

TOWARDS A CONSTRUCTIONIST APPROACH TO ITALIAN L2 PEDAGOGY: A CASE-STUDY ON LIGHT VERB CONSTRUCTIONS

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1. INTRODUCTION

In recent years, Construction Grammar (CxG) has gained increasing attention in Second Language Acquisition (SLA) and Language Teaching (LT), in line with the broader influence of Cognitive Linguistics on applied linguistic research. Within this framework, Pedagogical Construction Grammar has emerged as a prominent approach grounded in the assumption that, if language knowledge consists of constructions, then language instruction should explicitly target such units (Herbst, 2016; Boas, 2022).

Despite this growing body of work, constructionist research remains unevenly distributed across languages and pedagogical contexts. Italian is still underrepresented in construction-based studies on both language acquisition and teaching, with only a limited number of contributions explicitly addressing L2 Italian from a pedagogical constructionist perspective (e.g., Della Putta, 2016). Even more striking is the near absence of research-based pedagogical solutions grounded in SLA-oriented analyses of how constructions develop in L2 Italian, and which could therefore indicate the stages of interlanguage development at which it is most appropriate to introduce one construction rather than another. More generally, both for Italian and for other languages, pedagogical approaches inspired by CxG are often only weakly aligned with Communicative Language Teaching. Many pedagogical proposals focus on how to teach a specific construction in isolation, detaching its learning from the communicative purposes that, in real language-teaching contexts, guide – or should guide – teaching choices. In our view, this constitutes a major deterrent to the effective adoption of construction-based instruction in the L2 classroom, whether for Italian or for other languages.

The present article aims to help fill these gaps by presenting a study conducted within the broader research initiative *Adopt a Construction*, which aims at building ItCon – the first *constructicon* for the Italian language (Masini *et al.*, 2024; Pannitto *et al.*, 2025; Pisciotto *et al.*,

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2025) (see Section 2). After outlining the basic principles of Pedagogical Construction Grammar (Section 3), the study focuses on a specific case-study, namely, light verb constructions involving five highly frequent Italian light verbs (*avere* ‘to have’, *fare* ‘to do’, *dare* ‘to give’, *prendere* ‘to take’, *mettere* ‘to put’). The study is bipartite in design. First, it seeks to identify when such constructions emerge in the interlanguage of learners of Italian across different levels of L2 proficiency, with a view of defining when they should be introduced in the L2 curriculum (Section 4). Second, building on these results, the article introduces and discusses a sample Teaching Unit (TU) that translates construction-based developmental insights into pedagogical practice, firmly grounded in the principles of Communicative Language Teaching (Section 5). While this research-informed teaching proposal still requires empirical classroom testing, the study lays the groundwork for designing construction-oriented pedagogical interventions that are both informed by solid understandings of L2 development and oriented toward the communicative use of constructions.

2. TOWARDS AN ITALIAN CONSTRUCTICON

According to CxG, language is a dynamic and adaptive system of constructions (Cxns), namely, form-function pairings with different levels of complexity and schematicity. Constructions range from simple words to idioms to abstract sentence structures (Fried, Nikiforidou, 2025), thus challenging the traditional divide between lexicon and grammar.

The last two decades witnessed a growth of CxG studies in languages other than English, which also favoured the emergence of Constructicography (Lyngfelt *et al.*, 2018), «a blend between [CxG] and Practical Lexicography, which aims at developing constructicons: [digital] repositories of form and function pairings in a language» (Boas *et al.*, 2019). Constructicons are not just inventories of all constructions in a language, but resources that represent and formalize the network of constructions in a given language (Lyngfelt *et al.*, 2018), which are connected by links of different sorts (cf., e.g., Diessel, 2023). In this sense, *constructicons* are goldmines of structured linguistic data that may serve multiple applied purposes. Indeed, not surprisingly, the Constructicography enterprise and *constructicons* are deeply connected with new fields investigating the implications and applications of CxG for language learning and teaching (see Section 3). *Constructicons* provide authentic examples of constructions in context that can be employed by language instructors for creating materials or consulted by learners for self-teaching. Scholars associated with the Swedish and Russian *constructicons* have emphasised this pedagogical potential (Loenheim *et al.*, 2016; Endresen *et al.*, 2022) and, more recently, the link to language assessment (Endresen, Zhukova, 2025). Endresen and colleagues (2022) worked on a digital resource called *Construxercise!* based on the Russian *constructicon*, providing both learners and language instructors of L2 Russian with construction-based exercises.

In this growing international landscape, several research initiatives are emerging to build *constructicons* for different languages: *Adopt a Construction* is a project under development at the University of Bologna’s Experimental LAB, aimed at building ItCon, the first *constructicon* for the Italian language (Masini *et al.*, 2024; Pannitto *et al.*, 2025; Pisciotta *et al.*, 2025). ItCon is designed to be an open and collaborative resource, as much interoperable as possible with other existing resources for Italian. Although the resource is still in its infancy, its design is thought to serve theoretical, applied, and computational purposes, being addressed to both

human users (linguists, teachers and learners of L2 Italian, laypeople) and machines. The resource's architecture is tripartite, including (i) a git-managed database of constructions; (ii) a corpus/treebank of annotated examples (Universal Dependencies-compatible), linked to as many constructions as possible; (iii) a human-user-friendly web application. Each construction is formalized for machine-readability purposes and is described through several text fields and tags that specify information about its properties and behaviour. Since one of the purposes of ItCon is pedagogical, this information also includes CEFR proficiency levels, which are however difficult to track given the lack of studies on how constructions (of different types) develop in L2 Italian. This is one of the major challenges faced by Pedagogical Construction Grammar, which is introduced in the following section.

3. PEDAGOGICAL CONSTRUCTION GRAMMAR

Recently, a growing interest in applying CxG to SLA and LT has emerged among construction grammarians, applied linguists, and pedagogists, with the dual aim of (i) testing the relevance of Cognitive Linguistics and CxG assumptions for SLA (e.g., Valenzuela Manzanares, Rojo López, 2008; Baicchi, 2016; Della Putta, 2016; Baicchi, Della Putta, 2019) and (ii) translating those assumptions into pedagogical practice (Holme, 2010).

This trend has consolidated into two closely related strands, namely, Applied Construction Grammar (De Knop, Gilquin, 2016) and, more directly pedagogy-oriented, Pedagogical Construction Grammar (Herbst, 2016; Boas, 2022). In particular, the latter relies on the assumption that if «language learning consists of the learning of constructions», then «language teaching should consist of the teaching of constructions» (Principle 1, Herbst, 2016: 41). It follows that language instruction needs to target constructions for what they are, namely, conventional form-meaning pairings (Principle 2, Herbst 2016: 41), and that learners need to be exposed to authentic and frequent enough input to learn them (Principle 7, Herbst, 2016: 44). Indeed, frequency plays a major role in the entrenchment of constructions, as recurring occurrences enable learners to notice regularities and recurrent patterns, and to generalise from concrete instances to more abstract schemas⁵.

3.1. *Key teaching principles and empirical evidence*

In recent years, empirical research in Pedagogical Construction Grammar has developed along three main lines. The first includes studies concerned with demonstrating the relevance of constructions in L2 learning (Gries, Wulff 2005, 2009) by analysing constructions that are difficult for learners and proposing reflections that can enhance the teaching practice (e.g.,

⁵ Four other principles are outlined by Herbst (2016) to guide the design of foreign language textbooks and pedagogical grammars in a way that is compliant with the tenets of Construction Grammar: «lexical constructions should be presented in textbooks as units of lexical form and a single sense» (Principle 3, 2016: 42); «in the vocabulary sections of textbooks, important collocations and phrases should be listed explicitly» (Principle 4, 2016: 42); «the most important (and most frequent) valency constructions should always be listed explicitly in the vocabulary sections of textbooks» (Principle 5, 2016: 43); and «the use of grammatical terminology should be restricted to a useful minimum, i.e. to cases in which the use of terminology contributes to language learning» (Principle 6, 2016: 44).

Cantarini, Schafroth, 2021 on L2 Italian and L2 German; De Knop, Mollica, 2022 on German; Nettet, Janda, 2022 on Russian; Sambre *et al.*, 2022 on L1/L2 Dutch and French).

The second group moves from corpus or experimental data analysed from a constructionist perspective to pedagogical applications. Della Putta (2016) and Ruiz de Mendoza Ibáñez, LLach (2016), for instance, propose teaching interventions and materials based on their data analyses, but without directly testing learning outcomes.

The third group includes studies that, on the contrary, test interventions and their outcomes empirically. A substantial subset of this experimental work evaluates techniques motivated by the broader Cognitive Linguistics notion of “embodied mind”, translated into LT as “embodied learning” (Macedonia, 2019; Della Putta, Suñer, 2023), and does not focus on the distinct added value of a constructionist approach per se. Studies like Fiorista, Della Putta, Samu (2024) and Comisso, Della Putta (2023), for instance, propose and test teaching interventions relying on physical activation and other embodied techniques. In particular, Fiorista, Della Putta, Samu (2024) test how these methods foster learning the aspectual perfective/imperfective alternation in L2 Italian, while Comisso, Della Putta (2023) apply an embodied approach to the teaching and learning of Russian motion verbs to Italian-speaking students. At the same time, some contributions explicitly bridge embodiment and constructionist analysis (De Knop, 2022), showing how construction-based descriptions can motivate the design of embodied activities. Suñer and Roche (2019), starting from a constructional account of German light verb constructions, develop and test multimedia animation tasks aimed at activating embodied concepts underlying those constructions. In addition, empirical evidence on the effectiveness of a constructionist approach to LT has also expanded to underrepresented languages in this field, as in Kim, Kim, Park (2024), who test CxG-based instruction on L2 Chinese learners’ comprehension and production of the Ba construction.

3.2. *The case of Italian as a second language*

As shown above, few studies on LT from a cognitive and constructionist perspective focus on L2 Italian (e.g., Della Putta, 2016; Cantarini, Schafroth, 2021; Fiorista, Della Putta, Samu, 2024).

To the best of our knowledge, the constructionist perspective is still rarely, if at all, employed in a principled way in the teaching of L2 Italian. In the absence of empirical data on the actual classroom practices implemented by teachers, it is nevertheless informative to examine textbooks, given that language teachers often rely on coursebooks not only for instructional materials but also, as is well known (Akbari, 2008; Forman, 2014), as a basis for shaping their professional practices. A recent study (Masini *et al.*, 2026), conducted on one textbook series (*Nuovissimo Progetto Italiano*, levels B1-C2), shows that semi-schematic constructions occurring throughout the four volumes are – as expected – numerous and well distributed in a wide range of sections and contexts, including oral and written texts, vocabulary exercises, grammar boxes, etc. However, few of these constructions are explicitly brought into focus, that is, systematically targeted through form-focused instructional activities (e.g., Ellis, 2001), as would be expected within a Pedagogical Construction Grammar framework. As a result, these constructions are largely left to incidental learning, while explicit

pedagogical attention is directed elsewhere (oral skills, specific lexical items or defined grammatical rules such as verb tenses or subject-verb agreement).

4. THE CASE-STUDY: LIGHT VERB CONSTRUCTIONS IN LEARNER CORPORA

In this section, we present the results of a study aimed at determining when learners of L2 Italian are ready to process specific constructions. According to interlanguage research, target-language forms develop according to defined acquisitional sequences, largely independent of age, L1, and type of learning (spontaneous vs. instructed) (see Giacalone Ramat, 2003 for Italian). However, little or nothing is known about the natural developmental path that learners follow in processing the interaction between form and function in L2 Italian constructions.

The present study – drawn from Pucci (2025), to which we refer for further details – pursues precisely this objective by investigating when (a set of) light verb constructions (LVCs) emerge in the interlanguage of learners of Italian across different levels of L2 competence.

LVCs are a well-known strategy to create complex predicates (formed by a light/support verb and a predicative noun) in many languages (Fazly, Nematzadeh, Stevenson, 2009), including Romance languages (Pompei, Piunno, 2023) and, more specifically, Italian (e.g., Ježek, 2004; Mastrofini, 2004). LVCs have been analysed under a variety of theoretical perspectives, including the constructionist one (Quochi, 2016; Pisciotta, Masini, 2025). Given the hierarchical organization of constructions, LVCs may be found at different levels of schematicity: *avere paura* ‘to fear’ (lit. have fear), for instance, is a lexically specified construction, whereas *avere* + N_{PSYCH} is a semi-schematic construction where V is specified and N is a variable slot to be filled by psych nouns (Pisciotta, Masini, 2025). These two constructions are linked together by what Goldberg (1995) called “instance inheritance link”, namely, a taxonomic link: *avere paura* is an instance of a more general and schematic *avere* + N construction (which, in turn, might be taken to be an instance of an even more general and schematic V+N light verb construction, if it turns out to be motivated enough).

4.1. Methodology

The general objective of this case-study is to investigate the use and distribution of light verb constructions (LVCs) in a written corpus of non-native learners of Italian as a Second Language (L2), compared with its use in a reference corpus of written Italian. The targeted expressions are verb-noun LVCs where the noun is any bare noun and the verb corresponds to one of the five most common light verbs in Italian, namely, *avere* ‘to have’, *dare* ‘to give’, *fare* ‘to do/make’, *mettere* ‘to put’, and *prendere* ‘to take’. The two corpora selected for the investigation are CELI and CORIS.

The CELI (*Certificati di Lingua Italiana*, i.e., Certificates of Italian language) corpus was developed at the University for Foreigners of Perugia (Spina *et al.*, 2022)⁶. It consists of written productions (3041 texts, 608614 tokens) taken from the CELI 2, CELI 3, CELI 4,

⁶ <https://apps.unistrapg.it/cqpweb/celi/>.

and CELI 5 exams produced by educated adult learners (from 104 different nationalities), covering CEFR levels from B1 to C2. The texts at each level are elicited through different tasks, which vary greatly from one another: at B1 level, candidates are required to write a short letter or email based on a given prompt; at B2 level, they are asked to produce a short composition on personal experiences or on general-interest topics, choosing between two input prompts; at C1 level, they are asked to write a composition chosen from two prompts, which may consist of a report on contemporary social phenomena, a narrative about personal experiences, or a formal letter; at C2 level, they are required to produce a free composition chosen from three prompts, which may be a report, a fictional narrative, or a description of personal experiences.

The CORIS (*Corpus di Riferimento per l'Italiano Scritto contemporaneo*, i.e., Reference corpus for contemporary written Italian) corpus was developed at the University of Bologna starting in the 1990s (Rossini Favretti, Tamburini, De Santis, 2002)⁷. It is a general, synchronic reference corpus of written and authentic texts, divided into thematic sub-corpora (press, fiction, academic prose, legal-administrative prose, miscellany, and ephemera) in varying proportions, determined by external quantitative and qualitative parameters. It is periodically updated by the addition of monitor corpora: the current 2021 version contains 165Mw.

Firstly, the corpus CELI was searched by using a simple CQP query that matched the targeted LVCs ([lemma="fare|avere|mettere|prendere|dare"])[pos = "NOUN"]: these data were extracted for each of the four levels (B1, B2, C1, C2). The extracted candidates were then manually checked, to make sure they met the requirements to be regarded as LVCs, following the criteria identified by Riccio and Fleischhauer (2025), Vincze, Nagy and Zsibrita (2013), Maiko (2022). The final dataset consists of 907 valid occurrences for 162 types. For each type, the tokens per CEFR level were traced (e.g., *avere coraggio* has an overall token frequency of 8 in CELI, distributed as follows: 0 in B1; 5 in B2; 2 in C1; 1 in C2).

Secondly, every LVC type found in the CELI corpus was searched in CORIS to check its frequency of use, serving as a benchmark for the data collected in CELI. LVCs with less than 1000 occurrences in CORIS were manually checked, whereas those with many more occurrences were randomly checked. Given the difference in size, frequencies were normalized (words-per-million-words, pmw) to allow for comparability.

Thirdly, data frequencies (absolute and relative) from both corpora (see Appendix) were included in the dataset to assess differences and similarities between L1 and L2 speakers, also with respect to independent findings for other languages. For CELI, the availability of frequency data for each of the four sub-corpora (corresponding to the four levels) allowed for the observation of the first occurrence and subsequent developments of both specific LVCs (e.g., *avere paura* ‘to fear’) and semi-schematic LVCs (e.g., *avere+N*).

4.2. Results

The data collected and organized as described in Section 4.1 led to several observations regarding the emergence and use of LVCs across proficiency levels, including non-target forms (Pucci, 2025).

One general observation that is relevant for the current purposes is that, if we consider relative frequencies, most LVCs are more “frequent” in CELI (L2 Italian) than in CORIS (L1

⁷ <https://corpora.ficlit.unibo.it/TCORIS/>.

Italian). For instance, *avere bisogno* ‘to need’ (lit. have need), *fare parte* ‘to be part’ (lit. make part) and *avere paura* ‘to fear’ (lit. have fear) are the three top-ranked LVCs in both CELI and CORIS (in terms of both absolute and relative frequency), but, in terms of relative frequency, they appear more frequently in CELI. Although this is true for most LVCs in our dataset, for some LVCs we also find the opposite situation: for instance, the relative frequency of *avere diritto* ‘to have the right / be entitled’ (lit. have right) and *fare riferimento* ‘to refer to/rely on’ (lit. make reference) are higher in CORIS, probably due to their formal register (see Appendix).

These data overall confirm findings from previous studies on Romance languages (García Salido, 2014; Vincze *et al.* 2016 for L2 Spanish; Bratánková (2015), Scinetti (2013), Benigno, Vedder (2016) for L2 Italian): these studies note the higher token frequency of LVCs in L2 texts compared to L1 texts. Maiko (2022) argues that the reason why the frequency of V+N constructions (and LVCs in particular) differs between L1 and L2 speakers is that the latter use fewer collocations but tend to overuse them. Della Putta (p.c.) also observes that the use of LVCs is economical from an acquisitional viewpoint because it reduces the burden of learning many different verbs: light verbs are indeed very frequent, general verbs that can combine with nouns to obtain (complex) meanings.

However, the main result emerging from the collected data concerns the distribution of semi-schematic LVCs across proficiency levels. Table 1 presents this distribution for the five semi-schematic LVCs under investigation (per type): for each level, we give the total number of types found at that level (“all” column) and the number of new types that emerge for the first time in the dataset at that level (“new” column).

Table 1. *Development of LVC-types across levels*

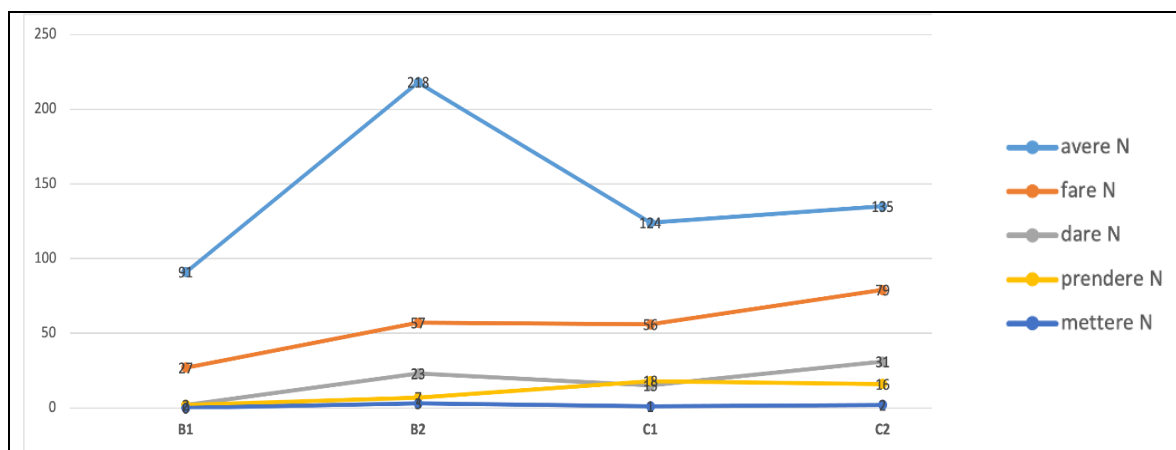
Cxns	B1		B2		C1		C2		TOTAL (sum of new)
	all	<i>new</i>	all	<i>new</i>	all	<i>new</i>	all	<i>new</i>	
<i>Avere + N</i> ‘have N’	17	17	31	20	31	12	32	9	58
<i>Fare + N</i> ‘do/make N’	10	10	17	12	21	12	31	18	52
<i>Dare + N</i> ‘give N’	2	2	15	14	8	6	19	12	34
<i>Prendere + N</i> ‘take N’	2	2	4	3	5	4	6	3	12
<i>Mettere + N</i> ‘put N’	0	0	3	3	1	1	2	2	6
TOTAL (per level)	31	31	70	52	66	35	90	44	162

As we can see, most LVCs belong to the *avere* type, followed by *fare*, *dare*, *prendere* and *mettere*. *Avere*+N and *fare*+N display a different development: *avere*+N types increase between B1 and B2 and then drop through C1-C2 in terms of new constructions (but their token frequency remains higher, as we will see), whereas *fare*+N types remain more or less stable until C1 and then rise at C2. *Dare*+N, which is the intermediate construction, displays a

discontinuous development, with values that rise and drop, whereas *prendere*+N and *mettere*+N are much less represented and show a faint growth.

Graph 1 shows the overall token frequencies of types belonging to the 5 semi-schematic LVCs throughout the corpus: the same progression can be observed. The token frequency of *avere*+N types peaks at B2 (due to the very high frequency of *avere bisogno* ‘to need’, lit. have need) at then decreases, but is always higher than all other constructions, whereas *prendere*+N and *mettere*+N confirm their marginal role.

Graph 1. *Token frequency of LVC-types across levels*



Based on these results, we might hypothesize a possible acquisitional sequence with regard to the LVC-types examined, which is illustrated in:

- (1) *avere*+N > *fare*+N > *dare*+N > *prendere*+N > *mettere*+N
 ‘to have’ ‘to do/make’ ‘to give’ ‘to take’ ‘to put’

The chain in (1) reflects the raw frequency of the five verbs in both CELI and CORIS (except for *mettere* in CORIS, which is more frequent than *prendere*)⁸: the frequency and the identified level of emergence of a form point to the existence of a specific acquisitional sequence that learners appear to follow in processing these constructions.

Moreover, in their study about the competition between psych LVCs and derived verbs (namely, synthetic verbs) in Italian, Pisciotta and Masini (2025: 151) claim that «LVCs are the main strategy used to form stative psych predicates: LVC types (80% of which are *avere*-LVCs) are three times more numerous than the SV [synthetic verb]». So, *avere*+N is the preferred strategy to talk about mind states, which is one of the first communicative tasks learners face. *Fare*, on the other hand, is usually employed in LVCs to indicate causation (like *mettere*, which is, however, much less frequent), hence events rather than states: usually, learners firstly acquire the ability to talk about themselves and their needs, and only later about actions that affect other entities. Finally, *prendere* expresses inchoativity, an aspect that is

⁸ Raw frequency in CELI: *avere* 15265; *fare* 4534; *dare* 756; *prendere* 616; *mettere* 309. Raw frequency in CORIS: *avere* 1696454; *fare* 604801; *dare* 138217; *prendere* 106224; *mettere* 113201.

conceptually more complex to grasp at initial stages of linguistic competence, and possibly less basic in communicative terms.

In conclusion, the identified sequence (1) may reflect acquisitional patterns while also informing syllabus design and the organisation of pedagogical procedures, as shown in Section 5.

4.3. *Limits of this case-study*

To conclude this section, we would like to emphasize that the identified acquisitional sequence should be taken as a first hypothesis to be tested on a much larger and varied set of data that would also include other text types, including spoken spontaneous speech. Indeed, the CELI corpus includes only written productions, elicited through a range of specific tasks administered during exams. These texts vary in register, but tend to be more formal than everyday spoken language. Moreover, since the CELI corpus begins at the B1 level, no claims can be made about the emergence of LCVs at earlier stages; however, it is reasonable to assume that some LCVs may already occur below the B1 level.

On the one hand, the limitation in terms of communicative situations constraints the use of some lexical items and may favour the use of other forms: for instance, a formal LVC like *dare vita* ‘originate’ (lit. give life) is very little used in CELI compared to CORIS, where higher-register texts are represented. On the other hand, the variety of elicitation tasks may also be problematic because, as Ellis and Wulff (2019: 190) note, «[i]f the elicitation tasks vary, the chance of sampling the same formula and its potential variants diminish accordingly». Moreover, the small size of the CELI corpus may also have an impact in terms of data density, which is crucial for identifying repeated uses and the emergence of certain forms in order to derive an acquisitional sequence (Tomaseello, Stahl, 2004). In addition, the present study focused only on verb-(bare)noun LVCs, which is the core type, but Italian has other patterns that involve the same light verbs, like verb-determiner-noun (e.g., *avere la febbre* ‘have a fever’, lit. have the fever; *dare una mano* ‘to help’ lit. give a hand) or verb-PP (e.g., *fare a gara* ‘to compete’, lit. do/make at race; *prendere in considerazione* ‘to consider’, lit. take in consideration; cf. Pompei, 2017). These might well have a role, which will need to be investigated by future research.

5. A PEDAGOGICAL PROPOSAL FOR L2 ITALIAN

Based on the results outlined in the previous section, we developed a teaching proposal for B2-level Erasmus students of Italian. Although we could have addressed other proficiency levels (B1, C1, C2), or different learner profiles and contexts (e.g., migrant workers, upper secondary school students), we selected this specific teaching scenario for two main reasons.

Firstly, at the B2 level, we could identify a coherent cluster of constructions that either emerge (e.g., *prendersi cura* ‘to take care’; *dare sicurezza* ‘to give a sense of security’) or consolidate (e.g., *avere paura* ‘to be afraid’) that all belong, from a semantic-functional perspective, to the domain of social relationships and personal well-being. Secondly, at least in this initial example of evidence-based pedagogy, we preferred to remain aligned with the

variety of Italian represented in the CELI corpus, which includes texts produced by university students and reflects topics and language uses typical of the academic context.

The Teaching Unit (TU), entitled *Vita Erasmus: studiare, fare amicizia e prendersi cura di sé* ('Erasmus life: studying, making Friends, and taking care of yourself'), follows the structure of the TU model developed by Zorzi (1995), although some terminology and phase characteristics can be traced back to Balboni (1994)⁹. Both models are mainly rooted in the Italian tradition of language pedagogy (*Unità Didattica*). Despite their historical and conceptual differences, they share a *Focus-on-Forms* approach to grammar instruction (Long, 2000) that is however strongly oriented towards using language in communication.

Regarding content, some of the materials and teaching prompts used in the TU are drawn or adapted from the textbook *Intercultural Education resources for Erasmus Students and their Teachers* - IEREST (2015) and related studies (e.g., Beaven, Borghetti, 2018).

5.1. Learning objectives

Like all TUs, the one presented here pursues multiple objectives. In line with the case study presented in Section 4, however, greater emphasis is placed on the teaching of verb-noun LVCs with *avere* 'to have', *dare* 'to give', *fare* 'to do/make', *mettere* 'to put', and *prendere* 'to take' (Section 5.1.1). The overall learning objectives (intercultural, communicative, morphosyntactic, sociolinguistic, and pragmatic) will be discussed briefly in Section 5.1.2.

5.1.1. Target constructions

By the end of the TU, learners are expected to be aware of and able to use a range of lexically specified verb-noun LVCs which, according to our data, emerge at the B2 level, i.e., the target exit level envisaged for the group of international students considered here. Table 2 lists all the LVCs identified by Pucci (2025), grouped according to the type of light verb involved and sorted from those emerging at higher proficiency levels to those typically acquired earlier. The last two columns report, respectively, the number of occurrences attested at the B2 level (i.e., the level of emergence) and the total number of occurrences in the CELI corpus.

Table 2. *Lexically specified LVCs emerging at the B2 level*

Light verbs	Lexically specified LVCs	N. occurrences at B2	N. total occurrences CELI corpus
<i>mettere</i> 'to put'	<i>mettere fine</i> 'to put an end'	1	1
	<i>mettere piede</i> 'to set foot'	1	1
	<i>mettere voglia</i> 'to make someone feel like'	1	1

⁹ For reasons of space and scope, the most recent developments of Balboni's (2019) Teaching Unit model, including the concept of a "network of acquisition units", are not considered here.

<i>prendere</i> 'to take'	<i>prendersi cura</i> 'to look after someone'	4	23
	<i>prendere piede</i> 'to take hold'	1	2
	<i>prendere confidenza</i> 'to gain confidence'	1	1
<i>dare</i> 'to give'	<i>dare coraggio</i> 'to give someone courage'	2	2
	<i>dare importanza</i> 'to value'	1	5
	<i>dare spazio</i> 'to give someone space'	1	4
	<i>dare tempo</i> 'to give someone time'	1	2
	<i>dare supporto</i> 'to provide support'	1	1
	<i>dare struttura</i> 'to provide structure'	1	1
	<i>dare stabilità</i> 'to provide stability'	1	1
	<i>dare sicurezza</i> 'to give a sense of security'	1	1
	<i>dare noia</i> 'to get on someone's nerves'	1	1
	<i>dare luogo</i> 'to give rise'	1	1
	<i>dare lavoro</i> 'to provide employment'	1	1
	<i>dare fine</i> 'to put an end'	1	1
	<i>dare esperienza</i> 'to provide experience'	1	1
	<i>dare colore</i> 'to liven up'	1	1
<i>fare</i> 'to do/make'	<i>fare paura</i> 'to be frightening'	5	13
	<i>fare riferimento</i> 'to rely on'	4	10
	<i>fare fatica</i> 'to struggle'	3	12
	<i>fare finta</i> 'to pretend'	2	4
	<i>fare esperienza</i> 'to gain experience'	1	2
	<i>fare carriera</i> 'to advance in one's career'	1	2
	<i>fare conversazione</i> 'to make conversation'	1	1
	<i>fare eccezione</i> 'to be an exception'	1	1
	<i>fare giustizia</i> 'to do justice'	1	1
	<i>fare propaganda</i> 'to engage in propaganda'	1	1
	<i>fare tenerezza</i> 'to seem endearing'	1	1
<i>fare voglia</i> 'to make someone feel like'	1	1	
<i>avere</i> 'to have'	<i>avere senso</i> 'to make sense'	5	10
	<i>avere rispetto</i> 'to respect'	3	4
	<i>avere famiglia</i> 'to have family responsibilities'	2	2
	<i>avere difficoltà</i> 'to struggle'	3	8
	<i>avere coraggio</i> 'to be brave'	5	8
	<i>avere diritto</i> 'to have the right'	1	11
	<i>avere inizio</i> 'to begin'	1	10
<i>avere intenzione</i> 'to intend'	1	5	

	<i>avere fame</i> ‘to be hungry’	1	4
	<i>avere esperienza</i> ‘to be experienced’	1	2
	<i>avere importanza</i> ‘to matter’	1	2
	<i>avere curiosità</i> ‘to be curious’	1	1
	<i>avere fede</i> ‘to be faithful’	1	1
	<i>avere necessità</i> ‘to need’	1	1
	<i>avere orecchio</i> ‘to have a good ear’	1	1
	<i>avere piacere</i> ‘to take pleasure’	1	1
	<i>avere risposta</i> ‘to have an answer’	1	1
	<i>avere torto</i> ‘to be wrong’	1	1
	<i>non avere futuro</i> ‘to have no future’	1	1
	<i>non avere relazione</i> ‘to be unrelated’	1	1

Only a subset of these 52 lexically specified LVCs is explicitly addressed in the TU. Learners, however, are not only expected to acquire the instances introduced in class, but also to produce structurally equivalent ones once the construction has been internalised; for example, exposure exclusively to *fare paura* may lead to the acquisition of *fare fatica* and *fare tenerezza*, even if these are not explicitly taught. Moreover, the hypotheses learners formulate at this stage are expected to support the acquisition of further formulations whose emergence is associated with higher developmental levels (e.g., *fare pena* ‘to evoke pity’ at C2). Finally, the TU also provides an opportunity to reinforce lexically specified LVCs that learners of L2 Italian seem to develop at earlier stages (e.g., *avere paura* ‘to be afraid’ or *avere pazienza* ‘to be patient’).

5.1.2. Overall learning objectives

As anticipated, the acquisition of the verb-noun LVCs addressed here is embedded in a broader set of learning objectives. Firstly, the TU pursues intercultural aims. Drawing on the activity *24b Erasmus life* (IEREST, 2015: 58-73), it invites students to explore and reflect on their emotional reactions (positive or negative) to living abroad, moving beyond simplistic cultural explanations, and to examine how using another language may affect self-image and self-presentation. From a communicative-functional perspective, learners are therefore expected to refine their ability, both orally and in writing, to express emotions, empathy, and needs, to give advice related to others’ well-being, to narrate personal study-abroad experiences, and to discuss interpersonal relationships and group dynamics, also making use of pragmatically marked ironic forms (e.g., *forse faccio tenerezza?* ‘maybe I seem endearing?’). These communicative goals are pursued through guided exploration and practice of morphosyntactic forms typically processed at the B2 level (Spinelli, Parizzi, 2010), including the passive of transitive verbs with *venire*, the past gerund with temporal or causal value, and the past conditional to express future-in-the-past meanings. At the lexical level, the TU focuses on the language of emotions and social relations in the university context, including

colloquial expressions, some of which are realised through verb-noun LVCs (e.g., *mi dà noia tutto*, ‘everything is getting on my nerves’).

5.2. *Teaching phases*

According to Zorzi (1995) and Balboni (1994), a TU is articulated into five phases: Orientation and warm-up, Input presentation, Focusing, Practice, and Reflection. Acknowledging that this structure is by no means rigid (e.g., the phases often overlap and merge) and that it must be adapted to specific educational contexts, we adopt it as a reference framework in the following sections to describe the instructional procedures of *Vita Erasmus: studiare, fare amicizia e prendersi cura di sé*.

5.2.1. *Orientation and warm-up*

After presenting the objectives of the TU, a warm-up activity is introduced to encourage students to talk about their current international mobility experience. In line with the IEREST guidelines (2015: 61), an audiovisual text is shown and stopped shortly before the end¹⁰. Students are then divided into small groups of three or four and asked to share their personal Erasmus experiences, using the video as a starting point. To facilitate interaction, a set of guiding questions is provided to prompt reflection on the representation of Erasmus life in the audiovisual text. These questions address which aspects of Erasmus life are emphasised or omitted, the communicative purpose of the film, and the role of music and the absence of dialogue in shaping its meaning. Students are also invited to speculate about the content of the message shown at the end. After the group discussions, students report their ideas in plenary. The final scene is then shown, and students are asked to compare the actual message (‘Erasmus makes union’) with their earlier hypotheses.

Overall, the video and the ensuing discussion serve as an introduction to the main themes of the TU, including the ability to talk about experiences and emotions related to mobility experiences. During this preliminary phase, the teacher takes note of any constructions potentially produced by the students (including those beyond the target ones), without drawing the learners’ attention to them; this will instead be done later in the form-focused phase.

5.2.2. *Input presentation*

In the second phase of the TU, students are presented with a written text adapted from Beaven, Borghetti (2018). It takes the form of a first-person narrative originally posted on a class blog and recounts an Erasmus student’s emotional experience during the initial months of study abroad. One of the comments received by the blog author is also included, written by a peer who was undertaking an Erasmus experience in a different European destination.

¹⁰ *Erasmus Life in 24hr*: <https://www.youtube.com/watch?v=iRTtv60VTEE>.

Original version

Sono qui da un mese e mezzo, per cui è sicuro: sono in Erasmus. E in questo momento mi sembra anche l'unica cosa certa. Insieme alla paura. Ho paura di fallire, paura di non riuscire a dare gli esami al meglio e anche paura di non rispettare le scadenze burocratiche (che sempre, non so perché, vengono comunicate all'improvviso).

Anche la solitudine *fa paura*. Mi ricorderò per sempre i primi giorni: dopo essere arrivata, *avevo necessità di fare conversazione*, di stare con gli altri. Ma, stando tutto il giorno in aula e dopo quattro ore di lezione, anche una semplice chiacchierata con i compagni era più faticosa che altro.

Sono qui da un mese e mezzo e mi chiedo: "Dov'è quella meravigliosa esperienza di cui tutti parlano? Quando inizia?". Mi dicevano che sarebbe stata un'esperienza unica, indimenticabile, che mi avrebbe trasformata per sempre. Si deve essere felici in Erasmus. Vedendo gli altri, comincio a pensare che ci sia qualcosa di sbagliato in me.

Faccio fatica a comunicare bene e con naturalezza in lingua inglese, soprattutto per le cose quotidiane: "Come si dice scolapasta, quella cosa in cui si rovescia la pasta una volta cotta?". Spesso, quando mi parlano tutti insieme e c'è rumore (tipo al pub!), *faccio finta* di capire e sorrido. Secondo me sembro scema. Oppure forse *faccio tenerezza*? Ecco, non è esattamente quello che vorrei.

Sono qui da un mese e mezzo e ho già voglia di *mettere fine* a questa esperienza. Mi *dà noia* tutto, dalle coinquiline che non puliscono la cucina, ai prodotti malsani sugli scaffali del supermercato, ai lavori di gruppo in classe, che vengono organizzati senza tener conto delle difficoltà linguistiche degli studenti internazionali. Inizio a sentire la mancanza di me stessa, di quella ragazza sempre col sorriso che *ha coraggio*, iniziativa, allegria.

Comunque, ragazzi, che devo dirvi? Non voglio più essere triste. Non importa come è iniziato questo Erasmus... *Ho intenzione* di cambiarlo. Ci provo almeno!

Sara

Comment 1:

Hei Sara, dopo un mese e mezzo, sei ancora all'inizio. Devi *avere fede!* 😊 Anche io qualche volta *ho avuto difficoltà* con la lingua, la burocrazia e... con la pioggia! È normale che ci siano momenti difficili. Devi solo *prendere confidenza* con il nuovo ambiente, *avere pazienza* e non *avere paura* di fallire: la vera vittoria sta nel migliorarsi giorno per giorno. Prima di tutto, impara a *prenderti cura di te* o non riuscirai a *prenderti cura del resto*. Vincenzo

Translated version

I've been here for a month and a half, so it's certain: I'm on Erasmus. And right now it feels like the only thing that's certain. Along with the fear. I'm afraid of failing, afraid I won't manage to do well in my exams, and also afraid I won't meet the bureaucratic deadlines (which, I don't know why, are always communicated suddenly).

Loneliness *is frightening* too. I'll always remember the first few days: after arriving, I *needed to make conversation*, to be with other people. But spending the whole day in class, and after four hours of lectures, even a simple chat with classmates felt more exhausting than anything else.

I've been here for a month and a half and I keep asking myself: "Where is that wonderful experience everyone talks about? When does it begin?" I was told it would be a unique, unforgettable experience, that it would change me forever. You're supposed to be happy on Erasmus. Looking at the others, I'm starting to think there's something wrong with me.

I struggle to communicate well and naturally in English, especially about everyday things: "How do you say colander, that thing you use to drain the pasta once it's cooked?" Often, when everyone talks to me at once and there's noise (like at the pub!), *I pretend* to understand and smile. I probably sound stupid. Or maybe *I seem endearing*? Well, that's not exactly what I want.

I've been here for a month and a half and I already feel like *putting an end* to this experience. Everything *gets on my nerves*, from my flatmates who don't clean the kitchen, to the unhealthy products on the supermarket shelves, to group work in class, which is organised without taking into account the linguistic difficulties of international students. I'm starting to miss myself, the girl who's always smiling, who *is brave*, and full of initiative and cheerfulness.

Anyway, guys, what can I say? I don't want to be sad anymore. It doesn't matter how this Erasmus started... *I intend* to change it. I'll try, at least!

Sara

Comment 1:

Hey Sara, after a month and a half, you're still at the beginning. You have *to be faithful* 😊 *I have* also *struggled* sometimes with the language, the bureaucracy and... the rain! It's normal to have tough moments. You just need *to gain confidence* with the new environment, *be patient* and not *be afraid of failing*: the real victory lies in improving yourself day by day. First of all, learn *to take care* of yourself, or you won't be able *to take care* of the rest. Vincenzo

Although the target verb-noun LVCs are highlighted in italics in the text, these markings are not shown to learners at this stage; explicit attention to form is postponed to a later phase, as this stage is primarily oriented towards text comprehension. Learners are led through a sequence of reading activities designed to support understanding firstly at a global level and then in a more analytical way. Initial activities may include true/false or multiple-choice questions targeting the communicative context, the main topic of the narrative, and the overall emotional states of the blog author, as well as matching tasks linking emotions (e.g., frustration, disappointment, irritation, loneliness) or problems (e.g., lack of linguistic confidence, unintended self-image) to text excerpts. Subsequent activities progressively focus on authorial perspectives, for instance, through open-ended questions addressing the respective attitudes of the two students involved in the online interaction. The teacher may also propose a grid-based matching task designed to draw attention to implicit meanings and attitudes (e.g., irony, self-irony, discouragement) and to the linguistic forms used to convey them. These and similar activities may be carried out in plenary or group work before students are finally invited to reflect on and discuss their own Erasmus stay through questions such as: "Overall, does this blog post represent your feelings and attitudes, and why?" or "Which mentioned aspects have you encountered, and which have not been part of your own experience?".

5.2.3. Focusing

Once the teacher is reasonably confident that the class has become familiar with the text and understands its main content, instruction moves to the third phase of the TU, namely, the focusing-on-form phase. As anticipated, for reasons of space and scope, we do not detail here the wide range of activities that could be proposed to help learners notice morphosyntactic forms (e.g., *Mi dicevano che sarebbe stata un'esperienza unica* 'I was told it would be a unique experience'), features typical of written-spoken discourse (e.g., *Per cui è sicuro: sono in Erasmus* 'So it's certain: I'm on Erasmus') or the linguistic realisation of ironic tones (e.g., *Secondo me sembro scema* 'I probably sound stupid'), all of which are abundant in the text and constitute – alongside light verb constructions – the instructional targets of the TU.

Regarding the target verb-noun LVCs, this is the stage at which the teacher draws learners' attention to the underlined forms in the blog post and accompanying comment, in line with the principles of Input Enhancement (Sharwood Smith, 1993). Assuming that *noticing* is a prerequisite for intake (Schmidt, 1990), the texts were adapted to increase the salience of the target constructions through underlining and input flood, i.e., with a slight increase in their frequency. However, exposure to enhanced input does not guarantee *noticing*, which may be partial or even absent. Learners are thus guided in exploring and manipulating the input through a range of activities, including, for example, the following.

- Students are asked to classify the constructions in the text by communicative function and form (type of support verb) through odd-one-out and inclusion tasks. For example, *fare paura* and *prendere confidenza* express emotional states, *mettere fine* conveys intentionality, and *fare fatica* signals difficulty; in formal terms, *fare paura* differs from *avere paura*. Students then expand the classification by adding other verb-noun constructions they know.
- Attention is drawn to the distinction between analytic and synthetic formations. Through a matching activity, learners associate LVCs such as *fare finta*, *mettere fine* or *fare conversazione* with their synthetic counterparts (*fingere*, *terminare*, *conversare*), reflecting on potential differences in register, nuance, and pragmatic force.
- Reformulation tasks are proposed to encourage deeper processing. Students transform adjectival or verbal predicates into LVC-based expressions (e.g., *Marco è timido* 'Marco is shy' → *Marco fa fatica a prendere confidenza con il gruppo* 'Marco finds it difficult to open up to the group'; *Elisa è spaventata* 'Elisa is scared' → *Elisa ha paura di fallire* 'Elisa is afraid of failing'), thereby observing how support-verb constructions often allow for greater semantic precision.
- Through scaffolded completions, learners practise selecting contextually appropriate constructions (e.g., *Per aiutare un compagno che ha difficoltà, è importante [prendersi cura di lui/ lei]* 'To help a classmate who is struggling, it is important [to look after them]'; *Quando si inizia un'esperienza nuova, è normale [fare fatica]* 'When starting a new experience, it is normal [to find it difficult]').
- Preferably in pair work, students discuss meaning contrasts (e.g., *prendersi cura* vs. *dare supporto*; *dare coraggio* vs. *dare sicurezza*), as well as evaluative nuances (e.g., Is *fare paura* always negative?). This further step involves a more fine-grained semantic exploration and thus fosters metalinguistic awareness.
- Students are encouraged to engage in sociolinguistic reflection. They consider in which communicative contexts certain constructions are appropriate or marked, formulating

hypotheses about register and usage (e.g., the suitability of *mettere fine* vs *fare finta* in academic discourse).

- A collaborative table-construction task is then proposed based on a given list of constructions (which may extend beyond the target ones). The table includes: (a) pragmatic function (e.g., expressing emotion, reassurance, difficulty, relational positioning); (b) morphosyntactic structure (transitivity, prepositions, pronominal forms such as *prendersi cura di*); and (c) register.
- An autonomous practice task is then introduced. Students analyse short *WhatsApp* exchanges between university students containing the target constructions, identify and categorise them, and reuse selected LVCs in brief written replies, thus transferring the constructions to a new communicative context.

As clearly illustrated by the final example, regardless of the techniques employed, the teaching sequence moves from form-function analysis to guided synthesis in production. This progression then consistently leads to the subsequent phases of the TU, in which teacher support is gradually reduced and learners are encouraged to employ the target constructions more autonomously.

5.2.4. *Practice*

Following this gradual release of responsibility, the TU moves to a phase of communicative practice in which learners mobilise the target verb-noun LVCs in increasingly autonomous interaction. Again, a range of activities may be proposed, including the following.

- Guided micro-dialogues are carried out through short role-plays. Working in pairs, students enact situations related to the blog post: for example, a newly arrived student asks for direction and support, and receives advice on their well-being; a classmate is afraid of failing an exam and needs encouragement; or a group member does not participate and needs to be given space. Such scenarios prompt learners to reuse constructions such as *fare fatica*, *avere fede*, *prendere confidenza*, or *prendersi cura* in contextually appropriate ways. If necessary, further scaffolding can be provided, for instance, by supplying turn-by-turn prompts (e.g., Student 1 says they feel lonely; Student 2 responds that this is common) and thus turning the role-play into guided role-making, and/or by offering a list of potentially useful constructions for the communicative task.
- A second activity consists of an information-gap task carried out in pairs. Students simulate being peer tutors for incoming international students experiencing “integration problems” (e.g., feeling lonely, not understanding university services, being afraid to speak). They collaboratively write an email offering practical advice and emotional support, being required to incorporate at least five target LVCs. In this way, forms previously analysed in the focusing-on-form phase are embedded in meaningful written interaction.
- The sequence then moves to a phase of semi-free oral production. Learners choose one prompt and recount, for instance, an episode in which someone *si è preso cura di loro* at university, describe a situation in which they initially *hanno avuto difficoltà* or did not immediately *presero confidenza* with a group, reflect on behaviours that *danno sicurezza* or *hanno*

senso in a new environment, or discuss moments in which they *hanno fatto finta di capire*. This activity encourages more autonomous and personally meaningful use of the target constructions.

- Finally, learners work in small groups on complementary sub-tasks leading to a shared outcome: the design of a well-being campaign for international students. In line with Ellis’s (2003) definition of ‘task’, each group develops a specific component (e.g., identifying emotional challenges, drafting supportive messages, creating promotional materials), which are then integrated into a final product. For example, one group may design a poster titled *Non avere paura di fallire* (‘Don’t be afraid to fail’), encouraging students to *prendere confidenza* and *chiedere supporto* when they *hanno difficoltà*; another may produce a short video stressing that it *ha senso fare fatica* at the beginning and inviting peers to *prendersi cura di sé*. During the task, learners use the target LVCs to pursue a concrete communicative goal through purposeful collaboration.

5.2.5. Reflection

The final phase of the TU is devoted to guided reflection and consolidation. Again, a range of activities may be proposed; here we mention only three. First, learners can be invited to evaluate their own language use and emerging awareness of verb-noun LVCs. They are asked which constructions felt most natural to use, which new ones they have acquired, and whether they can creatively extend the pattern by coining plausible additional combinations. Selected proposals are discussed collectively, allowing the class to test their acceptability and pragmatic appropriateness. Second, a short consolidation quiz combining multiple-choice and completion items targeting the constructions practised throughout the unit can be proposed as a form of formative assessment. Finally, the sequence may conclude with a brief game-based activity, such as a “relational Taboo”: learners draw cards featuring target LVCs and must explain them without using a set of prohibited words. Through this combination of reflection, focused retrieval, and playful reuse, learners consolidate both form-function mappings and pragmatic control of the constructions.

6. CONCLUSIONS

This paper argued for an acquisitionally informed, communicatively oriented Pedagogical Construction Grammar approach to L2 Italian, and illustrates its potential through a case-study on light verb constructions (LVCs) and a sample Teaching Unit. We also showed that constructicographic resources (aimed at teachers and learners) can be complemented with SLA-relevant evidence to support curricular decisions about *when* to introduce specific constructions.

Using the CELI learner corpus (B1–C2), compared with the CORIS reference corpus, we examined verb-noun LVCs built on five frequent light verbs (*avere, fare, dare, prendere, mettere*). The results suggested that LVCs are well-attested in learner writing and often relatively more frequently than in L1 reference data, plausibly reflecting reliance on a smaller set of entrenched combinations. More importantly, the distribution of the five semi-schematic LVC-types across CEFR levels points to a tentative acquisitional ordering, with *avere* + N and

fare + N emerging earlier and remaining dominant, while *dare* + N shows discontinuous growth and *prendere* + N/*mettere* + N remain marginal. While this sequence must be tested on larger and more varied (especially spoken) data and extended to additional LVC patterns, it provides an initial empirical basis for teachability-oriented sequencing.

Building on these insights, the proposed B2 Teaching Unit embeds selected LVCs in an Erasmus-themed, intercultural and well-being-focused communicative sequence of activities, demonstrating how construction-based targets can be taught as meaningful resources for interaction rather than isolated items. As such, it represents a first operational attempt to teach LVCs in an acquisitionally informed way and within a coherent communicative framework. The specific structure adopted here reflects one possible pedagogical realisation; alternative models – such as Task-Based Language Teaching, which might reverse the sequence by starting from a meaning-focused task and moving towards more explicit focus-on-form instruction – would be equally compatible with the underlying principles. Regardless of the operational model adopted, however, classroom implementation and systematic evaluation remain essential. Future refinement should therefore be grounded in evidence-based teaching considerations, drawing both on learners’ perceptions and engagement and on measurable learning outcomes, ideally assessed through comparison with alternative instructional conditions (e.g., control groups).

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APPENDIX: Frequencies (raw and pmw) of Light Verb Constructions in CELI and CORIS

LV	LVC	B1	B2	C1	C2	CELI (raw fq.)	CELI (wpm)	CORIS (raw fq.)	CORIS (wpm)
VERE	<i>avere accesso</i>	0	0	7	2	9	14,78769795	977	5,921212121
VERE	<i>avere bisogno</i>	25	114	33	56	228	374,6216814	16982	102,9212121
VERE	<i>avere colpa</i>	0	0	0	1	1	1,64307755	111	0,672727273
VERE	<i>avere concorrenza</i>	1	0	0	0	1	1,64307755	7	0,042424242
VERE	<i>avere conoscenza</i>	0	0	0	1	1	1,64307755	180	1,090909091
VERE	<i>avere consenso</i>	0	0	0	1	1	1,64307755	6	0,036363636
VERE	<i>avere contatto</i>	0	0	0	2	2	3,2861551	21	0,127272727
VERE	<i>avere controllo</i>	0	0	1	0	1	1,64307755	11	0,066666667
VERE	<i>avere coraggio</i>	0	5	2	1	8	13,1446204	177	1,072727273
VERE	<i>avere coscienza</i>	0	0	1	0	1	1,64307755	164	0,993939394
VERE	<i>avere cura</i>	2	3	2	2	9	14,78769795	597	3,618181818
VERE	<i>avere curiosità</i>	0	1	0	0	1	1,64307755	17	0,103030303
VERE	<i>avere difficoltà</i>	0	3	5	0	8	13,1446204	850	5,151515152
VERE	<i>avere diritto</i>	0	1	8	2	11	18,07385305	4477	27,133333333
VERE	<i>avere disciplina</i>	0	0	1	0	1	1,64307755	12	0,072727273
VERE	<i>avere esperienza</i>	0	1	1	0	2	3,2861551	263	1,593939394
VERE	<i>avere etica</i>	0	0	2	0	2	3,2861551	2	0,012121212
VERE	<i>avere fame</i>	0	1	2	1	4	6,5723102	838	5,078787879
VERE	<i>avere famiglia</i>	0	2	0	0	2	3,2861551	97	0,587878788
VERE	<i>avere fede</i>	0	1	0	0	1	1,64307755	187	1,133333333
VERE	<i>avere fiducia</i>	1	13	2	0	16	26,2892408	706	4,278787879
VERE	<i>avere fortuna</i>	1	1	1	1	4	6,5723102	307	1,860606061
VERE	<i>avere fretta</i>	0	0	1	2	3	4,92923265	781	4,733333333
VERE	<i>avere immaginazione</i>	0	0	0	1	1	1,64307755	11	0,066666667
VERE	<i>avere importanza</i>	0	1	0	1	2	3,2861551	558	3,381818182
VERE	<i>avere inizio</i>	0	1	0	9	10	16,4307755	1477	8,951515152
VERE	<i>avere intenzione</i>	0	1	1	3	5	8,21538775	2159	13,08484848
VERE	<i>avere interesse</i>	1	1	0	1	3	4,92923265	720	4,363636364
VERE	<i>avere luogo</i>	4	1	1	1	7	11,50154285	2289	13,87272727
VERE	<i>avere memoria</i>	0	0	0	1	1	1,64307755	126	0,763636364
VERE	<i>avere modo</i>	0	0	1	4	5	8,21538775	1764	10,69090909
VERE	<i>avere necessità</i>	0	1	0	0	1	1,64307755	259	1,56969697
VERE	<i>avere nostalgia</i>	1	0	0	2	3	4,92923265	197	1,193939394
VERE	<i>avere orecchio</i>	0	1	0	0	1	1,64307755	27	0,163636364
VERE	<i>avere parte</i>	1	0	0	0	1	1,64307755	106	0,642424242
VERE	<i>avere passione</i>	1	0	0	0	1	1,64307755	20	0,121212121
VERE	<i>avere paura</i>	3	30	17	11	61	100,2277305	7132	43,22424242
VERE	<i>avere pazienza</i>	0	0	2	2	4	6,5723102	293	1,775757576
VERE	<i>avere piacere</i>	0	1	0	0	1	1,64307755	107	0,648484848
VERE	<i>avere ragione</i>	1	4	8	9	22	36,1477061	5557	33,67878788

AVERE	<i>avere riscontro</i>	0	0	0	1	1	1,64307755	46	0,278787879
AVERE	<i>avere rispetto</i>	0	3	1	0	4	6,5723102	162	0,981818182
AVERE	<i>avere risposta</i>	0	1	0	0	1	1,64307755	160	0,96969697
AVERE	<i>avere sede</i>	1	0	0	0	1	1,64307755	1388	8,412121212
AVERE	<i>avere senso</i>	0	5	5	0	10	16,4307755	1686	10,21818182
AVERE	<i>avere stima</i>	0	0	0	1	1	1,64307755	50	0,303030303
AVERE	<i>avere tempo</i>	28	7	1	2	38	62,4369469	1450	8,787878788
AVERE	<i>avere torto</i>	0	1	0	0	1	1,64307755	564	3,418181818
AVERE	<i>avere valore</i>	1	1	2	1	5	8,21538775	566	3,43030303
AVERE	<i>avere vergogna</i>	0	0	1	0	1	1,64307755	80	0,484848485
AVERE	<i>avere voglia</i>	18	10	10	7	45	73,93848975	3690	22,36363636
AVERE	<i>averne prova</i>	0	0	1	0	1	1,64307755	17	0,103030303
AVERE	<i>non avere futuro</i>	0	1	0	0	1	1,64307755	74	0,448484848
AVERE	<i>non avere idea</i>	1	0	2	3	6	9,8584653	1293	7,836363636
AVERE	<i>non avere limite</i>	0	0	1	0	1	1,64307755	8	0,048484848
AVERE	<i>non avere paragone</i>	0	0	1	1	2	3,2861551	4	0,024242424
AVERE	<i>non avere prezzo</i>	0	0	0	2	2	3,2861551	67	0,406060606
AVERE	<i>non avere relazione</i>	0	1	0	0	1	1,64307755	8	0,048484848
DARE	<i>dare aiuto</i>	0	0	0	1	1	1,64307755	55	0,333333333
DARE	<i>dare ascolto</i>	0	0	0	1	1	1,64307755	272	1,648484848
DARE	<i>dare colore</i>	0	1	0	0	1	1,64307755	32	0,193939394
DARE	<i>dare coraggio</i>	0	2	0	0	2	3,2861551	97	0,587878788
DARE	<i>dare credito</i>	0	0	0	1	1	1,64307755	204	1,236363636
DARE	<i>dare diritto</i>	0	0	0	4	4	6,5723102	234	1,418181818
DARE	<i>dare energia</i>	0	0	0	1	1	1,64307755	43	0,260606061
DARE	<i>dare esperienza</i>	0	1	0	0	1	1,64307755	4	0,024242424
DARE	<i>dare fastidio</i>	1	8	5	3	17	27,93231835	1002	6,072727273
DARE	<i>dare fiducia</i>	0	0	2	0	2	3,2861551	259	1,56969697
DARE	<i>dare fine</i>	0	1	0	0	1	1,64307755	1	0,006060606
DARE	<i>dare importanza</i>	0	1	3	1	5	8,21538775	187	1,133333333
DARE	<i>dare inizio</i>	0	0	0	1	1	1,64307755	614	3,721212121
DARE	<i>dare lavoro</i>	0	1	0	0	1	1,64307755	360	2,181818182
DARE	<i>dare luogo</i>	0	1	0	0	1	1,64307755	1738	10,533333333
DARE	<i>dare modo</i>	0	0	0	1	1	1,64307755	269	1,63030303
DARE	<i>dare noia</i>	0	1	0	0	1	1,64307755	76	0,460606061
DARE	<i>dare origine</i>	0	0	0	1	1	1,64307755	937	5,678787879
DARE	<i>dare pace</i>	0	0	1	1	2	3,2861551	274	1,660606061
DARE	<i>dare peso</i>	0	0	0	1	1	1,64307755	170	1,03030303
DARE	<i>dare ragione</i>	0	0	1	4	5	8,21538775	1036	6,278787879
DARE	<i>dare serenità</i>	0	0	1	0	1	1,64307755	16	0,096969697
DARE	<i>dare sicurezza</i>	0	1	0	0	1	1,64307755	116	0,703030303
DARE	<i>dare soddisfazione</i>	0	0	0	1	1	1,64307755	137	0,83030303
DARE	<i>dare spazio</i>	0	1	0	3	4	6,5723102	467	2,83030303
DARE	<i>dare stabilità</i>	0	1	0	0	1	1,64307755	68	0,412121212
DARE	<i>dare struttura</i>	0	1	0	0	1	1,64307755	11	0,066666667
DARE	<i>dare supporto</i>	0	1	0	0	1	1,64307755	34	0,206060606

DARE	<i>dare tempo</i>	0	1	0	1	2	3,2861551	208	1,260606061
DARE	<i>dare torto</i>	0	0	0	2	2	3,2861551	324	1,963636364
DARE	<i>dare tranquillità</i>	1	0	0	0	1	1,64307755	18	0,109090909
DARE	<i>dare valore</i>	0	0	1	1	2	3,2861551	123	0,745454545
DARE	<i>dare vita</i>	0	0	0	2	2	3,2861551	2982	18,07272727
DARE	<i>dare voce</i>	0	0	1	0	1	1,64307755	587	3,557575758
FARE	<i>fare agriturismo</i>	2	0	0	0	2	3,2861551	1	0,006060606
FARE	<i>fare amicizia</i>	4	5	3	2	14	23,0030857	316	1,915151515
FARE	<i>fare ammenda</i>	0	0	0	1	1	1,64307755	55	0,333333333
FARE	<i>fare appello</i>	0	0	0	1	1	1,64307755	499	3,024242424
FARE	<i>fare attenzione</i>	1	3	7	4	15	24,64616325	1106	6,703030303
FARE	<i>fare business</i>	0	0	0	1	1	1,64307755	49	0,296969697
FARE	<i>fare caldo</i>	0	0	0	1	1	1,64307755	202	1,224242424
FARE	<i>fare campagna</i>	0	0	0	1	1	1,64307755	143	0,866666667
FARE	<i>fare carriera</i>	0	1	0	1	2	3,2861551	399	2,418181818
FARE	<i>fare casino</i>	0	0	1	0	1	1,64307755	136	0,824242424
FARE	<i>fare caso</i>	0	0	0	1	1	1,64307755	903	5,472727273
FARE	<i>fare causa</i>	0	0	1	0	1	1,64307755	288	1,745454545
FARE	<i>fare compagnia</i>	0	0	1	1	2	3,2861551	516	3,127272727
FARE	<i>fare conoscenza</i>	9	5	2	1	17	27,93231835	126	0,763636364
FARE	<i>fare conversazione</i>	0	1	0	0	1	1,64307755	86	0,521212121
FARE	<i>fare differenza</i>	0	0	0	1	1	1,64307755	176	1,066666667
FARE	<i>fare dispiacere</i>	1	0	0	0	1	1,64307755	16	0,096969697
FARE	<i>fare eccezione</i>	0	1	0	0	1	1,64307755	978	5,927272727
FARE	<i>fare esperienza</i>	0	1	1	0	2	3,2861551	293	1,775757576
FARE	<i>fare fatica</i>	0	3	4	5	12	19,7169306	1082	6,557575758
FARE	<i>fare finta</i>	0	2	1	1	4	6,5723102	2261	13,7030303
FARE	<i>fare fronte</i>	0	0	2	2	4	6,5723102	2200	13,33333333
FARE	<i>fare giustizia</i>	0	1	0	0	1	1,64307755	337	2,042424242
FARE	<i>fare gruppo</i>	0	0	0	2	2	3,2861551	64	0,387878788
FARE	<i>fare impressione</i>	0	0	0	1	1	1,64307755	200	1,212121212
FARE	<i>fare leva</i>	0	0	1	0	1	1,64307755	679	4,115151515
FARE	<i>fare male</i>	1	0	0	0	1	1,64307755	3635	22,03030303
FARE	<i>fare onore</i>	0	0	0	1	1	1,64307755	177	1,072727273
FARE	<i>fare ordine</i>	0	0	0	2	2	3,2861551	104	0,63030303
FARE	<i>fare parte</i>	5	17	15	34	71	116,658506	10218	61,92727273
FARE	<i>fare paura</i>	0	5	6	2	13	21,36000815	1285	7,787878788
FARE	<i>fare pena</i>	0	0	0	1	1	1,64307755	218	1,321212121
FARE	<i>fare pratica</i>	1	0	0	0	1	1,64307755	111	0,672727273
FARE	<i>fare pressione</i>	0	0	1	0	1	1,64307755	197	1,193939394
FARE	<i>fare propaganda</i>	0	1	0	0	1	1,64307755	113	0,684848485
FARE	<i>fare pubblicità</i>	0	0	1	1	2	3,2861551	258	1,563636364
FARE	<i>fare retromarcia</i>	0	0	0	1	1	1,64307755	103	0,624242424
FARE	<i>fare riferimento</i>	0	4	2	4	10	16,4307755	3582	21,70909091
FARE	<i>fare rifornimento</i>	0	0	0	1	1	1,64307755	81	0,490909091
FARE	<i>fare schifo</i>	1	0	0	0	1	1,64307755	579	3,509090909

FARE	<i>fare sciopero</i>	0	0	0	1	1	1,64307755	25	0,151515152
FARE	<i>fare sosta</i>	0	0	1	0	1	1,64307755	59	0,357575758
FARE	<i>fare spazio</i>	0	0	0	1	1	1,64307755	304	1,842424242
FARE	<i>fare sport</i>	2	5	0	0	7	11,50154285	236	1,43030303
FARE	<i>fare tenerezza</i>	0	1	0	0	1	1,64307755	71	0,43030303
FARE	<i>fare tesoro</i>	0	0	0	1	1	1,64307755	281	1,703030303
FARE	<i>fare turismo</i>	0	0	2	0	2	3,2861551	18	0,109090909
FARE	<i>fare uso</i>	0	0	2	1	3	4,92923265	1129	6,842424242
FARE	<i>fare voglia</i>	0	1	0	0	1	1,64307755	4	0,024242424
FARE	<i>farsi carico</i>	0	0	0	1	1	1,64307755	1023	6,2
FARE	<i>farsi coraggio</i>	0	0	1	0	1	1,64307755	313	1,896969697
FARE	<i>farsi forza</i>	0	0	1	0	1	1,64307755	186	1,127272727
METTERE	<i>mettere allegria</i>	0	0	0	1	1	1,64307755	37	0,224242424
METTERE	<i>mettere fine</i>	0	1	0	0	1	1,64307755	736	4,460606061
METTERE	<i>mettere piede</i>	0	1	0	0	1	1,64307755	814	4,933333333
METTERE	<i>mettere pressione</i>	0	0	0	1	1	1,64307755	14	0,084848485
METTERE	<i>mettere voglia</i>	0	1	0	0	1	1,64307755	12	0,072727273
METTERE	<i>metterci tempo</i>	0	0	1	0	1	1,64307755	7	0,042424242
PRENDERE	<i>prendere aria</i>	0	0	0	1	1	1,64307755	81	0,490909091
PRENDERE	<i>prendere atto</i>	0	0	0	2	2	3,2861551	1664	10,08484848
PRENDERE	<i>prendere confidenza</i>	0	1	0	0	1	1,64307755	139	0,842424242
PRENDERE	<i>prendere conoscenza</i>	0	0	1	0	1	1,64307755	51	0,309090909
PRENDERE	<i>prendere coraggio</i>	1	1	0	0	2	3,2861551	103	0,624242424
PRENDERE	<i>prendere coscienza</i>	0	0	1	0	1	1,64307755	416	2,521212121
PRENDERE	<i>prendere parte</i>	1	0	0	0	1	1,64307755	1701	10,30909091
PRENDERE	<i>prendere piede</i>	0	1	0	1	2	3,2861551	287	1,739393939
PRENDERE	<i>prendere posizione</i>	0	0	1	0	1	1,64307755	506	3,066666667
PRENDERE	<i>prendere possesso</i>	0	0	0	1	1	1,64307755	270	1,636363636
PRENDERE	<i>prendere spunto</i>	0	0	2	5	7	11,50154285	372	2,254545455
PRENDERE	<i>prendersi cura</i>	0	4	13	6	23	37,79078365	1502	9,103030303

