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(Abstract) Dialogical Interaction Within Arts: Is Social Change Possible Through Poetry?
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(Recensione) Catalán, Rafael Jiménez, Ragione e persona nella persuasione. Testi su
dialogo e argomentazione. L’ANALISI LINGUISTICA E LETTERARIA, vol. XXI, 2013,
p. 83-88, ISSN: 1122-1917

Sulle orme di Dio. I grandi mistici di ieri e di oggi. pp. 212, CITTÀ
209-8919-4 (Titolo originale dell’opera: Spuren-Sicherung. Mystiker
bezeugen Gott, Butzon & Bercker, 2012)

The volume is the Italian translation of the German text of P.J. Card. Cordes,
is the human search for God, which the author underlines from inside the
modern secularized world. To do so he focuses his attention on some
thinkers of the past: through their works he stresses their importance of being
testimonies of a vivid encounter with God, that is with the answer to the
infinite human desire for the transcendent. The author gives voice to some
German mystics such as Hildegard von Bingen, Mechtild von Magdeburg,
Meister Eckard, but also to other important thinkers like Blaise Pascal with
his work “Memorial” or Dante Alighieri with his work “Divine Comedy”.
The aim of the analysis is twofold: on the one hand the author personally
ponders on the identity of western society, analyzing the history of mankind
from the point of view of his desire of God. On the other hand he challenges
his readers to reflect on this innate desire with the help of the selected
authors.

Kolozsvár, Klausenburg oder Cluj-Napoca? Toponymische Terminologie und die Frage um
die nicht-uniformierte Anwendung geographischer Namen: Ein Blick auf die historische
und kulturelle europäische Tradition. MAGYAR TERMINOLÓGIA, vol. 5, 2012, p. 155-
178, ISSN: 1789-9486, doi: 10.1556/MaTerm.5.2012.1.14

This paper aims to explore the issue of non uniform use of geographical names, with a
focus on the historical and cultural European tradition. The analysis refers to toponyms
drawn from the history of four European countries: Germany, Romania, Poland and
Italy. It reveals the importance of contrasting the different items used for the same
toponym. Each name is not merely a variant but has a different pragmatic content,
which can be best analyzed in light of the interdisciplinary approach offered by
Toponymy. Toponymy allows to unveil Europe’s partially unexplored historical and Christian roots. The analysis contributes to advancing the study of toponyms from a broader vantage point. It highlights the significance of the didactic experience in introducing young generations to the European heritage of toponyms. Further studies may explore this cultural treasure across different European languages.


The article shows the didactic and cultural value of a passage from the Gospel used in teaching a foreign language, namely German. Although the texts in the Holy Bible are a translated version, the linguistic analysis of one of them can be used in teaching units for the last two years of High School. Prototype for this study is Jesus’ parable of the Lost Son, analyzed working on the German official version taken from the ‘Einheitsübersetzung’ ("Das Gleichnis vom verlorenen Sohn", Lk15, 11-32). The passage shows a particular linguistic richness: although characterized by a simple language, it is very useful for a historic and cultural investigation at the interdisciplinary level. The passage shows several linguistic forms. These are useful to strengthen knowledge of the main grammatical forms (verbal modes and tenses), the syntactic characteristics of the German language, as well as the main forms of reported speech and narrative techniques. Focus on characters, typical of Gospel’s narrations, contributes to the didactic experience inviting students to reflect. Stimulated by different types of questions (about attitudes as well as contents), students are challenged to verify the different attitudes of the main characters, in order to reflect on the text as well as on themselves.


**Abstract**

Abstract
Ratzinger’s exegesis on “the parable of the good Samaritan” (Lk 10,25-37) in his work Jesus von Nazareth (Herder Verlag 2007) offers a personal reading of the evangelic passage, which highlights the depth and the intensity of a downright interior development. This development is expressed through noteworthy linguistic and rhetorical elements, which lead the reader to follow the author in his narration, developed in a graduated melding of voices and points of view (I, we, we all, everyone). The three evolving introspective levels are the stylistic mirror of the progressive author’s immersion into the text: first, the narrator’s starting point of view (Luke the Evangelist); second, the perspective of the parable’s protagonist (the Samaritan); finally, the holistic point of view of God made flesh and become neighbor in the person of Jesus. The reader is invited to personally involve himself in this interior developmental path. All rhetorical devices, with which Ratzinger reads Jesus’ answer contained in the parable, help the reader understand the semantic nuances of the evangelic passage. They reveal the aim of the “informative” act (the truth contained in it) to become “performative”, in order to challenge every reader in his free personal answer.
lawyer in Luke’s Gospel (Lk 10, 25-37). The work aims at pointing out the twofold functional level of the dialogue: the “informative” (embodied in the encoded meaning) and the “performative” one (embodied in the “complete” word meaning).

Focus is on inference dynamics within the selected dialogue. Such dynamic is triggered by the encoded meaning of the main keyword (“eternal life”). The full interpretation, however, can happen only at the end of the whole dialogue, when all argumentations – centred around the parable of the good Samaritan – are made explicit and the word meaning can be understood in its entire significance. The analysis highlights the parallel course of the twofold functional level, the one referred to the keywords’ meaning and the one referred to the argumentations.

According to, e.g., Peirce’s linguistic theory (1935-1966), communication makes sense when it produces a habit change in both interlocutors. On the one hand, each communicative act must influence the interlocutor’s habitus not only on the superficial level of his mood (diathesis), but also on the profound level of his permanent attitude towards life (hēxis). On the other hand, and according to Speech Acts Theory, each communicative act is to be considered “complete” when it does not remain simply “informative”, but when it becomes also “performative”, hence changing the interlocutor’s way of life. The full meaning of words can hence be understood within this double development. All Jesus’ dialogues are characterized by this same dynamic.

Results of this analysis may contribute to the didactic experience. Following the course of different argumentations in dialogues, the type of analysis performed in this study may introduce students to the interpretive dynamic of word meaning. Further studies may perform the same type of analysis within different communicative contexts, where different nuances of the described inferential mechanism may emerge.


The book is an introduction to the concept of “text” and its expressive techniques, at both a syntagmatic and paradigmatic level. It aims to offer readers a basis for personal analysis of all types of written texts. It also tries to enable them to work on and edit a contemporary text through the use of the expressive techniques of German as foreign language.

The book is ideally suitable for teaching purposes, at both high-school and, especially, university level. By means of case examples, tasks and solutions students can also familiarize with the suggested methodology through self-study. The supplied material consists of numerous articles from German magazines and newspapers, which provide a large number of texts and text-typologies. This method helps students update their language competences, putting them consciously into practice. In this context, also theoretical reflection on language, that enables the appropriate use of a foreign language, has an important role. As a conceptual approach to language-teaching, the book offers a view on the communication-oriented method that is strictly connected with the pragmatic approach.

The purpose of this practice-focused study is therefore twofold: through a simple presentation of the main contemporary theories on language, it tends to give students an indispensable theoretical basis for their study of concepts and principles. Meanwhile, the book aims at supporting them in their own empirical work on texts and use of foreign expressive techniques.


The paper is an introductory study on language-teaching conditions of German as foreign language at the university-level. It aims to help advanced students, as well as instructors of German Linguistics to become familiar with the main contemporary methods and researches conducted on German Language Teaching and its reference disciplines. A first task is therefore
to offer a theoretical background of didactic procedures, in order to use them in the practical organization of academic lessons, in particular of Master-level degree courses.

At the same time the book addresses those scholars interested in the development of the academic role of foreign language-teaching and intend to use it in connection with the Language Policy Division of the Council of Europe, the Common European Framework of Reference (CEFR 2001).

The paper is therefore directed towards junior professors who need a practical introduction into the organization of academic lessons on German as foreign language. But it can also impart students new competencies and qualifications, based on linguistic knowledge, theoretical insights and supported learning-practice.

On this level of the communication-oriented method, the role of the teacher takes on a new function. Through this method, the once defined “purveyors of knowledge” (i.e., performing a “knowledge transfer” function) are turned into “helpers” of the autonomous students’ learning process. Thus, the dominant form in Master’s degree courses tends to become individual work, which primarily aims at educating students to a responsible studying and training practice of language-learning. Therefore, the successful work of the teacher will depend on the level of the theoretical knowledge acquired in his or her personal studies, as well as in pragmatic competences offered to students.


The German narrative technique Erlebte Rede has been mostly carried out at a theoretical level in linguistic and literary analysis. As a consequence, its polyphonic character is often overlooked. The current text-based study addresses the polyphonic narration in German Literature at the turn of the past century. It explores the boundaries and possible convergence of two linguistic levels: on the one hand, the subjective level of the character and the objective one of the narrator; on the other hand, the simultaneous emergence of different voices. This technique requires answering questions about experiencing consciousness: Who does experience the narrated events? Only the subject directly involved in them, or also the narrator? To what extent may Erlebte Rede be considered as part of the narrative discourse and seen as a whole with it? Through a linguistic and a content-based analysis this empirical study offers an example of the ‘impressionistic’ duality of this phenomenon. According to Bakhtin’s theory of the novel it also argues that polyphony is an important prerequisite for a deeper study of different typologies of texts, which deal with this narrative technique - Erlebte Rede.