NEWSLETTER

SLIN

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§ As far previously planned, on April 26-27 last the Second SLIN Seminar on "Teaching approaches and points of contact with research" was regularly held in Rome at Centro linguistico di Ateneo (facoltà di Economia e Commercio) and at Dipartimento di Linguistica under David Hart's customarily hospitable care. Some thirty participants from various Universities (Genoa, Milan, Bergamo, Trieste, Padua, Venice, Florence, Urbino, Pescara, Naples, Bari etc.) showed a keen interest in topics and nourished discussion. In the first computer-oriented session Maurizio Gotti (Pescara) illustrated hypertextual exploitation of a famous Anglo-Saxon poem, Maria Luisa Maggioni (Milan, Cattolica) presented a CD-ROM reduction of Shakespeare's work and Richard Dury (Bergamo) discussed research methodologies of OED on CD-ROM. You will find a summary of their papers on pp. 2-14 In the second session, rather more informal, Rolando Bacchielli (Urbino) dealt with "Interdisciplinarity, coordination and cooperation", Nicola Pantaleo (Bari) put forward "Some modest suggestions for group work and team research" and Maria Teresa Prat Zagrebelsky (Torino) dealt with "Teaching and attendance". Some of these last talks will be hosted in the next issue of the *NL* along with reports kindly submitted by David Burnley and Dieter Kastovsky on HEL teaching in the Universities of Sheffield and Wien, respectively. A passionate discussion followed and only the tyranny of time put a cruel end to it. In the concluding business discussion led by N.Pantaleo, problems of organization of the SLIN activities - next Conference at Genoa University in 1997, publication of Gargnano proceedings, improvement of and collaboration in the Newsletter - were amply and profitably discussed.

§ **ICEHL 9.** The fourth circular has just arrived, informing that, unfortunately, the Conference venue has been moved from Slesin to Poznan (Osrodek Szkolenia, Zniwna 2, Tel/Fax 061 200 613/629) for logistic reasons.

Internet resources and the *OED* on CD-ROM (R. Dury)

(1) Internet

My brief talk, like the others at the Rome meeting, had a practical and an experience-sharing aim. Concerning Internet, I first pointed out the usefulness of 'discussion lists'. These are groups of people with a similar interest who can send messages to a central organizer who then sends them out to all the other members. Typically an academic list will give you news of conferences and recent publications together with queries and their answers.

Discussion lists are of three kinds: (i) popular ones from which you get five or more messages every day, (ii) small ones from which you get a message once in a blue moon, (iii) lists that are 'just right': popular enough to be useful but not so popular as to clog up your mail. As you might expect, the first two categories are the most common.

The popular lists, and here we can include LINGUIST, do send a steady stream of messages that can take up time to read, but if you have a handy terminal and half an hour to spare a day, it's pleasant to read through all the messages regularly - after all, it's not common in our University situations to be able to communicate regularly with people who are interested in the same academic field. However, if you only open the mail once or twice a week you're going to find it a hard job going through the discussion list messages every time - in this case it's best to subscribe (no money involved) for short periods.

Just to give you an idea of the usefulness of sending out queries. I asked the LINGUIST list-members for information about the disappearance from use of Dutch *du* in the seventeenth century. This was just after 3 pm on the afternoon of 26th March this year. By breakfast-time of the 28th I had received eight replies from USA, Germany, UK and France, all with bibliographical suggestions (one with a list of 17 titles), and one from someone in Berlin doing a PhD thesis on comparative systems of pronouns of address.

I must add that I am not merely an exploiter of the system: the context of this kind of communication somehow encourages altruistic help, and I too have on several occasions sent out bibliographies or other contributions to one of the ongoing debates.

Possible discussion lists of interest to English language historians (or students of English historical linguistics) are:

(i) the abovementioned LINGUIST list to which you subscribe by mailing LISTSERV@TAMVM1.TAMU.EDU and sending the simple message (without the inverted commas): "sub linguist [firstname] [secondname]". The listserver machine will then send you all the instructions for suspending mail, cancelling your subscription etc.

(ii) HEL-L: not an imprecation but an abbreviation for History of the English Language List. This is a group of American teachers of the subject. You subscribe by sending the same message as above (substituting 'hel-l' for 'linguist') to LISTPROC@EBBS.ENGLISH.VT.EDU. The list doesn't have a high volume of messages: 1-2 a day, sometimes none; people exchange information about new publications, new CD-ROM texts, and aspects of teaching, syllabi etc. When I 'listened in' there was an interesting exchange of opinions about how to use new electronic sources of information in teaching, and from this I collected some of the interesting web-sites given below.

(iii) ANSAXNET: presumably for Anglo-Saxon and Old English studies, though I haven't had the opportunity to subscribe to it yet. Information can be gained at the following site: http://tile.net/listserv/ansaxl.html.

(iv) OED-L: this OED discussion list belongs to the 'sleepy lists' category - I'm subscribed to it but only rarely get a message and debates don't take place.

There will probably be other lists of interest to individuals - the best way to find them would be to use the 'search engines' under 'Netsearch' (or similar) on the Internet window and look up 'discussion lists'. Sooner or later you'll find a list divided up by areas of academic interest.

While talking of Internet I also mentioned some 'web pages' from the amazing universe of information now available that might be of interest to members of our Association. The first was a series of pages for teaching and stimulating interest in Old English written by Catherine Ball of Georgetown University. Called HWAET! OLD ENGLISH IN CONTEXT it can be entered via the table of contents at "http://www.georgetown.edu/cabll/hwaet/hwaet.toc.html".

There are also many historical texts freely available for copying (which, once copied, can be very easily analysed by a concordancing program, or used as an easy way of locating words or passages, or can be used for copying and pasting extracts into other texts). One good site for these is PRE-1700 TEXTS, which can be found using one of the search engines. There is an Old English Corpus at "http://www.hti.umich.edu/english/oec/W.html" (I'm not sure if this is free or requires a money subscription - you could try it and see).

For those interested in starting on corpus linguistics there is a CORPUS LINGUISTICS TUTORIAL prepared by Catherine N. Ball at "http://www.georgetown.edu/cabll/corpora/tutorial.html".

(2) The OED on CD-ROM

My contribution concerning the OED on CD-ROM was concerned with the imperfections of the program and how to get round them. It was addressed, therefore, to those who have some experience of the resource and I apologize to others to whom my contribution will have been rather incomprehensible.

Many of the problems of using the OED on CD-ROM derive from the inevitable inconsistencies of the original *Dictionary*, that wonderful never-ending work, model of the very world itself. Hence the subjective decision by the original compilers to treat some multi-word lexemes as headwords (examples being *bread and butter, over and above, rough and ready, stock still*) means that these will not be found, as might be expected, among the 'Phrases'. This problem could be solved in a future edition by creating a new 'tag' to identify all lexical units, both words and phrases.

As far as phrases are concerned, some compilers listed verbal phrases preceded by to, others without. Hence searching for *beat up (against the wind)* yields no results as a phrase search, since it is listed as *to beat up* .. On the other hand, *beat back* is listed without the *to* and must be searched for without it. This problem could probably be solved quite easily in a future edition. Since the original *Dictionary* was produced by many hands and long before computers, it is inevitable that many contributors refer to the same entities in different ways. This is especially true of the names of authors and the abbreviation used for the titles of

works in the quotations section. Searches for both of these are not searches for 'text' but for the 'tags' that have been appended to the text.

The same is true of the language names found in the etymology section - with the difference that here variant forms like 'Italian' 'It' or 'Ital' have all been tagged in one way as 'Italian', a form anyway supplied in a list - so you just make one search for the one tag (which corresponds to various forms in the actual text). In the case of quotation authors and works, however, the editors of the electronic version have decided to make the tag correspond exactly to the form locally used. The result is that there are often a variety of tags for the same author or work, which have to be searched for independently. For instance, to search for quotations from *Mansfield Park*, you have to make searches for 'Mansfield Park', 'Mansfield Pk.', 'Mansi. P.', 'Mansf. Park' and 'Mansi. Pk.' Luckily there is a list of all the forms and, in the Search window mode at any rate, it is quite easy to select several forms together and make a combined search. Since the search is for the tag it has to correspond exactly and searching for 'Mansf*' will yield no results. It should not be too difficult in a future edition to unify names and titles in the same way as language names.

Searching quotations themselves is a 'text' search, so that a search for the form *ship* only produces quotations with that form. It would be nice to have a search for ship produce quotations with scip, shippe etc., but this would involve the uniform tagging of every word in every quotation. OUP readers would have to decide to which headword every word belonged to and tag it as that headword – obviously an impossibly large task.

The strategy that I have worked out for searching for all quotations containing, say, 'ship', is to open the entry for SHIP, select the headword section of all the variant forms (they're in green boldface on the screen), copy them using the well-known Windows procedures, and paste the results into an opened Query File. This is the start of writing a query statement - which is the other mode of searching, and more flexible for research purposes than using the Search windows. What you will have is the copied text of variant forms:

scip, (1, 4 scipp, 1-3 scyp, 3 sip), 3-4 schup, ssip, 3-7 schip etc.

You then have to turn this into a query statement that means 'In the field of the Quotations, find all quotations containing the forms scipp, scipp etc.'. This is

QUO qt = (scip) or qt = (scipp) or qt = (scyp) or qt = (sip), or qt = (schup) or qt = (ssip) or qt = (schip) etc.

It's still laborious writing out all the '*qt = ( ) or*' and eliminating all the bits of the variant forms text that you don't want, but at least this method means that you will include all the forms and that you won't make any mistakes in the spellings.

The Manual explains procedures quite well, but it contains several mistakes and does not explain well how to make combined searches using Boolean operators. For example, if you want to find uses of either *salad* or *salat* in the 16th century, you will want to write a search statement that translates the following 'In the field of the quotations, find all quotations dated between 1500 and 1599 that contain either *salad* or *salat*'. After trial and error (the Manual being silent on the matter) I found out that the required statement is

QUO qt = (salat) or qt = (salad) & qd = (1500-1599).

Indeed, the list of alternatives can be extended

QUO qt = (salat) or qt = (sallat) or qt = (salad) or qt = (sallad) ... & qd = (1500-1599).

However, the ORs have to precede the AND, so that

QUO qd = (1500-1599) & qt = (salat) or qt = (salad)

is not equivalent to *(x & (y or z))* but to an unwanted *((x & y) or z)*. In other words it produces all quotations with the form *salad* together with all quotations from the 16th century containing *salat*. Hence, a series of Ors at the beginning of a statement will be bracketed together, but not if they are placed in second position.

Of all these procedures, which instinctively one feels will be very useful in research, the Manual tells us nothing. What it does give us is a short section on 'Combined Searches', by which it means searches based on the results files of previous searches, which contains (p.73) the following combination of Boolean operators

ENTRY (astrol.def) & et=(lunar) or et=(solar).

Here, although the series of ORs is in second position, the statement means 'In the field of the whole entries contained in the file astrol.def find etymologies that contain either *lunar* or *solar*', I.e. in this case, putting the ORs second *does* produce the equivalent of *(x & (y or z))*, whereas in all

experiments I have tried with other types of search it produces the unwanted results previously referred to.

Clearly there is some inconsistency in the software – or (a distinct possibility) there is some subtle detail about the use of Boolean operators that I have not understood. In either case one might have expected a Manual to explain.

(3) Discussion

My short talk was followed by a discussion partly about the possibility of using electronic resources for teaching purposes. I suggested that regularly-attending students in a small class could be given one or more projects during the year involving the new resources. They might be asked to find all words with a first quotation between 1450 and 1500 with an Italian origin and to group them according to semantic field. (The 'first date' search is easy, but the language search only finds etymologies containing the name 'Italian', so there has to be a one-by-one examination of the results and a decision about 'language of provenance'). Students would learn strategies of research, would become familiar with a useful search tool, and would also become aware of its limitations. They could be asked to comment on the significance of the 'first date' and of the concept of 'language of origin'.

Another possible project might be to find quotations from the seventeenth century that contain a series of common intransitive verbs and then to select examples (by automatic search as far as possible) that contain use with the auxiliaries *be* and *have*. Students would then draw a diagram to show the relative frequency of use. They might even be asked to speculate on the possible context in which one or the other auxiliary is used.

Similar projects could be carried out on the historical texts freely available on the Internet; texts would have to be located, downloaded and searched in various ways.

My experience is that students when involved in project work often get very interested and produce good results, at the same time as learning valuable skills of research, analysis and presentation. It would be interesting if one of our centres could experiment with such project work in the near future.

(Richard Dury)

The *Dream of the Rood* with a hypertext (M. Gotti)

In my talk I analyzed a hypertextual program on *The Dream of the Rood*, prepared by the Centre for Humanities Computing of Oxford University. This program is meant to integrate the teaching materials commonly used in courses such as History of the English Language or Old English Literature, as it centres on the analysis of one of the main texts in Old English, that is, *The Dream of the Rood*.

My evaluation of this program is based on its use as part of the reference materials for the course of History of the English Language at the Faculty of Foreign Languages of the University of Bergamo. This hypertext is available at the Language Centre of this University and can easily be accessed by students in an autonomous way, as the criteria from which this hypertext has been conceived make it particularly suitable for personal and individualized use.

The program enables the student to examine various aspects of the poem, such as its language, its structure, its origin, its context, its relationship with the Vercelli manuscript and its religious value.

Besides presenting the text of the poem, the program offers several elements of support, such as a glossary, which contains all the words mentioned in the text along with their equivalents in Present-day English, their grammatical features and their rootforms. Moreover, every line of the poem is provided with one or more notes, containing comments of various nature written by the editors of the program.

Another very useful aspect is the inclusion in the hypertext of seven different translations of the poem into modern English. The student has thus the possibility of examining the various translations available and of comparing the different versions given for the same lines of the poem. The comparison between each line of the text and its translation is made easier by the division of the screen into two halves - the top one containing the original text and the bottom one displaying the translation - and by the fact that as you scroll through the poem, the translation will scroll with it.

Another interesting feature of this program is the possibility of examining further texts which are connected with the poem, such as other Anglo-Saxon poems dealing with a similar topic (such as *Elene*) or with the theme of the Crucifixion of Christ (such as the Gospel of Saint John or some Latin hymns).

To make easier the understanding of the meaning of the text and of the socio-cultural reality in which the poem is set, there is a section of the program called 'Topics' which enables the student to examine several themes dealt with in the poem (such as the use of crucifixion in the Roman Empire or the veneration of the Cross in the Christian tradition) or the various characteristics of the Anglo-Saxon metre.

The lexical search is made easier by the function 'Find', which enables the student to retrieve any word in the text together with the number of its occurrences and their location; this lexical search can be effected not only as regards complete words, but also for parts of words, which can be very useful if one wants to discover lexemes having the same root or the same prefix or suffix.

Owing to its many possibilities of use, this hypertext can be very helpful not only for a more detailed analysis of the poem of *The Dream of the Rood*, but also to stimulate students towards a greater personal involvement in lexical research and textual exploration. Indeed, the great flexibility of the program enables them to proceed in their analysis of the various aspects of the text using different ways, choosing personal routes, taking into greater consideration those elements in which they are more interested.

The presentation of the various aspects of the hypertext was followed by a practical demonstration of the program by means of a computer available at the Language Centre of the Third University of Rome, host of the seminar.

The demonstration was followed by a wide discussion in which various points were debated, such as the validity of the program itself, the possibility of preparing similar hypertexts using the authoring package (*Poetry Shell*) on which this program is based, the advantages and disadvantages offered by the use of computer software in the study of the various aspects of a course of History of the English Language compared to the more traditional approach based on materials available only on paper.

(Maurizio Gotti)

William Shakespeare. The Complete Works on CD-ROM (M.L.Maggioni)

The range of *software* for research and teaching is quickly expanding. Besides the scholarly production of computer programs, educational publishers have already started to release multimedia products and even during a just-browsing tour of a CD-ROM shop a customer can bump into pleasant discoveries. As a matter of fact, among games, entertainment programs and *gadgets* of any kind, it is possible to find very interesting teaching materials. This happened to me while looking for presents in such a shop, where I found a rather recent CD-ROM (priced about 80.000 lire) containing the works of William Shakespeare.

In my opinion, this CD-ROM, meets a series of requirements that identify it as an ideal support for teaching and, partly, as an aid for research.

These main features are:

1. suitability to any computer configuration, even with reduced technological resources (our Departments are not always equipped with advanced hardware and software);

2. easy and immediate use, i.e. direct access to the software, without any difficult procedures (e.g. for installing);

3. real alternative value if compared to the corresponding books (an advantageous quality/price and work/result ratio);

4. flexibility, i.e.:

4.1. possibility of use in differentiated activities in both teaching and research.

4.2. interactivity with other technologies.

5 possibility of a creative and personal use for both teachers and students.

William Shakespeare. The Complete Works on CD-ROM. Use features.
Andromeda Interactive, an Anglo-American company that produces multimedia software, manufactures a CD-ROM containing the works of William Shakespeare (copyright 1994 Oxford University Press) for Windows (already working with Windows 3.1), which can be used with a minimum configuration (4 megabytes RAM, 256 colour display, CD-ROM drive, hard drive with 1 MB of free space, mouse and 386 processor). As you can see, these are essential requirements to be found in many a PC (The program also has a Mac version).

Installing the program, once Windows has been started, is extremely simple: the user has just to follow some elementary procedures and choose whether to install the full configuration or the reduced one (the former visualizes a study with a Tudor fire-place and the different commands may be substituted by a 'double click' on the objects on the writing desk and on the shelves. The selection of this option, anyway, slows down the various operations if the computer has a reduced memory). The commands are easy to understand and familiar, since they follow the usual conventions for the use of Windows.

The menu-bars are:

BACKGROUND	-displaying the list of background information.
BOOKSHELF	-displaying the alphabetical list of all plays and poems.
VIEW BOOK	-taking the user back to the last scene open on the screen.
SEARCH	-giving access to the search facilities.
BOOKMARK	-enabling the user to tag particular scenes and/or notes.
RESET	-removing any open windows from the screen and resetting all functions to normal
WORDPROCESSOR	-opening a wordprocessor that can be used for writing texts and notes and for importing quotations from *The Complete Works*.

Nothing new or embarrassing, no difficult code to memorize: even the beginner can feel at home when first facing this program.

I would like to add some observations as to the economical aspect.

The price of the program is low, if compared with the printed editions of Shakespeare's complete works, and any University Department can afford to buy it for its students and teachers, who can thus have access to hypertextual version of the works of the great playwright guaranteed by the O.U.P. copyright.

As far as students are concerned, it could be interesting to underline that twelve plays, chosen among the ones that are most frequently included in academic syllabuses, are offered in a critical edition (with notes to be visualized as hypertexts), with introduction, synopsis, presentation of the main characters, testing exercises etc.[1]

It is of course possible to select sections of the various works and print them, in order to complement anthologies or to use them independently. Each scene or poem can be printed as a whole.

Economicity of use is obvious: no long training is needed and the easy access to the program enables the user to fully exploit its potentialities.

As regards the two final features I listed as the qualifying characteristics of software for teaching, I had the opportunity to verify both the flexibility and the creative possibilities offered by *William Shakespeare. The Complete Works on CD-ROM*. The multimedial and hypertextual features of this program allow its interactivity with other technologies: it could, for example, be used parallel with audio or video cassettes and in multimedia labs.

The SEARCH menu

To speak about the possibilities this CD-ROM offers to more sophisticated users, I have to focus my attention on the SEARCH menu.

By selecting this option, you can open a window that is divided into two parts:

TEXT SEARCH

FIELD SEARCH

The option TEXT SEARCH offers three possibilities:

SIMPLE SEARCH

COMPLEX SEARCH

TITLE

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[1] The twelve plays are: *As You Like It, Hamlet, Henry IV, Julius Caesar, King Lear (The Folio Text), Macbeth, The Merchant of Venice, A Midsummer Night's Dream, Othello, Romeo and Juliet, The Taming of the Shrew, Twelfth Night.*
All plays and poems have a critical introduction; there is also a Glossary, containing about 3000 entries. The general tone of the critical apparatus is didactic, since it is meant for young readers, but it is scientifically correct.

The first two options are particularly interesting (the third one permits to find all titles containing a given word).

SIMPLE SEARCH

It can be used for single words or for phrases comprising one or more words (in this case, the search is much slower); it is also possible to select ONE word in any text and, by a 'double click' on it, the SEARCH LIST is visualized.

Some limits are to be underlined:
*there is no distinction of the parts of the speech
*capital letters are not considered.

The SEARCH LIST indicates the number of occurrences (i.e. the FIRST occurrences of the given word in any scene, poem or section: the total number of occurrences may be higher and the occurrences that follow the first one in a section can be found by pressing F3).

COMPLEX SEARCH

It is possible to include a maximum of four words, linked by And/Or/Not. Once the section containing the selected words has been shown, it is possible to see the various words by pressing F3 (the order of appearance is the one indicated by the user in the selection grid).

N.B. while in the SIMPLE SEARCH option it is possible to go back to the SEARCH LIST directly by double clicking on the selected word, when carrying out a COMPLEX SEARCH the search itself must be started afresh any time the user wants to see a new text.

The SEARCH menu offers an additional option, which is not so interesting for research as it is for teaching.

In FIELD SEARCH it is possible to use the following functions:

PLAY TYPE	(according to type of works and dating)
SCENE	(according to works, locations and characters)
SOLILOQUY	
SONG	
SELECTED IMAGERY	(only for the 12 *School Shakespeare*)

Perspective of use

The possibilities of use of *W.S. on CD-ROM* are easy to imagine. It is not presented as a sophisticated aid to research, but as a mere working tool; I think it keeps its promise with dignity and honesty: *what you see is what you get.*

The suggestions I wish to advance regard first of all the use of this CD-ROM as a complement to Shakespeare's concordances (as a matter of fact, it dramatically shortens times, giving direct access to the texts and offering the possibility of creating more personal searches and of printing the resulting *search lists*). It also offers a straightforward way to see the findings in context.

(M.L.Maggioni)

2.Other linguistic Conferences in Italy and abroad

§ The provisional programme of the **29th Annual Meeting of SLE** which is being held at Klagenfurt University from 4 to 8 September has just been made known to subscribers. It numbers 120 papers in Syntax, Phonology, Historical Linguistics, Sociolinguistics, Semantics, Morphology, Lexicology etc. The four plenary lectures will be delivered by O.Diettrich, P.Donegan, W.Dressler and M.Shibatani. Five Italian speakers are included: Silvia Luraghi (*Null Subject and coordination*), Gabriella Mazzon (*The typological "fit" of Old English and Middle English negation*), Celestina Milani (*Classical Latin versus Late Latin: the lexicon of itineraria*), Alberto Nocentini (*Preference for preposing in the drift of the European languages*) and Nicola Pantaleo (*Defying the relativist approach: semantic universals in English colour lexicon*). A workshop on "Typology and Naturalness" includes contributions by two 'old' SLIN speakers: Frans Plank and Nikolaus Ritt.

§ **18th AIA Conference** centering on comparative studies will take place in Genoa from 30 September to 2 October. Main speakers are: E.Sanguineti, F.Orlando, J.Sinclair and P.Gilroy. Papers will be read and debated in three parallel workshops dealing respectively with literature, cultural studies and language.

§ **International Conference on "Aspetti del Dramma Medioevale Europeo"** (Camerino, Macerata, 28-30 June). Contact Centro Linguistico di Ateneo, Via Bongiovanni 13a, 62032 Camerino (MC). Tel 0737.633233 Fax 0737.40301.

§ **19th International Congress of Onomastics Sciences** (Aberdeen, Scotland: 5-11 August). Write to Prof. W.F.H.Nicolaisen, Department of English, University of Aberdeen, Aberdeen AB9 2UB, Scotland, U.K. Fax +32+16+285025.

§ **European Association for Lexicography** (Gothenburg, Sweden, 13-18 August). Information from: Euralex96, U Gothenburg, Dept. Swedish 41298 Gothenburg, Sweden. Fax ++46+31773.4445.

§ The **Eurocall 96 Conference** on the theme *New Horizons in Call* will be held at Berzsenyi College, Szombathely, Hungary from 29 to 31 August. Subtopics are: "Integrating CALL in the curriculum", "Innovations in classroom applications", "Software tools and resources", "New

developments in multimedia", "Telematics, self-access and distance learning", "CALL and TELL in theory and practice". All correspondence to Prof. Dr. Jnos Kohn, Wolfram Leistner, Berzseny Daniel College, EECALL Centre, EUROCALL 96. H-9700 Szombathely, Hungary. Tel. +36 94 310 528/526. Fax +36 94 329 759. (From Roberta Facchinetti's kind prompting).

§ **11th Sociolinguistics Symposium** (Cardiff, Wales, 5-7 September). Information from: Sociolinguistics Symposium 11, Lang & Comm Res, U.Wales, POBox 94, Cardiff, CF1 3XB, Wales, U.K. Fax +44+01222-874242.

§ **The 7th International Conference on the History of Linguistics** (Oxford, 12-17 September). Information through E-mail: david.cram@jesus.oxford.ac.uk.

§ **XXX International Congress of SLI Studies on "Historical Syntax"** (Pavia, Italy, 26-28 September). Contact Prof. Paolo Ramat, Department of Linguistics, University of Pavia, Strada Nuova 65, Pavia. Fax 0382+504487.

§ "Apprendimento linguistico all'Università: le lingue speciali" (Pavia, 28-29 October). Contact Dipartimento di Linguistica, Università di Pavia. Tel. 0382.504484

3. Conference Reports

John Denton, besides providing a report on ESSE3 (Glasgow 8-12 September 1995) has had to sadly revise his own evaluation of the Symposium on Translation (Rome, 24 April) to give prominence to suddenly late André Lefevere's figure and fundamental work, especially as he was an appreciated guest speaker at the last SLIN Conference.

Some notes on ESSE 3 (J.Denton)

Readers of this bulletin will probably already have had some feedback on the 3rd ESSE Conference, held in Glasgow from 8-12 September 1995. Reports have appeared in the recent issues of both *The European English Messenger* and the *AIA Newsletter*. All I can do is supply a few personal impressions of an event from which many colleagues appear to have come away with mixed feelings. I am not in a position to give a first hand account of the History of English section, for the simple reason that I attended the translation and interpreting section, to which I contributed a paper. Nevertheless, some information may prove useful, even from someone belonging more to the periphery than the core of the discipline, especially since no fully fledged historians of English working in Italy (all of them evidently saving their scholarly energies for Gargnano sul Garda) were actually present in Glasgow. Many sections seem to have been badly hit by defections. The list of those who had originally promised papers for my section, and then cancelled, was actually longer than that appearing in the final conference programme. The HEL section seems to have lost its convener, Richard Hogg, whose name appeared among the last minute deletions. To judge from the final programme there was a good coverage of phonology (e.g. Jeremy Smith "The Great Vowel Shift and the methodology of English historical linguistics', Nikolaus Ritt 'Morphologically-conditioned sound changes in Middle English', Michael MacMahon 'Phonetics vs. Orthoepy: 1750-1850') and morphosyntax (e.g. Teresa Fanego, 'Gerunds and infinitives as objects of subject-control verbs in the history of English', Arja Nurmi 'Periphrastic DO and the BE+ing construction in early Modern English: interconnected developments', Lilo Moessner 'Verbal

complementation in early Modern English', Leiv Egil Breivik 'A note on Middle English word order') and some attention devoted to lexis, discourse and stylistics (e.g. Minna Palander-Collin 'Evidential verbs as genre markers in late Middle and early Modern English', Andreas Jucker 'Middle English discourse markers', Carole Ann Hough 'Old English 'byrd' in place names: a re-evaluation'). Whether the very uneven quality of the papers presented in my section (and, to judge by colleagues' comments, in several other sections) was also a characteristic of the HEL section I am unable to say.

Despite widespread misgivings about variable scholarly content in papers, everybody seems to have enjoyed the social events held in the magnificent mock (but quite unDisneyland-like) Gothic halls of the University and environs. I, for one, greatly enjoyed making a fool of myself trying out various wild Scottish dances at the *Ceilidh* (shades of Gareth at the Scottish wedding reception in *Four Weddings and a Funeral*, though without the tragic ending?) and was fascinated by the performance of Sir David Lindsay's Ane Satyre of the Thrie Estaitis, despite understanding one word in a hundred. Instead of taking part in the varied programme of excursions, I explored the dynamic, almost American style city of Glasgow. Quite a contrast to the flowered terraces overlooking the 'shining waters' of Lake Garda (see Richard Dury in the October 1995 Bulletin) but equally enthralling.

(John Denton)

ANDRÉ LEFEVERE

It was with a sense of shock and dismay that friends and colleagues learnt of the death of André Lefevere, on March 28 of this year, in Austin (USA), where he was Professor in the Department of Germanic Languages of the University of Texas.

It was only last October that we heard Professor Lefevere deliver an enthralling lecture at our conference on English Diachronic Translation at Palazzo Feltrinelli in Gargnano sul Garda. He was looking forward to returning to Italy in April of this year for a series of lectures in many universities. He was to be one of the main speakers at the symposium on translation held in Rome on 24 April (at which, instead, he was commemorated by Susan Bassnett and José Lambert).

André Lefevere was an obvious choice as a speaker at a colloquium centred on crucial questions in a discipline he played such an important part in establishing, as a member of what proved to be a very influential group of scholars, at the outset mainly from Belgium and the Netherlands. In the wake of the initial work of his close friend James Holmes, he greatly contributed to the definition of the content of the new discipline (or interdiscipline), of *Translation Studies*, particularly at the ground breaking colloquium held in Leuven, in his native Belgium, in 1976.

The 1970s saw the publication of several important contributions by Lefevere to this target oriented, systemic, functional, essentially descriptive field of scholarly investigation, two of which, at least, have now achieved classic status: *Translating Poetry: Seven Strategies and a Blueprint* (1975) and *Translating Literature: The German Tradition from Luther to Rosenzweig* (1977). Following his move to the United States in the early eighties, a long series of outstanding contributions to journals and conference proceedings appeared at a steady rate (among which one could mention the volume edited with Susan Bassnett, *Translation, History and Culture*) culminating in three new books, all of which were published in 1992: an annotated collection of texts on translation through history: *Translation/History/Culture. A Sourcebook*; an introductory coursebook for students: *Translating Literature: Practice and Theory in a Comparative Literature Context*, and the book that could arguably be considered his major contribution to translation theory: *Translating, Rewriting, and the Manipulation of Literary Fame*. Two of these books form part of the now well established Translation Studies series he edited for Routledge, with Susan Bassnett, with whom he had long been closely associated in his position as a visiting professor at her department in Warwick. Plans were well underway for a new series by the same co-editors *Topics in Translation*, to be published by Multilingual Matters.

The revolutionary turning point in the study of the phenomenon of translation within a well defined cultural context represented by the new approach so strongly advocated and practised by André Lefevere and fellow scholars can be neatly summed up in his own words, quoted in a recent review of his latest work by one of these fellow scholars, Theo Hermans:

"The most important thing is not how words are matched on the page, but why they are matched that way, what social, literary, ideological considerations led translators to translate as they did, what they hoped to achieve by translating as they did, whether they can be said to have achieved their goals or not, and why."

Books by André Lefevere:
Translating Poetry: Seven Strategies and a Blueprint, Assen/Amsterdam: Van Gorcum, 1975

Literary Knowledge: A Polemical and Programmatic Essay on its Nature, Growth, Relevance and Transmission, Assen/Amsterdam: Van Gorcum, 1977

Translating Literature: The German Tradition from Luther to Rosenzweig, Assen/Amsterdam: Van Gorcum, 1977

(with Raymond Van den Broeck) *Uitnodiging tot de vertaalwetenschap* (Invitation to Translation Studies), Muideberg: Coutinho, 1979

(with Susan Bassnett) ed. *Translation, History and Culture*, London: Pinter, 1990

Translating Literature: Practice and Theory in a Comparative Literature Context, New York: Modern Language Association of America, 1992.

Translating, Rewriting, and the Manipulation of Literary Fame, London: Routledge, 1992

ed. *Translation/History/Culture. A Sourcebook*, London: Routledge, 1992

(John Denton)

4. Reviews and bibliographical information

John Denton, our indefatigable contributor, outlines here a review of a recent book on translation published by Margherita Ulrych, who has often sympathized with our activities.

Book review
Margherita Ulrych, *Translating Texts*: from theory to practice, Rapallo: CIDEB Editrice, 381pp. (35,000 lire)

This book provides ample proof that the didactic application of the well established principles of the international, interdiscipline of Translation Studies now has a secure foothold in the Italian academic context. Students following degree courses in Trieste, Forlì, the many translation diploma courses that have, or are being set up in Italian universities and, in general, university English specialists now have an important introduction to the practice of translation grounded in a sound presentation of its theoretical underpinning, alongside several other, no less significant contributions (e.g. John Dodds, *Aspects of Literary Text Analysis and Translation Criticism*, Udine: Campanotto 1994 - revised edition of *The Theory and Practice of Text Analysis and Translation Criticism*, 1985 - and Christopher Taylor, *Aspects of Language and Translation, Contrastive Approaches for Italian/English Translators*, Udine: Campanotto 1990).

The author's approach is macrolinguistic, quite rightly presupposing a thorough grounding in Italian-English microlinguistic contrastive analysis. She deals, with the admirable clarity that characterizes all her work, with discourse, syntactic and lexical aspects of textuality, language functions, stylistics, pragmatics and problems of intercultural transfer. Since there has been little research in Italian-English contrastive text linguistics, let alone its application to translation, much of this book constitutes an original contribution to the field.

Although some criticism could be made of the historical introduction (which does not take into account several important recent developments), Ulrych's book deserves a warm welcome and a place in any serious university level translation course.

(John Denton)

Some bibliographical notes

First a long awaited important contribution to the history of translation written by a large international team of scholars (including Domenico Pezzini and the author of these notes) highlighting the role of translators in their social, historical and ideological contexts:
Jean Delisle and Judith Woodsworth (eds), *Translators through History*, Amsterdam: Benjamins 1995.

Two more single volume general historical studies, both claiming to offer new insights have recently appeared: Carla Sassi, *L'inglese*, Firenze: La Nuova Italia 1995 (in the *series Lingue d'Europa* edited by Emanuele Banfi) and, with a more personal approach: Stanley Hussey, *The English Language, Structure and Development*, London: Longman 1995.

Macmillan announces a new *History of the English Language* by Norman Blake (due in September 1996).

The first book in a new series from Routledge intitled 'The English Language: Past, Present and Future' has just been published: David Graddol, Dick Leith & Joan Swann (eds.), *English: History, Diversity and Change*, London: Routledge 1996.

An interesting attempt to apply quantitative methods to the problem of the authorship of Shakespeare's plays can be found in: Jonathan Hope, *The Authorship of Shakespeare's Plays. A sociolinguistic study*, Cambridge: Cambridge University Press 1995.

Finally, two more specialized studies:
N.E. Osselton, *Chosen Words: Past and Present Problems for Dictionary Makers*, Exeter: Exeter University Press 1995.
Charles Jones, *A Language Suppressed: the pronunciation of the Scots language in the 18th century*, Edinburgh: John Donald 1995.

(John Denton)

5. More to know about English philology

With reference to the list of SLIN chairs in Italian Universities given in *NL* n.11 mention was made of one post of English philology in Bologna. Its holder Prof. Claire Catalini Fennell has kindly agreed to provide some details of her teaching to solve the 'mistery' of the exact collocation of that discipline in the present frame of Italian anglistic studies.

Teaching English Philology in Italy.

It is with pleasure that I accept the Editor's invitation to write a few words about *Filologia Inglese*, the subject I teach. The closest equivalent of the term in English would be, I suppose, "Old and Middle English"; that is the way I interpreted it, at any rate, when I transferred to *Filologia Inglese* from *Filologia Germanica* in 1984, when the two subjects were still part of the same disciplinary group (*Filologia Inglese* has since been shifted to the disciplinary group that goes under the heading of *Lingua e letteratura inglese*). The idea was, and still is, to offer students with a grounding in the various medieval Germanic languages and literatures a specialist course in Old and Middle English, from the strictly philological point of view. *Filologia inglese* is designed for students who already have a working knowledge of Old English. The general part takes them on from Old to Middle English, with particular attention being paid to the Anglo-Norman input. Generally speaking, I try to choose set texts which illustrate the passage from Old to Middle English, and/or which may be compared to the contemporary production in Latin and French, such as *The Anglo-Saxon Chronicle*, Laȝamon's *Brut*, and *The Owl and the Nightingale*. It is probably superfluous to observe that Filologia inglese shares several characteristics both with Comparative Studies and with the History of the English Language. As far as my own interests are concerned, I have been working on *The Owl and the Nightingale* for some time, and shall continue to do so, because the text is a seemingly endless source of information on almost all aspects of literary and cultural life in late twelfth-century England. At the moment I am investigating the influence of Alain de Lille and the penitentials on the attitudes of the protagonists towards love, sex and marriage. I am also working on *Sir Tristrem* (late thirteenth century) and its links with medieval Tristan literature in French, German, Norse and

Italian (it is most interesting to note that some elements in *Sir Tristrem* are common only to the Italian prose versions, which confirms once again the high degree of intertextualism in medieval literature)

(Claire Catalini)