

Recensioni e letture

Federica Casadei, Grazia Basile (a cura di), *Lessico ed educazione linguistica*, Carocci Editore, Roma 2019, 217 pp.

Lessico ed educazione linguistica è una curatela che nasce dalla consolidata collaborazione tra Federica Casadei e Grazia Basile, le quali nel 2010 avevano già lavorato – insieme ad altri autori – al manuale dal titolo *Linguistica generale*. Obiettivo principale delle curatrici e degli autori è fornire una guida analitica e descrittiva per una buona pratica glottodidattica. Il testo è introdotto dalle due curatrici ed è suddiviso in cinque capitoli volti a trattare la complessa materia del lessico. Nel primo capitolo, Silvana Ferreri si concentra sul tema fondamentale della competenza lessicale nell'educazione linguistica; nel secondo capitolo, Grazia Basile si occupa del lessico come sistema di relazioni semantiche e della polisemia; il terzo capitolo, di Federica Casadei, descrive invece l'ambiguità lessicale e la frequenza, analizzandone accuratamente le implicazioni didattiche; nel quarto capitolo, Mario Cardona introduce il linguaggio figurato degli *idioms*, delle metafore e delle metonimie; mentre nell'ultimo capitolo, Paola Cotta Ramusino e Fabio Mollica sviluppano il tema della fraseologia in una prospettiva multilingue.

Nel primo capitolo, Silvana Ferreri si occupa di lessico e competenza lessicale nell'educazione linguistica. Considerata la scarsa attenzione al lessico dal punto di vista educativo, Ferreri propone una nuova prospettiva in cui il lessico diventa una «porta d'ingresso a tutto il sistema linguistico» (p. 21). Il lessico viene concepito come un insieme di «agglomerati di varia entità e statuto» (p. 21), includendo nella definizione elementi quali la struttura argomentale dei verbi, i verbi frasali, le reggenze, le possibili formazioni verbali, le collocazioni privilegiate, senza trascurare la variazione diastratica di alcuni termini. Per l'autrice si fa sempre più necessaria la creazione di strumenti in grado di poter inglobare tutti questi aspetti sulla base dei complessi principi di organizzazione del lessico. Uno degli strumenti presi a modello è sicuramente il dizionario GRADIT¹ che raccoglie, oltre agli affissi derivazionali, una folta schiera di polirematiche. L'autrice passa quindi a definire il concetto di competenza lessicale, per il quale è difficile individuare veri e propri livelli soglia, visto il «carattere aperto del lessico» (p. 33), la sua natura incrementale e la variabilità d'acquisizione da un parlante all'altro. In ultimo, vengono ricordati gli spunti didattici delle *Dieci tesi per l'educazione linguistica democratica*² del GISCEL (Gruppo di intervento e studio nel campo dell'educazione linguistica), seppure non esplicitamente riferiti al lessico, e delle *Indicazioni nazionali* del 2012, che in maniera più specifica prevedono interventi didattici sul lessico sia sul piano quantitativo che qualitativo.

Nel secondo capitolo, Grazia Basile chiarisce il nuovo compito della lessicologia moderna: individuare le modalità con cui le parole entrano in relazione le une con le altre. Superata l'idea di lessico come massa idiosincratca, vengono definite le due macrocategorie delle relazioni orizzontali e delle relazioni verticali. Alle prime appartengono la sinonimia e l'antonimia, descritte in modo dettagliato dall'autrice in tutte le rispettive sotto-articolazioni. In aggiunta, Basile illustra le differenze, sul piano orizzontale, tra campi lessicali, frames e scripts indicandone il ruolo cruciale svolto nel-

la concettualizzazione della lingua. Gli studenti necessitano di conoscere il valore di queste relazioni, senza però mai estraniarle dal contesto linguistico e culturale preso in esame. Tra le relazioni verticali invece, appare fondamentale il ruolo giocato dalle associazioni tra iperonimi e iponimi, tra meronimi e olonimi, ma anche il particolare fenomeno della polisemia. Con riferimento a questo aspetto lessicale, l'autrice invita gli addetti ai lavori non solo a riflettere sulla specificità di un termine polisemico rispetto al suo significato più generale (polisemia verticale), ma anche al valore metaforico che talvolta un termine polisemico può assumere (polisemia orizzontale). Secondo Basile, è opportuno accrescere la propria consapevolezza in materia attraverso immagini o diagrammi che rendano palesi le relazioni verticali esistenti tra le parole di una lingua. Per le parole polisemiche, invece, è fondamentale ricostruire il continuum della molteplicità dei sensi di una parola che va dall'omonimia, passando per la polisemia, fino ad arrivare alle estensioni di significato monosemico.

Nel terzo capitolo il focus si sposta sui temi della ambiguità linguistica e della frequenza lessicale. Per Casadei, l'omonimia (in tutte le sue declinazioni), così come l'omofonia e l'omografia, al pari dell'ordine sintattico dei costituenti di una frase, sono forme di ambiguità linguistica che possono ostacolare la comprensione degli apprendenti L1 e L2. Un ulteriore elemento di disturbo è la polisemia che può generare ambiguità a livello semantico, soprattutto quando la distinzione tra omonimia e polisemia non è così netta. L'autrice, infatti, segnala la mancanza di un criterio univoco nella quantificazione di omonimi e termini polisemici. Citando gli studi di Zipf (1945)³, Casadei rivela la forte correlazione tra frequenza lessicale e ambiguità lessicale all'interno del vocabolario di base degli italiani. Per questo, l'autrice crede sia necessaria una distinzione formale tra polisemia e omonimia, una attenzione particolare alla frequenza di un dato significato e alla dimensione sintagmatica propria della produzione linguistica reale. Questi aspetti sono utili agli apprendenti per l'individuazione e l'elaborazione semantica delle forme ambigue di una lingua.

Nel quarto capitolo Mario Cardona si occupa di linguaggio figurato ed espressioni idiomatiche. Chiariti gli aspetti non composizionali del significato di queste espressioni, Cardona passa in rassegna le modalità con cui queste vengono rappresentate nella mente dei parlanti, attingendo a quattro ipotesi diffuse in ambito psicolinguistico: l'ipotesi della lista idiomatica⁴ quella della codifica simultanea⁵, quella dell'accesso diretto⁶ e quella della configurazione⁷. Inoltre, l'autore distingue le principali forme idiomatiche in due tipologie principali: quelle in cui il significato è assegnato in modo arbitrario e quelle in cui il significato è connesso a fatti legati alla memoria storica di una cultura. Le difficoltà generate da queste espressioni richiedono agli apprendenti di focalizzarsi principalmente su: le basi concettuali dell'espressione, la frequenza d'uso della stessa, l'appropriatezza e la convenzionalità di certi modi di dire, il loro grado di trasparenza del significato e, in ultimo, la loro similarità rispetto alla lingua madre dei parlanti. In particolare, l'autore dà risalto al valore metaforico di certe espressioni e all'essenziale funzione cognitiva svolta dalla metafora, che diventa «elemento costitutivo del processo di organizzazione concettuale del mondo» (p. 119). Allo stesso

modo, anche la metonimia svolge un ruolo importante nell'elaborazione del sistema concettuale di una lingua. Attraverso queste considerazioni, Cardona ci pone dinanzi alla necessità di una riflessione metalinguistica più approfondita che sia in grado di elicitare quei meccanismi cognitivi utili ad arricchire gli attuali metodi glottodidattici e le competenze linguistiche degli apprendenti L1 ed L2.

Ramusino e Mollica trattano nel quinto capitolo il tema della fraseologia. Identificata la definizione di fraseologismo, gli autori passano ad esaminare tre componenti imprescindibili per riconoscere le unità fraseologiche: la polilessicalità, la fissità strutturale e la maggiore o minore idiomaticità. Vengono quindi distinti due approcci: quello semantico tipico degli studi fraseologici europei e quello strutturale e lessico-sintattico della linguistica italiana. In questo capitolo, gli autori approfondiscono il ruolo delle componenti di idiomaticità e fissità strutturale delle espressioni idiomatiche. Per la prima, il grado di opacità del significato determina l'accessibilità a quest'ultimo da parte dell'apprendente. A tal proposito, Ramusino e Mollica suggeriscono uno studio diacronico ed esplicativo delle espressioni idiomatiche, affinché gli apprendenti possano legare una motivazione al valore semantico dell'espressione. Gli autori distinguono, nel capitolo, due tipologie di motivazione: quella metaforica⁸, che lega un concetto da un dominio semantico di partenza a quello di arrivo; e quella simbolica⁹, che identifica il significato di un'espressione idiomatica nella base culturale della comunità linguistica. Per la seconda componente, invece, il carattere meno opaco del significato di certe espressioni sposta il focus sulla fissità strutturale. Per gli apprendenti è fondamentale essere consapevoli delle limitazioni di combinazione (principalmente grammaticali) o anche dell'unicità, dell'ordine sintattico e del grado di fissità di un'espressione. In questo senso, importante è il lavoro svolto dagli autori per spiegare il funzionamento delle collocazioni e dei falsi amici tra le diverse lingue, spunti fondamentali per una buona fraseodidattica.

Nel complesso, il lavoro curato da Basile e Casadei rappresenta per gli esperti ed i formatori di ambito linguistico un volume di gran utilità. Alla luce dei più recenti studi sul lessico, Basile e Casadei costruiscono un ponte tra la ricerca scientifica e la glottodidattica nelle classi di lingua. Il volume riesce non solo a descrivere dettagliatamente alcuni dei temi nevralgici della semantica lessicale, ma anche a promuovere consapevolezza di costrutti, di schemi e modelli ben diffusi nell'ambito teorico-descrittivo, utili a potenziare l'opera didattica. Questi modelli possono influenzare positivamente le modalità di insegnamento del lessico, restituendole rinnovate, più efficienti ed accurate.

GIOACCHINO AMATO

Note

1. GRADIT = Grande dizionario italiano dell'uso, ideato e diretto da T. De Mauro, 6 voll., UTET, Torino 1999; II ediz., 8 voll., 2007).

2. GISCEL, *Dieci tesi per l'educazione linguistica democratica*, 1975, consultabile online: <https://giscel.it/dieci-tesi-per-leducazione-linguistica-democratica/> (ultima consultazione agosto 2019)

3. G. K. Zipf, *The Meaning-Frequency Relationship of Words*, in "Journal of General Psychology", 33, 2, 1945, pp. 251-6.
4. S. A. Borrow, S. M. Bell, *On Catching on to Idiomatic Expressions*, in "Memory & Cognition", 1, 33, 1973, pp. 343-6.
5. D. A. Swinney, A. Cutler, *The Access and Processing of Idiomatic expressions*, in "Journal of Verbal learning and Verbal Behavior", 18, 5, 1979, pp. 523-34.
6. R. W. Gibbs, *Spilling the Beans on Understanding and Memory for Idioms in Context*, in "Memory & Cognition", 8, 2, 1980, pp. 149-56.
7. C. Cacciari, P. Tabossi, *The Copehension of Idioms*, in "Journal of Memory and Language", 27, 6, 1988, pp. 668-83.
8. G. Lakoff, M. Johnson, *Metaphors We Live by*, The University of Chicago Press, Chicago (IL), 1980, (trad. it. *Metafora e vita quotidiana*, Bompiani, Milano 1988).
9. D. O. Dobrovolskij, E. Piirainen, *Zur Theorie der Phraseologie. Kognitive und kulturelle Aspekte*, Stauffenburg, Tübingen 2009.

Alessandro G. Benati, *Key Questions in Language Teaching. An Introduction*, Cambridge University Press, Cambridge 2020, 226 pp.

Those who teach foreign languages know that teaching and learning can be considered two sides of the same coin: effective teaching actions are usually supported by solid knowledge about the functioning of language learning mechanisms, about the variety of teaching approaches that best meet the specific needs of learners, about the role of input and output in second language teaching. This and other more theoretical knowledge is necessary to orient teaching practice and it is undoubtedly part of the educational background of those teachers who have deepened the study of second language acquisition, but it is rarely integrated in teachers' manuals. Rather, the latter typically offer tools that are immediately available in the classroom, perhaps providing a wide range of examples of teaching activities and techniques, often leaving aside the "other side of the coin", which is the exploration of the complex processes of learning a foreign language.

Benati's book seems to fill this gap, proposing a systematic and coherent theoretical-practical manual of easy reference for teachers (future and/or already in activity) and for all those who are taking their first steps in the field of second language learning and teaching research. In the seven chapters that constitute the book/e-book, the author answers to questions that could be asked by any language teacher, and by anyone working in this field as a researcher. It discusses and examines the main aspects of SLA (second language acquisition) first from a theoretical then an applied perspective, providing enough applications to improve classroom teaching and learning.

The book calls the reader directly to action, rather than proposing a simple reading of the contents, since within each chapter there is always at least one box that invites readers to consider what they know about each topic, or to express their evaluation on some statements on the topics addressed. In addition, in the final part of each chapter, a "Recap" section summarizes the main points dealt within each chapter, followed by a series of activities, whose purpose is to make readers reflect on what they read and let them experience it, both in first person and with learners, in a hypothetical classroom context.

The first chapter gives the reader a background on foundational aspects on SLA involved in second language teaching, by explaining the concept of SLA itself, the key theories accompanied by a brief hint on the methods and approaches that inspired them, the differences between L1 and L2 acquisition, considerations on the nature of language and its evolution, the role of input and output, and the role of educational intervention.

The second chapter deals with the evolution of the language teaching methodology over the years, starting from the Grammar-Translation method up to the task-based language teaching. A careful reading of this chapter allows the user to get a rather exhaustive idea of the strengths and weaknesses of each teaching method or approach.

Although the presentation of the various topics maintains a descriptive tone and therefore tends to be objective, the reader is not left alone to orient himself in the vast range of possibilities of teaching intervention: the Author guides the users by reminding them of the importance of adapting the choice of each action to the specific learners' objectives, as well as to adopting a more evidence-based approach.

Chapters 3 and 4 deal with productive and receptive language skills, respectively. Specifically, in chapter 3, after clarifying what is meant by communication, a central concept in language acquisition, and by task, as a valid activity that allows to focus attention on the development of language-communication skills of learners, the processes involved in speaking and writing are examined, as well as a series of measures, criteria and activities to create interactive tasks aimed at developing these skills are proposed. Chapter 4 is devoted to the development of listening and reading comprehension tasks, first analyzing the nature of these processes and then providing examples of practical activities to structure tasks tailored to learners' needs. In both chapters, misconceptions and queries on the four skills are discussed, too.

The nature and role that grammar, vocabulary and corrective feedback should play in language teaching are discussed extensively in chapter 5. Here some basic assumptions about language acquisition are recalled and readers are guided in the discovery of the various existing possibilities to teach grammatical and lexical aspects of second languages, while considering what learners' mistakes to correct and how.

The student who wants to approach the field of SLA research will find valuable support in chapter 6, which explains all the steps to be taken to structure a research in this field, the main procedures and instruments to collect data, and the most common research designs. The latter are presented in a concise but highly structured and practice-grounded way: the fundamental components and steps of each design are taken up, and an exemplary study from the most recent literature is presented. Probably, even those who do not have research as one of their primary objectives can benefit from reading the chapter, because it provides the basic tools that allow the reader to discern and evaluate the validity of research in the field of second language acquisition and teaching. One aspect that the reader will surely be convinced of at the end of the chapter is well summed up in the Author's own expression: "No data, no party!"

The 9 questions answered by the author in chapter 7 constitute a conclusive and essential moment: it sums up what has been said in the volume, in particular it discusses the most effective ways to implement what has been discussed previously, for example by answering the question "Is there a particular pedagogical intervention to grammar instruction more effective than others?". These are questions that language teachers most likely ask themselves when trying to reconcile theoretical and practical knowledge.

A major strength of the volume lies in the interactive and coherent design. This is accomplished by presenting the titles of the various chapters in the form of questions that the Author attempts to answer during the course of the chapter; the same applies to most of the paragraphs within each chapter. All questions asked by the Author have

not only the merit of being very common (e.g. “What do we know about second language acquisition and what are the implications for second language teaching?”), they are also very valuable in calling the readers to interact with the text, to question what they already know (and do not know), making hypotheses about the most appropriate answers, and then to navigate the various contents with curiosity. Most of the chapters include an initial overview, a series of self-engaging thinking activities and a recap at the end of them, accompanied by a section with references and readings and a short section with discussion and questions. Thus systematic structure helps readers to navigate with confidence in the many theoretical and practical topics covered and to find what they are seeking quickly.

A further help to the navigation of the text is given by the widespread repetition of key concepts: since this is a field of studies that requires the integration of theoretical and practical knowledge, many crucial topics are dealt with several times in various chapters. In all probability, the Author, on the basis of his many years of experience as a professor, as well as an established researcher in the field of SLA, is well aware of the importance of reminding continuously some pivotal points, to avoid that the reader loses sight of the theoretical foundations on which the proposed teaching actions are based. One of these points reiterated throughout the volume is, for example, the theoretical approach espoused by the author, i.e. the perspective according to which “language is special, abstract, and complex and humans have specific mechanisms to deal with language”. This would imply a total difference and non-communicability between the systems that regulate the acquisition of second languages and those that guide the learning of second languages and therefore the impossibility of transforming the learned knowledge explicitly into implicit knowledge. The choice to support and maintain this perspective, although representing a further point in favor of the overall textual coherence, at the same time it excludes other possible positions on SLA such as those which, considering language one of the human faculties not separated from the others, foresee a possible interface between explicit and implicit knowledge.

A very valuable aspect for the reader is also the selection of relevant up-to-date research, on both theoretical and practical levels. For example, the characteristics of each language teaching method or approach are clearly outlined, allowing users to consciously range between the various more or less traditional teaching possibilities, while at the same time cultivating a critical attitude based on awareness and knowledge of what has been discovered in the field of foreign language teaching to date. Among the various approaches and concepts, particular attention is given to task-based language teaching approach and therefore to the concept of task, since this approach, supported by many scholars¹, allows the learners to be exposed to communicative and meaningful input.

One aspect that might be read as a limitation of the present volume concerns the bibliographical references within the chapters: these are almost absent and this choice, even if most likely designed to encourage maximum fluency, does not help the reader in identifying the authors of the theories, approaches and methods described. This is a

limit of relative importance for teachers, but it is certainly more significant for novice SLA researchers.

Compared to similar texts in the literature of the sector, Benati's volume is in an original position: although there are plenty of volumes dedicated to the theoretical exploration of SLA processes², to second language teaching³, as well as to research in second language teaching and learning⁴, rather scarce are the volumes like Benati's that aim at combining the three aspects mentioned above⁵ in such a globally integrated, coherent and concise way: there is a continuous alternation of "voices" between the Author-researcher and the Author-teacher, in which the former reminds the reader that teaching practice without theoretical basis risks to fall into a vacuum, and the latter that theory disconnected from practice is an end in itself. Both "voices" bring theory, research and practice on SLA together, thanks to the vast quantity and accurate quality of theoretical and practical data provided in the volume. They also fully contribute to the achievement of one of the aims of the book, which is leading the reader to embrace principled and evidence-based approaches.

Overall, Benati's book is a very useful resource for L2 teachers and researchers who seek to clearly understand the basic processes involved in SLA and use this knowledge to successfully enhance teaching practice.

ELISA FIORENZA

Notes

1. See, among others, J. F. Lee, *Tasks and Communicating in Language Classrooms*, McGraw-Hill Education Ellis, Boston 2000; R. Ellis, *Task-Based Language Learning and Teaching*, Oxford University Press, Oxford 2003; D. Willis, J. Willis, *Doing Task-Based Teaching*, Oxford University Press, Oxford 2007.

2. See, for example, S. M. Gass, J. Behney, L. Plonsky, *Second Language Acquisition. An Introductory Course*, Routledge, New York 2013; P. Lightbown, N. Spada, *How Languages Are Learned*, 4th edition, Oxford University Press, Oxford 2013; R. Mitchell, F. Myles, E. Marsden, *Second Language Learning Theories*, Routledge, New York 2019.

3. See, among others, D. Larsen-Freeman, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford 2000; V. Cook, *Second Language Learning and Second Language Teaching*, Routledge, New York 2016.

4. See, among others, Larsen-Freeman, *Techniques and Principles in Language Teaching*, cit.; Cook, *Second Language Learning and Second Language Teaching*, cit.; E. Hinkel (ed.), *Handbook of Research in Second Language Teaching and Learning*, vol. III, Routledge, New York 2017.

5. Cf. D. H. Brown, H. Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Pearson, New York 2015; S. Loewen, *Introduction to Instructed Second Language Acquisition*, Routledge, New York 2014; J. C. Richards, T. S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge 2001.

Geert Booij (ed.), *The Construction of Words: Advances in Construction Morphology*, University Center of Linguistics, Leiden 2018, 622 pp.

As the title *The Construction of Words: Advances in Construction Morphology* suggests, this volume edited by Geert Booij and written by different scholars presents itself as a further investigation and refinement of the Construction Morphology (CxM) model.

The main goal of the volume is to demonstrate the effectiveness, the validity and the fruitfulness of this model when applied to different domains of the linguistic morphological research and analysis, through a detailed and well-structured combination of theoretical discussion and description of actual morphology-related issues, also bringing forward applications and extensions of the CxM model to various languages.

The data and the results achieved in the different studies reported in the volume show that the CxM model allows to overtake some limits in the analysis and in the representation of complex words that traditional approaches (in particular the concatenative approach) can't overtake, due to their conceptual nature and assumptions.

What makes the CxM model a step forward in the morphological research, in fact, is the application of different theoretical assumptions (i.e. morphology is word-based rather than morpheme-based; complex words should be considered as form-meaning pairings rather than mere concatenation of morphemes; grammar and lexicon are not two strictly separated domains) and practical means of representations (schemas and subschemas) which allow to describe and capture all the patterns (also non-linear ones) underlying complex words. The book is divided into five parts which comprise a total of twenty-one articles.

Apart from the first part, which is a general introduction written by Booij himself, each paper is written by different authors and represents a concrete contribution in the investigation of the CxM model's validity and suitability.

In Part I (*Introduction*), a general overview of CxM and its characterizing principles is provided. Some basis concepts characterizing CxM are explained (schemas and subschemas, non-concatenative morphology) and some of the topics tackled in the volume are anticipated (as diachronic CxM and Psycholinguistics).

Part III (*Theoretical Issues*) consists of five articles which theoretically describe various issues for which the CxM model can offer a solution. The phenomena described in this section find an empirical support in the studies reported in Part III (*Studies of Specific Languages*), where nine articles show how CxM can be fruitfully applied in the description and representation of non-canonical or troublesome word-formation patterns of individual languages (included visual languages).

In Part IV (*Diachronic Case Studies*) three articles specifically dealing with the relevance of CxM in the understanding of language change, confirm the fruitfulness of the constructionist model and the productivity of unified schemas in a diachronic perspective.

Part v (*Psycholinguistic Aspects*) contains three articles dealing with the relevance of CxM for psycholinguistic research topics such as language acquisition and language processing.

The main leitmotif connecting all the articles, as well as the different studies, is the concept of constructional schema, a declarative statement that «express generalizations about sets of existing complex words and word forms, and provide the recipes for coining new (forms of) words. Such schemas form part of a hierarchical lexicon with generalizations on different levels of abstraction, they account for holistic properties of complex words that are not derivable from their constituents, and they can be unified into complex schemas that express the co-occurrence of certain types of word formation. The format of constructional schemas is also appropriate for phrasal lexical units with word-like functions such as phrasal names, particle verbs, and periphrastic expressions»¹.

The necessity to build constructional schemas able to catch and represent all the shades underlying to complex words is outlined in the volume through the various researches, in response to the theoretical illustration and then the analysis of all those formal or semantic phenomena which present a trouble-some, non-concatenative behaviour: the existence of possible signifier shapes or non-canonical signifiers (i.e. zero morphemes, discontinuous morphemes); form-meaning regularities that are not productive; structural discontinuity in some morphological structures; multiple exponence; constructions not strictly belonging to a specific linguistic domain; the existence of subgroups with independent properties into complex words; the predictable properties of stored complex words in the language acquisition/processing.

Apart from providing this fruitful empirical model (that is, schemas and subschemas), CxM also revealed how a number of analytical problems have been obscured by other types of approaches and theoretical assumptions. Considering the linguistic sign as linear, for example, the concatenative approach to morphological analysis denies *tout court* the possibility to consider all non-linear aspects of the language. Nevertheless, as it has been demonstrated by different articles, signifiers could disobey to this linearity principle and this can't be ignored in a scrupulous analysis.

The schemas exhaustiveness is, in fact, mainly the result of the theoretical approach at the basis of CxM which differs from the traditional one: considering complex words as constructions more than linear sequences of morphemes, the CxM approach allow to take into account also non-linear aspects of complex words. The consequence is that it can provide a more "complete" perspective of complex words because none of the aspects remain obscured.

The merits of this brilliant book are not merely related to its very interesting and coherent content, which undoubtedly represents an actual progress in linguistics (especially in morphological) research.

Apart from the language transparency and the extremely good quality of the discussion, I think that one of the book's greatest merits lies in its linear structure.

If it is true that books must teach to their readers how they should be read and that the structural aspect is the first one to be considered, we can state that the structure

of this volume (as well as the structure of each article) allows the reader to follow all the passages with great linearity and a reassuring gradual approach. That's how the structure, together with the content, is a further confirmation of the scientific rigour characterizing all the studies provided.

The scientific rigour is also demonstrated by the fact that the investigations carried out in the volume never lack of empirical data supporting them.

As the CxM turns out to be a “complete” approach, the book is complete, too: a perfect combination of theory and practice, data, a detailed bibliography for each topic and domain, coherence, linearity and unquestionable scientific precision. These, and many others are the positive points of this excellent book.

Because of the results achieved, the volume particularly appeals to linguists in general but especially to those whose area of interest is morphology. However, given the peculiarity of CxM which does not operate a strict separation between the different language levels, the volume could be of great interest and inspiration also for researchers dealing with other domains: i.e. syntax and phonology. Advanced students who want to know more about this specific topic and scholars dealing with the individual languages analysed in the volume can find in it an opportunity to deepen their studies, too.

Both in its specific parts (articles, paragraphs, etc.) and on the whole the book offers new insights and suggestions for new researches. Many authors, in fact, suggest further research highlighting some existing gaps in their area of interest. On the whole, the volume invites to a further experimentation in the application of the CxM model.

I would like to conclude this review with a parallelism that relates one of the main points of the volume with the way in which it is written, in order to emphasise once again the author's coherence: the organisation into parts and subparts, just like the organisation into schemas e subschemas, proves to be crucial for the understanding of a whole, of a single element constructed with many elements.

This is how the book editor/writers perfectly achieved their goal: each article – which represents a different shade of the language or of a specific language – together with the others, contributes to a global view of a single theory: the fruitfulness of the Construction Morphology model, which turns out to be indisputable after having read the book.

VALENTINA MANIGLIA

Notes

G. BOOIJ, *Construction Morphology*, in “Language and Linguistics Compass”, 4, 7, 2010, pp. 543-55 (p. 543).

