vero", ecc.), l'uso polivalente del pronome relativo *che* ("il problema che ne abbiamo già discusso", "il ragazzo che l'ho visto ieri", ecc.), l'uso del *ci* attualizzante davanti al verbo *avere* non ausiliare ("c'ho fame", "c'ho fretta", ecc.), l'uso del doppio imperfetto indicativo nel periodo ipotetico della irrealtà ("se potevo, venivo"), e l'uso dei pronomi obliqui di terza persona (*lui, lei, loro*) in funzione di soggetto al posto di *egli, ella, essi e esse*. Utilizzando una tipologia testuale per cui gli è stato possibile enucleare i caratteri intrinseci di un testo (la sua spontaneità, la sua fonicità, il suo grado di allocutività, ecc.) e poi quantificarli, il D'Achille ha potuto documentare la comparsa e l'incidenza quantitativa di questi fenomeni sull'asse cronologico, il cui punto iniziale è costituito dalle prime scritture volgari e il suo punto di termine da testi rappresentativi del secolo XVIII.

Nella seconda parte del libro ("I tratti sintattici scelti e la loro presenza nei testi del corpus", 87-340), il D'Achille individua e definisce i singoli fenomeni presi in considerazione e, per ciascuno, presenta i dati degli spogli, distribuendoli nelle diverse epoche e a seconda dei criteri tipologici prestabiliti. Questa dettagliata e abbondante documentazione diacronica dei dati consente di evidenziare quando e con quale consistenza i tratti sintattici considerati abbiano penetrato il sistema grammaticale interno e costitutivo dell'italiano. E da questo quadro analitico si può constatare, grazie al lavoro preciso e ben elaborato del D'Achille, che i diversi fenomeni che oggi sono considerati esclusivamente nell'ottica di un italiano attuale "d'uso medio", sono invece da collocare su un *continuum* storico. Quindi, l'importanza del suo studio sta (a mio avviso) nell'aver fatto presente che le caratteristiche che si manifestano nella lingua parlata, e che molti linguisti considerano fenomeni "moderni", hanno invece una lunga e complessa traccia storica.

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Gabriella Colussi Arthur, Vittorina Cecchetto, Marcel Danesi, eds. *Current Issues in Second Language Research and Methodology: Applications to Italian as a Second Language*. Ottawa: Canadian Society for Italian Studies, 1989 (Biblioteca di Quaderni d'Italianistica 8). Pp. 233.

The present volume constitutes the proceedings of a conference held at the Univ. of Toronto, O.I.S.E., York Univ. and McMaster Univ., October 11-15, 1988, and is divided into two parts: *Research Issues* and *Methodological Issues*. The first paper of Part I is Renzo Titone's essay ("A Psycho-Linguistic Perspective in ISL Learning: The Role of Attitude as a Dynamic Factor" 11-21). It explores the importance of attitude in the context of the author's Holodynamic Model of learning. The presence of a positive attitude towards the L2 experience makes the other components of the model (the tactic and the strategic dimensions) more effective. Given the centrality of attitude, Titone encourages the adoption of strategies which promote self-identification with the "target culture" (for example, through student exchanges.) Jim Cummins ("Heritage Language Acquisition and Bilingualism" 22-30) reviews the principles of language acquisition and, as many L2 researchers do, reiterates the need for "meaningful or purposive communication." He correlates this concept to the benefits of bilingualism which accrue once "a threshold level of proficiency in both languages is attained." What that level is in precise terms or how it is to be realized are issues not addressed.

Enrico Arcuini ("Linguistica, semiotica, e insegnamento della lingua" 31-41) discusses the theoretical substratum of problems encountered in expressing concepts in another language wherein cultural interferences and "semiotic incongruities" make for an imperfect correspondence between two linguistic and cultural codes. For the author, translation is a "percorrere parallelamente in un altro codice lo stesso tipo di processo."

Michele D'Onofrio's study ("The Development of Biliteracy Skills in the Home and Pre-School: Implications and Feasibility" 42-60) reports on research which demonstrates that the "metalinguistic abilities of children who have access to two languages are superior to those who have access to and operate in only one." Among the advantages of bilingualism are: increased sensitivity, tolerance, and awareness of language. According to D'Onofrio, bilingualism contributes to the development of problem-solving skills, as well as to the ability to express oneself linguistically. Marcel Danesi ("L'italiano nelle scuole elementari canadesi: quadro sinottico delle ricerche psicolinguistiche" 61-68) provides an informative overview of the Heritage Language Program and, similarly to Cummins and D'Onofrio, underscores the cognitive advantages of L2 acquisition. He notes: "Apprendere più lingue fin dai primi livelli della scolarizzazione costituisce una fonte potente di flessibilizzazione delle menti e degli atteggiamenti dell'individuo." Claudia Persi-Haynes and Ian Pringle ("Linguistic Perspectives of Italo-Canadian Students" 69-76) echo Titone's views on motivation and focus specifically on factors that determine the desire and the reasons for which Italo-Canadians pursue the study of standard Italian. The essence of their findings, based on a case study, is that: "if the students' attitudes reveal a rejection of their real Canadian-Italian community and language, their motivation for acquiring S.I. can only be ambiguous and ambivalent." Diane Musumeci's paper ("Early Stage Learners' Strategies in the Comprehension of Tense" 77-87) concludes the section of the volume devoted to research topics. This author deals with the relationship between second language input and development. Alluding to Krashen's Input Hypothesis, she makes the point that "paralinguistic features [such as gestures] enhance comprehensibility and thus should be favoured in the language input." Her paper concerns itself with the analysis of paralinguistic features as factors in the understanding of verb tense. On the strength of such a premise, Musumeci calls into question the validity of existing classroom practices and materials.

Robert J. Di Pietro ("Writing as Classroom Activity in the SL Classroom" 91-97) opens Part II of the volume with an exploration of the process by which students perform writing tasks. He reports on a project involving a group letter and concludes that "collective work stimulates the growth of competence in second language learners," provided the task is directed toward the solving of a practical problem. Paolo Balboni ("Linee per un curriculum d'italiano 'lingua etnica'" 98-105) identifies a need to construct a curriculum that accommodates students who cannot be categorized as learners of a foreign language, second language, or maternal language, but rather of "ethnic languages" defined by Balboni as "lingue che, come l'italiano, sono parlate da emigrati di prima generazione e che vengono studiate dai loro figli." The proposal, however well-intended, lacks sufficient specificity to permit the visualization of a working model. Maria Domenica Iocco, Michael Lettieri, and Guido Pugliese ("Aural Comprehensible Input for Intermediate-Advanced Classes in ISL" 106-14) exploit the Krashen and Terrell notion of input. A welcome innovation on the part of these authors is their focus on advanced language acquisition, whereas much, perhaps

a disproportionate amount of, research is devoted to the elementary level. Their proposal, based on an Erindale College experiment, calls for the use of RAI videotapes, "Storie allo specchio," to provide lexical-syntactical-cultural input and the stimuli for discussion.

Gianfranco Porcelli ("Italian as a Second Language and Non-Tutorial CALL" 115-24) operates on the premise that "CALL theory and practice only make sense if they harmonize with the general goals, educational objectives, learner's needs and styles of learning." The author provides a useful history of the development of CALL programs, drawing a distinction between educational and non-educational software. His conclusion is that, if used properly, the computer can be a "powerful and versatile tool for learner-centered activities." At the same time, he expresses disappointment over the fact that computerized programs in ISL are scarce. Dino Bressan ("Curricular Models for Italian as a Second Language" 129-37) examines the nature of existing syllabuses and recommends that the presentation of grammatical forms take into account the degree of difficulty with which an English-speaker approaches specific foreign language topics. He suggests that the syllabus design be based on "the relative analogy or differentiation of certain structures in L1 *vis-à-vis* parallel structures in L2." The paper also expresses the author's dissatisfaction with the traditional syllabus which has not produced the desired bilingualism. Giovanni Carsaniga ("L'insegnamento dell'italiano ai figli degli emigrati" 130-47) recognizes the social importance of variations of Italian, including dialects, *Italiane*, and regional languages. He proposes integrating these in the classroom setting: "Non bisogna perdere nessuna occasione di accogliere queste lingue nella scuola." Paraphrasing some of the authors of Part I, Carsaniga accentuates the interconnectedness of language and culture, and recommends that "l'insegnamento dell'italiano agli oriundi italiani deve essere attuato nel quadro generale dell'insegnamento dell'italiano ad alunni e studenti di qualsiasi origine."

Frank Nuessel ("Innovative Classroom Techniques: The Role of the Teacher and Learner" 148-79) defers to the views of Titone and Danesi on the sensibleness of adopting an eclectic pedagogical technique: "No single method or theory can account for the whole language learning process." He also argues that the most important function of any technique should be the stimulation of conversation and comprehension of culture, as well as language. Citing Mollica and Di Pietro, the author acknowledges the need to promote communication through the use of cultural artifacts. Frederick J. Bosco and Anna De Meo ("Discourse Frames in the Italian Classroom" 180-90) propose the use of conversation frames for the purpose of creating stimuli for language use. They define these frames as "an episodic scheme consisting of one or more protagonists, a setting, a goal, shared information and strategy . . . to achieve the goal." Rosa Volpe ("A Response to Postovsky's Delayed Oral Practice: The Use of Media to Fill the Gap" 191-201) makes remarks which are on-line with respect to the views of scholars who stress the primacy of input. Her contribution in this domain consists of the suggestion that videotapes and films be utilized to increase input and to "provide an authentic model of pronunciation and grammar use." In taking such a stance, the author rejects Postovsky's emphasis on intensive oral practice in the initial phases of L2 study.

Caterina Cicogna ("L'uso del repertorio popolare nell'insegnamento della lingua e della cultura" 202-06) underscores the benefits to be gained from immersing the students in an authentic environment, through the use of posters, maps, newspapers,

and records. As well, she recognizes the unlimited pedagogical potential of traditional or popular culture in the form of proverbs, riddles, and fables. J.P.B. Allen ("Current Directions for ISL" 207-21) cites Stern and others in reaffirming the effectiveness of activities related to motivated topics, in other words, purposeful activities. As do Titone, Danesi and Nuessel, this author endorses a flexible or eclectic methodology while extolling the virtues of an experiential approach. He writes: "Language is best taught while it is being used to transmit messages, not while it is manipulated for conscious learning." Anthony Mollica's essay ("The Teaching of Italian in Canada" 222-33) closes the volume. Mollica provides a survey of the study of Italian at the elementary and secondary levels, as well as the Heritage Language Program. He expresses serious concern and puzzlement over the apparent abandonment of the study of Italian on the part of students who complete the HLP. In order to stimulate continued interest in the discipline and retain a higher percentage of students, Mollica makes several extremely timely recommendations. These include: the development of a national curriculum, materials suited for the Canadian scene, systematic training of teachers of Italian, especially in the area of heritage language and culture, as well as the establishment of a resource center. If Italian studies in Canada is to thrive, it is vital that some, if not all, of these suggestions be implemented by appropriate bodies.

As it often happens when the proceedings of a conference are published, there is the danger of dispersal or lack of coherence in the resulting volume. Despite the editors' efforts to include "most of the plenary papers, as well as some of the specific session papers," there are a few incongruities and redundancies. Also, the demarcation line between research and methodology is not always clear, with some of the research papers proposing specific teaching strategies, while some of the papers on methodology deal mainly with theoretical issues. Another minor shortcoming is the lack of balance between issues and techniques that pertain to the early stages of second language acquisition, and those that pertain to intermediate or advanced levels, with the scales tipped visibly in favour of the former.

Despite these problems, however, the text contains a wealth of useful insights and concrete suggestions for a better teaching performance. This volume complements well an earlier publication by Biblioteca di Quaderni d'Italianistica (*Studies in Italian Applied Linguistics*, 1984) and, together, the two texts represent a substantial contribution to a field that has been under-represented in the context of SL studies in general.

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Bruno Villata. *Le vocabulaire disponible trilingue des jeunes italo-montréalais*. Montréal: Losna & Tron, 1991. Pp. 169.

La maggior parte delle centosessantannove pagine di cui è composto *Le vocabulaire de disponibilité trilingue des jeunes italo-montréalais* è dedicata alla presentazione del vocabolario disponibile dei giovani montreallesi di origine italiana.

Per quanto gli studi sul vocabolario concreto siano piuttosto remoti, va detto che il concetto di disponibilità è abbastanza recente. Esso risale infatti agli studi lessicometrici di René Michéa il quale aveva constatato che le parole tematiche, cioè quelle indicanti gli oggetti, hanno una frequenza molto instabile in quanto il loro uso dipende