usefully compares other corpus exploration techniques, namely keywords, semantic tagging, collocation networks and congrams. Although linguistically naïve, topic modelling should be the preferred model of corpus exploration for its high automation and reduced arbitrariness.

Francesca Poli

H. VASS, *Lexical Verb Hedging in legal discourse: The case of law journal articles and Supreme Court majority and dissenting opinions*, “English for Specific Purposes”, 48, 2017, pp. 17-31

The paper reports on a corpus-based study on lexical verb hedging in legal texts, highlighting difficulties for non-native English speakers in interpreting the meaning of hedging devices correctly. The corpora contain texts from the US legal system, law journal articles, the Supreme Court majority opinions and the Supreme Court dissenting opinions. The study applies the classification proposed by Hyland (1996, 1998) based on Palmer (1986) which classifies verbs expressing hedging into four

categories (speculative, deductive, quotative, sensorial). The results reveal the categories are affected quantitatively and qualitatively by the communicative purpose of the different legal genres.

Francesca Seracini

M. FUOLI, *Building a Trustworthy Corporate Identity: A Corpus-Based Analysis of Stance in Annual and Corporate Social Responsibility Reports*, “Applied Linguistics”, 2017, amw058, pp. 1-41

This study provides extensive evidence on the importance of the discursive strategy in company reports. The author compares stance expressions in annual and corporate social responsibility (CSR) reports: annual reports are regarded as a ‘hybrid’ of informative and persuasive elements, CSR reports contain more explicitly promotional elements. The study uses a combination of automatic stance marker retrieval and manual inspection of concordances; frequencies were compared between the two sub-corpora. The findings support past research, demonstrating infrequent use of stance expressions in annual reports as opposed to a more frequent use of expressions of intention in CSR reports.

Francesca Poli

F. CAVAGNOLI, *Errare, Sviarsi, vagabondare lungo il sentiero della traduzione letteraria*, “Altre Modernità”, aprile 2017, pp. 176-189

Cavagnoli si concentra sulle difficoltà di tradurre testi letterari che presentano lingue di contatto o varietà dialettali al loro interno. Questi pongono il traduttore di fronte a una serie di difficoltà in quanto il suo operato si trova teso tra le richieste delle case editrici, che spingono per un livellamento delle varietà e delle sperimentazioni in ambito letterario, e il desiderio di mantenere le variazioni presenti nel testo. Cancellare la presenza di varietà linguistiche all’interno del testo significa apportare una lesione al tessuto dell’opera stessa e sarebbe

quindi preferibile una traduzione straniante che consenta al traduttore di usare la propria creatività e di esplorare la ricchezza e la flessibilità dei registri bassi.

Laura Anelli

D. DELABASTITA, *He shall signify from time to time. Romeo and Juliet in modern English*, "Perspectives. Studies in Translation Theory and Practice", 25, 2017, 2, pp. 189-213

This paper focuses on intralingual translation, analyzing several editions of Shakespeare's *Romeo and Juliet*. Recalling the heated debate over the need to translate the bard into contemporary English, the author agrees that his plays are difficult to understand for contemporary audiences for linguistic and textual reasons and for a lack of knowledge of their original context. Delabastita provides three solutions to make the plays clearer for modern audiences: cutting difficult words or lines, keeping the text intact and finding ways to bring the reader to Shakespeare, or translating the text into more modern and understandable English. The most successful solution would be a combination of the three.

Laura Anelli

D. KATAN, *Translating for Outsider Tourists: Cultural Informers Do It Better*, "Cultus", 9, 2016, 2, pp. 63-90

Katan's paper sheds light on the possibility of bringing together translators and cultural informers in the way they mediate tourist information texts. The aim of these texts is to make tourists (Outsiders) part of the cultural context of natives (Insiders): translators should understand this if they wish to convey the original writer's aim in full. Katan illustrates different translation strategies in texts produced by translators or cultural informers, showing how Hall's models of culture (e.g. High-Context/Low-Context) and contexting should be considered when mediating information texts for Outsiders. The result would be a "mindful" transla-

tion that may eventually transform professional translators into intercultural mediators able to bridge "communication divides".

Claudia Alborghetti

Y. GAMBIER, *Rapid and Radical Changes in Translation and Translation Studies*, "International Journal of Communication", 10, 2016, pp. 887-907

This article offers an overview of current translation practices, together with an analysis of recent changes in the conceptualization of translation activities. An illustration of practices such as localization, participatory translation, audiovisual translation and, most originally, news translation, is integrated with a theoretical discussion of the current ramification of translation activities. A paradigm shift, basically from a tradition based on the printed word to digital culture, is deemed responsible for the major changes in the translation panorama, resulting in different sectors using different labels for (similar) professional activities.

Mirella Agorni

M. Z. SULAIMAN, *The Misunderstood Concept of Translation in Tourism Promotion*, "The International Journal of Translation and Interpreting", 1, 2016, 8, pp. 53-68

In this work the author addresses an under-researched aspect in the translation of tourism promotional material, i.e. the role of the commissioner. Although the notion of "translation commission" and the active role of the people involved in this process are a tenant in a number of translation approaches, studies on tourism translation have concentrated on published textual material. By means of an interview with an Australian tourism authority the author points to a series of inconsistencies in the commission of cross-cultural promotional material. At the basis of these discrepancies lies a defective view of the nature of translation.

Mirella Agorni

F. CAPITANI, *The Job of a Subtiter. Theoretical, Technical and Professional Aspects of Interlingual Subtitling*, “trans-kom”, 9, 2016, 2, pp. 254-265

Simplistic as it may seem, the work of the subtitler for audiovisual material requires a long and multifaceted training. This is the starting point of Capitani’s paper, which provides a useful comparison between the academic and the professional world to understand the range of skills needed for subtitling, which requires a perfect knowledge of the source and target languages, and also the ability to adapt to the demands of the job in the real world. Academic courses on subtitling may help students gain the basic technical abilities and theoretical framework for the job, but only hands-on experience will help them perfect their time management and client management skills, which cannot be learnt within a protected academic environment.

Claudia Alborghetti

J. LERTOLA – C. MARIOTTI, *Reverse dubbing and subtitling: Raising pragmatic awareness in Italian English as a Second Language (ESL) learners*, “The Journal of Specialised Translation”, 28, 2017, pp. 103-121

Audiovisual Translation lends itself to creative interlingual work within FL teaching. Focusing on polysemiotic texts, it maximises the benefits of translation activities developing an all-round skill-set in language learners. The authors present an investigation of the potential of reverse (i.e. L1-L2) subtitling and dubbing as opposed to traditional translation tasks. Such activities can enhance the learners’ awareness of pragmatics, favouring their appreciation of the speakers’ illocutionary force and the production of contextually appropriate speech acts, skills often overlooked by traditional translation work as well as mainstream FL teaching resources.

Costanza Peverati

J. JENKINS – W. BAKER – M. DEWEY ed., *The Routledge Handbook of English as a Lingua Franca*, Taylor & Francis Ltd, London 2017, 784 pp.

The English language has unquestionably become a global issue. Its variety of uses have expanded to cover disparate fields worldwide from popular culture to media and international business. In this global expansion the role of non-native speakers of English has been crucial and today most English speakers are non-native speakers who use the language to socialize for professional or personal gain. English as a lingua franca has rapidly established itself as a central topic to English and applied linguistics studies. The book provides a complete introduction and an in-depth analysis of the principal theories, concepts, settings and applications of this evolving, diversified field. The volume is structured around 47 state of the art chapters grouped in seven parts: conceptualising and positioning ELF, regional spread of ELF, ELF characteristics and processes, contemporary domains and functions, ELF in academia, ELF and pedagogy and ELF into the future: trends, debates, predictions. The last contribution by Jenkins ends the book with the question ‘The future of English as a lingua franca?’ as to indicate that the phenomenon is still evolving and needs to be observed. The volume sheds light on the emergence of ELF, it shifts the focus from native speakers to non-native speakers and gives reason to reconsider the concept of ELF.

Susanna Brogгинi

K. VAN DEN BRANDEN, *The Role of Teachers in Task-Based Language Education*, “Annual Review of Applied Linguistics”, 36, 2016, pp. 164-181

Stemming from the traditional view of TBLT as a ‘learner centred approach’ as opposed to the traditional ‘teacher centred approach’, the paper provides insights into the role of teachers in TBLT. It describes the role of the teacher as mediator in task-based language teaching

activities, and looks at the characteristics of effective teachers. It presents evidence of limits of independent language learning stressing the importance of the teacher as facilitator. It then focuses on empirical evidence of language teaching practice, where teachers implement TBLT by manipulating and changing the tasks based on the context. Finally, it presents the teacher as a researcher who investigates classroom situations to contribute to TBLT implementation.

Valentina Morgana

D. GERLACH, *Reading and spelling difficulties in the ELT classroom*, "ELT Journal", 71, 2017, 3, pp. 295–304

Students who have difficulties in reading and spelling in their own language usually face the same difficulties in learning a second language. The paper aims at identifying those challenges and shows ways to address these issues in the ELT classroom. Starting with a focus on relevant studies on reading and spelling difficulties (RSD) in English language teaching contexts, the author provides examples of methods of identifying the main RSD. Following on this, the second part of the article presents strategies for the English language teacher: building a vocabulary based on frequency, using multisensory approaches, considering L1 interference etc. The paper provides teachers and educators with useful hints and recommendations to overcome RSD in second language teaching.

Valentina Morgana

R.S. WELLS, *Immediate constituents*, "Language", 23, 1947, pp. 81-117

D. COYLE, *Strengthening integrated learning: Towards a new era for pluriliteracies and intercultural learning*, "Latin American Journal of Content and Language Integrated Learning", 8, 2015, 2, pp. 84-103

There is a need for new pedagogies in which multilingualism is used to offer linguistically and culturally-rich learning environments. The

CLIL approach may satisfy this, but specific pedagogic practices are required. CLIL lessons and curricula should be based on the 4Cs Conceptual Framework, which reminds teachers that CLIL is not merely content and language, but should address cognitive demands and intercultural understanding. Secondly, various issues become prominent, such as the language needed for knowledge construction and conceptual progression. In this respect, the Graz Group explored CLIL through academic discourse, forming The Graz Group pluriliteracies model.

Costanza Cucchi

P. VIVES - N.L. GALÉS, *Interview. Reflecting on CLIL innovation. An interview with Do Coyle and Elisabet Pladevall*, "Bellaterra Journal of Teaching & Learning Language and Literature", 8, 2015, 1, pp. 86-93

The article reports an interview with Do Coyle within a lecture to primary and secondary teachers of Literacies and Educational Linguistics. Coyle stresses that CLIL currently has a key role in "enabling educators to reconceptualise parts of the curriculum and the way we deliver it in our schools" (p. 89). She also briefly explains the 4Cs Framework, devised to integrate the key elements of CLIL, and reflects on the evolution of foreign language teaching in Catalonia. In her view, research is needed on classroom environments where subject and language experts work together and collaboration across schools, regions and nation can bring about professional development.

Costanza Cucchi

L. CINGANOTTO, *CLIL in Italy: A general overview*, "Latin American Journal of Content and Language Integrated Learning", 9, 2016, 2, pp. 374-400

This article explores the current status of CLIL (Content and Language Integrated Learning) in Italy, with a focus both on the Italian edu-

cational system and the latest legislation. After providing the main conceptual CLIL frameworks, the author describes the general European situation. The article is then organized in two main parts, that summarize the specific Italian reality. The first part deals with the evolution of CLIL, and it makes reference to the school curricula, the teachers' profile, and the norms that concern this methodology. The second part offers an insight into some successful projects and some challenges for the future.

Eleonora Valentini

M. SWAN – C. WALTER, *Misunderstanding Comprehension*, "ELT Journal", 71, 2017, 2, pp. 228-236

This paper expresses reservations about the efficacy of strategy-oriented approaches used for developing receptive skills in language learning, namely activities assessing comprehension as well as tasks that activate higher-level skills. Working on the assumption that students already possess these communication skills in their mother tongue, the authors suggest avoiding further skills-and-strategies instruction in order to devote more classroom time to identifying learners' problems with syntactic complexity, lexical features and text organization, thus providing more closely focused training on specific linguistic elements, which is likely to help learners achieve fluent decoding.

Claudia Andreani

J. NEWTON, *Comprehending Misunderstanding*, "ELT Journal", 71, 2017, 2, pp. 237-244

In this article, the author questions some points made by Swan and Walter on the redundancy of teaching receptive skills and strategies in language learning. Not only does Newton challenge the assumption that most learners already possess top-down skills and strategies in their L1, he also examines research evidence supporting the need for strategy instruction in such domains as metacognitive listening strategy training and practice in guessing words in

context. After pointing out the valuable role of top-down skills and strategies in engaging learners with text, Newton calls for a balanced use of top-down and bottom-up approaches in processing texts.

Claudia Andreani

C. PUGLIESE, *Creating Motivation*, Helbling Languages, Innsbruck 2017, 139 pp.

This book includes a collection of 94 activities, which have been tried out and approved by hundreds of French EFL students. It is part of the Resourceful Teacher Series and it explicitly aims at offering teachers hands-on ways of using key findings in pedagogy and cognitive psychology. For Pugliese teachers should not abdicate their leadership, but become group leaders, responsible for creating feelings of affiliation and bonding among students. The activities he proposes aim at creating a common ground, 'helping the students find their place in the group, get acquainted with each other, develop a feeling of belonging' (p.10). Some of the activities proposed, such as 1.16 and 1.17 on Interviewing the teacher, can be very challenging for the teachers themselves; others, such as writing on each other's back, may not be suitable for all the classes or age groups. The second section is on priming, a term which comes from psychology and refers to a memory effect in which exposure to one stimulus influences the response to another stimulus (Meyer and Schvaneveldt, 1971). The activities in this section are partly Total Physical Response exercises, partly brain-training, partly common sense tips. In the last section on surprise and stimulation the author inspires and encourages teachers to lay out a new path for their students, involving effective pedagogical surprises. Students need to be engaged both effectively and intellectually in order to achieve better results. The novelty of this book does not lie so much in the plethora of invaluable activities, as in the personal discoveries made and shared by the author to us teachers, who struggle every day to catch our students' attention.

Caterina Allais

T. FLETA, *The Sounds of Picturebooks for English Language Learning*, "Children's Literature in English Language Education", 5, 2017, 1, pp. 21-43

The journal *Children's Literature in English Language Education* (CLELE) was founded in 2013 by Janice Bland, Cristiane Lütge and Sandie Mourão with a view to promoting scholarship that traverses both English language teaching and children's literature. It is a useful resource for teacher educators and teachers and has helped open up a new area of research. Teresa Fleta's article addresses ways in which the acoustic elements of picturebooks can be used to promote awareness of phonemes and prosody. She analyses a range of picturebooks that draw on rhyme, rhythmic refrains and onomatopoeia, or that have an explicit focus on phonemes, and discusses the learning affordances that they present. Given the importance of promoting correct pronunciation in early years English L2 programmes, Fleta's article is timely. She provides a strong rationale for the use of children's literature in L2 education and clear strategies that may be used to enhance active listening skills and pronunciation.

Olivia Mair

S. CONRAD, *A Comparison of Practitioner and Student Writing in Civil Engineering*, "Journal of Engineering Education", 106, 2017, 2, pp. 191-217

The paper addresses the need to verify whether there is a gap between practitioner and student writing in civil engineering. The article consists of four analyses covering organization, grammar features and word choices. The author uses techniques of corpus linguistics and genre analysis for the investigation of the texts; corpus linguistics aided the analysis of sentence structure through automatic counts of unambiguous features and frequency analysis for word choices. A combined automated-manual process was used for identifying grammar and punctuation errors, as well as genre organization. The findings highlight a clear contrast between student and practitioner writing and can provide a basis for instructional materials that target features or writing that are important in engineering practice.

Francesca Poli



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