

**O**f Joseph Whene ye followe such. Do he be kepte in p'son  
p' he had b'ried offete thū  
Goye Wye

And al manged

pei sent

Goye my

And ope

Whene

Allo

But

ffor

As

he

as

ye

ho

pei

p'w

pi p'

Am

**C**als

Comm

p'te

Dip

In a

Enc

Of

And

At

An

To

An

ch

ffo

aya

pa

dit

SLJN

NEWSLETTER

no. 37

October 2004

## Contents:

1. SLIN Conferences and Seminars .....	p. 1
2. Workshop paper and materials (N. Ceramella) .....	p. 2
3. HEL and other (English) linguistics conferences and seminars .....	p. 15
4. Conference reports (L. Pinnavaia) .....	p. 22
5. Bibliographical information .....	p. 26

Edited by Prof. Emeritus Nicola Pantaleo, Faculty of Foreign Languages and Literatures, University of Bari.

Via Martiri d'Avola, 1/A - 70124 BARI ☎ 080.5616520 Fax 080.5717459

E-mail: npantaleo@libero.it

All materials to be published (reports, reviews, short articles etc.) should be sent to the above address.

## 1. SLIN Conferences and Seminars

The 12th SLIN (Historical English language studies in Italy) National Conference is well ahead. As already announced it will take place at **Milano-Cattolica University** on **9-11 June, 2005** and will be centered on the general topic **The language(s) of religion: a diachronic approach**. Possible areas for papers to deal with have been identified as the following:

- A. Aspects of the language(s) of religion
  - lexico-grammatical features
  - pragmatic and/or discourse features
  - the rhetorics of religion
- B. The language of
  - mysticism
  - hymnology
  - religious controversy and pamphleteering
  - religious satire
  - memoirs and autobiography
  - pilgrimage and travel writing
- C. Translation and translatability
  - exporting religion
  - translating belief
  - intra and inter-lingual aspects
- D. The Bible and English
  - the language of the Bible and the English language(s)
  - the language of the Bible and English literature(s)
- E. The language(s) of religion as ESP
- F. The language(s) of religion and the media
  - the language(s) of religion and their instructional function
  - cyber-religions and the impact of the internet on the language(s) of religion

Proposals for papers in the form of 300-word abstracts are kindly invited by 31 January, 2005.

Submissions and enquiries should be sent to  
c/o the Organizing Committee

Maria Luisa Maggioni, Università Cattolica del Sacro Cuore, Facoltà di  
Scienze linguistiche e letterarie, Largo Gemelli, 1. 20123 Milano  
or e-mailed to: [oobma@tin.it](mailto:oobma@tin.it)

Proposals should include the following information:

- name
- institutional affiliation (if applicable)
- phone number
- mailing address (including zip code)
- e-mail address
- title for the proposed presentation
- abstract of no more than 300 words
- audio-visual needs, if any
- special needs, if any

Information on guest speakers, accommodation and academic/social programme will be provided in the March issue.

## 2. Workshop paper and materials (N. Ceramella)

I have pleasure to publish here a paper accompanied by didactic materials by Nicola Ceramella, which was presented at the SLIN workshop of June last in Rome, to complement the list of contributions made to that meeting by Maurizio Gotti, Richard Dury and Maria Luisa Maggioni, given in print in the previous issue of *SLIN Newsletter*.

### Teaching/Assessing History of English at SSIS

#### *Background to the Teaching of HEL in Italian Universities*

According to a survey carried out by Professors Richard Dury and Maurizio Gotti, which appeared in last June's issue of *SLIN* (n. 36), the History of the English Language was taught in twenty universities in 1994 while they are twenty-one in 2004. On the basis of these figures, one would assume that the presence of HEL in the Italian academic world is stable, and apparently has even increased by one unit. Yet, if one has a closer look at the data it comes out that the eleven new entries compensate for the loss of ten of the old ones. The

overall situation is not really all roses. In fact, owing to the D.M. 509/1999, reforming the University system, if, on the one hand, they have underlined the primary importance of learning fluently some three languages, on the other they have limited the presence of HEL in the curricula. The idea behind this position being that the formation of professionals, who have the necessary linguistic competence needed to work in a wide range of sectors, such as journalism, tourism, publishing, diplomacy, finance, business, and cultural services, does not require any knowledge whatsoever of HEL. Therefore, at the end of the first three-year degree course, the immediate academic aim is to give all the students a good enough linguistic competence to allow them either to look for a job, or continue for two more years and take a postgraduate degree, thus specialising in any of the above-mentioned areas, or perhaps become teachers of English or translators.

#### HEL at a Postgraduate Level

By making reference again to the survey mentioned above, we find that the teaching of HEL at a postgraduate level is even less present, only nine Italian Universities offer the subject at this level. But the situation is even worse at the SSIS (School of Specialization for Secondary School Teachers) where only five do (Bergamo, Campania, Catania, Lazio, Ragusa). As a matter of fact, now more than ever before, there is also a problem of "visibility" since HEL is very often presented as a module within English Language and Translation courses. Small wonder if Gotti and Dury recommend that "In order not to disappear completely in front of our colleagues' eyes, it would be advisable to insert the caption "History of the English Language" beneath the official title of the modules." (p. 11, my translation). Indeed, this is what I have thought out myself for my third-year course in the forthcoming Academic Year at the Department of Anglistics, Facoltà di Lettere e Filosofia, Università degli Studi di Roma *La Sapienza*: a module called *Tradurre Generi e Stili 3* is followed by a subheading, *History of the English Language and Translation*.

Anyhow, after this general view, I will now focus my attention on the key issue to this article: teaching HEL at SSIS. I will make reference to my experience of teaching two twenty-hour modules on *Historical Varieties of English* and *Geo-Social Varieties of English* at the University of Roma Tre, hosting the SSIS of Lazio. To start with, I thought to myself the first thing one may quite legitimately wonder about, is how useful such modules can be to a would-be teacher in a real teaching situation where students are often less and less motivated and constantly distracted by many other interests outside school. Of course, I am far from thinking that my experience should be seen as the ultimate word on the matter, but, if we come down to it, I believe I received a very encouraging reply to this and other relevant questions from the trainees who attended my course,



and this is indeed what seems to be worthwhile sharing with you.

I must say, to my surprise and satisfaction, I could tell that as the weeks passed my students' interest and involvement was growing and, in some cases, even turned to enthusiasm; such a response was frankly unexpected and, therefore, even more corroborating. The problems to deal with were quite a few and, owing to the limited time at my disposal, I still had to do my job properly and get my students involved. To achieve that, was clearly a matter of strategies to apply to my classes and, perhaps even more important, draw the trainees' attention by concentrating on topics which could most likely arouse their interest. By way of example, among the various issues we treated, there was a particular one at stake which they were most concerned about. They wondered why the English they knew was often so different from what you can hear from the average person in the street, why they understood so little, why it varied so much according to who was speaking and where, and, last but not least, how they could avoid feeling down on finding all that out during their stays in the UK (British English being their main reference language). I thought the ideal way to tackle such a delicate problem was "to expose" them to listening and watching videos, which I had especially recorded for them from live television programmes in Britain, showing people from all walks of life and from all over the UK, speaking under different circumstances. This activity intrigued and reassured them at the same time, thanks mainly to the linguistic and sociological explanations I gave them afterwards. In brief, they needed to hear that neither were they incompetent nor was it the case that the people they could not understand did not speak their own language properly, but it was simply a matter of exposure to a variety of ways of using the language. It was easy for me then to remark they can have the same sort of difficulty in their own country, where notwithstanding they can speak Italian, it is possible that they may come across people speaking one of the many dialects, and find it totally or partially incomprehensible; yet, this does not make them feel they cannot speak Italian. The obvious conclusion I got them to draw then was: why on earth should they be able to understand anything uttered in English?

However, I believe the key to the positive result of my classes is represented by a fascinating challenge: making my students see the didactical implications of HEL, and how their own pupils in turn could benefit from learning about such a widely acknowledged complex subject. On top of this objective issue, what made my task further demanding was the fact that they were a mixed group aiming to teach students from elementary to secondary school levels.

Taken for granted that two-thirds of my classes had to be taught *ex cathedra* to offer an overall view, covering a wide range of aspects as shown by the following programmes:

### Historical Varieties of English

- *Old English*
  - Britain before the English
  - The Roman invasions
  - The Anglo-Saxon invasion
  - The Viking invasion
  - The birth of English: Latin, Germanic, and Scandinavian influence
- *Middle English*
  - The Norman invasion and French influence
  - Linguistic Developments
  - Borrowing words
  - New words from old
  - Changing meanings
  - Grammar: nouns and verbs

### Socio-geographical Varieties of English

- *Present-Day English*
  - Social and Political History
  - Linguistic Developments
  - Modern English Dialects
  - English in Scotland, Ireland and Wales
  - Standardisation
- *English in the United States*
  - Social and Political History
  - Features of American English vs British English
- *Overview of World Wide English*
  - English as a Global Language
- Didactical implications of the teaching of diachronic and synchronic varieties of English

the rest of the time was dedicated to didactical activities conducted by the trainees themselves in the form of research carried out at home, followed by mock classes, varying according to the school level they intended to teach at, while the exercises and activities done could be expanded to form extended projects.

I started by giving them primary tasks to deal with: learning/teaching how to consult a dictionary, looking for historical information on the etymology of words and on how their meaning might have changed over time. Other activities included the acquisition of an insight into basic linguistic theory applied to the analysis of a mini-corpus of texts ranging from the eighth century to the present day. I found that this particular overview aroused the students' interest and curiosity even more as they realised that learning about the history of English explained the English that is used today. Needless to say that this particular aspect, was found as stimulating as anything, and not only provided discussion points that generated debate, but encouraged them to collect and analyse data. Here are the features that were certainly found more intriguing in key linguistic, historical and social terms:

- the impact that historical events (i.e. invasions) had on the development of English, especially in lexical terms;
- the grammar changes, in relation to the historical and social events, through the centuries, which enable us to explain things like the so-called Anglo-Saxon genitive, or the use of the periphrastic do in interrogative and negative sentences;
- the cultural implications that the language is conveyer of;
- the use of language in the forms of dialect and slang as a mirror of society's social structure;
- the different varieties of English, showing where and why English is spoken as a mother tongue. In other words, an informative account of the phenomenon of English as a global language.

#### *Trainees' response to the didactical implication on teaching HEL*

Here are some of the most interesting comments on question 14 in *Socio-geographical Varieties of English* (see below), as written by my students about the didactical implications of HEL at a diachronic and synchronic level. It is evident the majority of them realised that the competence in HEL enhances the interest in the study of the language itself, makes them see a language as a 'living organism', opens up one's mind, and lends itself quite naturally to interdisciplinary activities, involving history, geography, other related languages, culture and society in general.

- Students in secondary schools should be introduced to the different varieties of English as a means of opening cross-cultural perspectives, make them aware

of the complexity of the English language and give them a more realistic vision of the language they are learning.

- Historical and geographical varieties help to find a rationale between lexis, morphology and syntax, thus fostering memorization and a stabler acquisition. I am convinced that my stds are now more interested in learning English, and they even say they enjoy it more than ever.
- At elementary level we can use maps of the world and of the British Isles to show the worldwide spreading of English.
- At an intermediate level, with the help of an etymological dictionary we can trace back, both the original elements of English structures and vocabulary and, through a mini-corpus of selected texts in their original spelling, we can analyse the development of English history.
- History and varieties of PDE could be used in class to arise students' curiosity and involvement, and, at the same time, show them how dynamic a language really is.

I am a supply teacher at a Liceo Linguistico, where my stds study also Latin. A few days ago, I explained the possessive case (the so called Anglo-Saxon genitive) and the accusative (i.e. who v. whom) by making reference to Latin and OE. To my surprise they asked me to tell them more about any existing link between these languages and PDE and said they would really like me to follow this approach in my teaching. This made me think that it would be a good idea to create a small corpus of literary texts from different periods so as to show my stds any relevant linguistic changes.

- Ever since I began to talk about the diachronic and synchronic history of English in class, I feel I found the way to get my stds involved. For instance, eventually, they have understood the difference between weak and strong verbs by reference to OE forms; or the basic difference in the use of registers such as shown by the prevailing use of Germanic words (informal) vs that of Latin and French words (formal). (NB Let me tell you that several of my colleagues here would have very much liked you to look at this issue in some depth by tracing back these two different roots of English).
- I teach at a Liceo Scientifico. I think that according to the syllabuses of subjects other than English, such as history and geography, studied by my stds, it would be most interesting to create some interdisciplinary activities, concerning the major historical events and areas linked to the development of English. I must say they were simply fascinated by the close link between

historical events such as the Normn Conquest of England in 1066 and the impact this had on the development of English.

- I would like to use what I have learnt at SSIS about the varieties and history of English to show my students that knowing a lang is not only a matter of abstract grammar and rules. In my short teaching experience, I had the impression stds study a foreign lang as if it were maths: they learn rules, they apply rules. By contrast, I would like to show them what a powerful 'weapon' a language can be from a historical and a social point of view. I'm referring not only to events such as linguistic colonization and imperialism, but also to the hidden dimensions of advertising. In other words, what I have recently learnt at SSIS will help me to make them more aware of the real, concrete weight of English.
- I teach a third-year class at a Liceo Classico. I have begun using what I have learnt at SSIS in my classes; I found that my stds' interest has grown thanks to my new approach to teaching English. First, I referred to the fate of Latin, which died but gave birth to the romance languages. Then I told them that this shows a language is a living organism and that English is a good example of the kind. Of course, this led me to talk about Englishes without forgetting to tell them also about its standardization as a necessary step.
- I believe that word formation and etymology are some aspects of English which stds will enjoy most, both for practical and creative reasons. I would like to show them how rich the English vocabulary with its two souls is: German and French/Latin, let alone the Scandinavian one. Then I think that it would be interesting to carry out a comparative study of the origins and development of Italian and/or any other lang they happen to study besides English.
- The teaching of historical varieties of English can help stds to achieve a deeper language awareness. This can prove useful both at a beginner and an advanced level.

At a beginners' level, insights into the history of English can stimulate the stds' interest in the lang and, therefore, enhance better performances. For example, assignments concerning the history of placenames of words help to bring students in contact not only with the linguistic system, but above all with the culture underlying a language.

At an advanced level (upper secondary school), activities about the historical development of English can help stds to go beyond the study of the rules of a language. They can be led to understand what events are at the roots of PDE. This could be done by analysing text written in different periods and

texts originating in different countries from the Anglophone world.

- If I taught at a high school, I think a comparative study of the history of English and literature would make my stds more aware of the close relationship existing between a culture and the language of which it is the immediate expression.
- I teach at a Liceo Scientifico: in the past few weeks I used a tape with interviews to people who speak different English dialects. I decided to expose my stds to such a linguistic storm, not expecting them to understand everything they heard, but just becoming aware that, like in Italy, in England too there is a wide variety of dialects. I underlined their main features and said that what is most important is that they are aware of their existence, and that they should not feel down and think they don't know their English well if they ever happen not to understand everything they hear when they bump into any one speaking a 'strange' dialect.

*Prospective Teachers of English  
Final Exam Papers - June 2004*

*Rome 3 University*

*Historical Varieties of English*

1. Where in Britain would you expect to find Corby, Milnthorpe, and Hawthornthwaite. Give reason/s.
2. What do the terms analytic and synthetic language refer to?
3. What is the Danelaw?
  - a. an area running from Chester to London
  - b. a Danish law
  - c. a low land where the Danes where relegated in the north of England.



4. What languages did English borrow most words from? Give examples.
5. Explain what the 'Inkhorn Controversy' and the 'Chancery Standard' are respectively.
6. How have linguists divided and labelled the different periods reflecting the development of the English language?
7. What traces are there in PDE originating from Old English?
8. What difference is there in using Germanic words in origin as opposed to Latin and French ones in today's English?
9. What are the main processes of word-formation in English? Give an example of each.
10. Regarding lexical change of meaning, give at least one example of 'pejoration', 'specialisation', 'generalisation', and 'amelioration'.  
-  
-  
-  
-
11. What do denotative and connotative meanings indicate respectively. Give an example of each.
12. What do we mean by 'standardisation' of the English language? And what is its value or utility?

13. First explain what linguists mean by the term 'Englishes', then discuss if, in your view, English will face the same fate as Latin and become a group of English languages which are not mutually comprehensible.
14. Rewrite the extract from *The General Prologue to the Canterbury Tales*, using the current spelling.

Here Bygynneþ the Boke of the Tales of Caunterbury

Whan that Aprill with his shoures soote  
The droghte of March hath perced to the roote,  
And bathed every veyne in swich licour,  
Of which vertu engendred is the flour;

5. Whan Zephyrus eek with his sweete breeth  
Inspired hath in every holt and heeth  
The tendre croppes, and the yonge sonne  
Hath in the Ram his halfe cours yronne,  
And smale foweles maken melodye
10. That slepen al the nyght with open ye—  
So priketh hem Nature in hir corages—  
Thanne longen folk to go on pilgrimages,  
And palmeres for to seken straunge strondes  
To ferne halwes, kouthe in sondry londes;
15. And specially from every shires ende  
Of Engelond to Caunterbury they wende,  
The holy blisful martir for to seke  
That hem hath holpen whan that they were seeke.  
Bifel that in that seson on a day,
20. In Southwerk at the Tabard as I lay,  
Redy to wenden on my pilgrymage  
To Caunterbury with ful devout corage,  
At nyght was come into that hostelrye  
Wel nyne and twenty in a compaignye
25. Of sondry folk, by aventure yfalle  
In felaweshipe, and pilgrimes were they alle  
That toward Caunterbury wolden ryde.  
The chambres and the stables weren wyde,  
And wel we weren esed atte beste.
30. And shortly, whan the sonne was to reste,  
So hadde I spoken with hem everichon  
That I was of hir felaweshipe anon,

- And made forward erly for to ryse  
To take oure way ther-as I yow devyse.  
35. But nathelees, whil I have tyme and space,  
Er that I ferther in this tale pace,  
Me thynketh it acordaunt to resoun  
To telle yow al the condicioun  
Of ech of hem, so as it semed me,  
40. And whiche they weren, and of what degre  
And eek in what array that they were inne ;  
And at a knyght than wol I first bigynne.

Total mark

**NB There are 14 questions above. You'll get 1 point for each right answer, except for the last one, which gives you 2. (Mind your English).**

### Socio-geographical varieties of English

1. List the main historical events that have contributed to the worldwide use of British English.
2. What social factors slowed down the pace of linguistic change in Great Britain in the 19<sup>th</sup> century?
3. In which of the following domains have major changes occurred in the English language in the PDE period?
 

a. lexicon	c. syntax
b. morphology	d. phonology
4. Indicate two developments worth of notice in the domain of morphology in PDE.

5. Give examples of at least three syntactic structures which represent the most striking phenomenon during the PDE period.
6. List the main reasons why the lexicon has developed in the PDE period.
7. Who speaks traditional and modern dialects respectively in England?
8. Give at least two examples of features that are distinctive in the English modern dialects.
9. What does the acronym RP refer to?
  - a. Standard British English spoken with no grammatical errors.
  - b. The regional accent used today by many young local BBC radio and TV commnetators.
  - c. The typical English accent of native speakers of Romance languages.
  - d. The social accent associated with the British ruling classes in the 20<sup>th</sup> century, but now losing its hold.
10. Give a brief definition of Estuary English.
11. What other languages are spoken, as native languages, in the United Kingdom, apart from British English?
12. Why has American English become more influential than British English on the international arena?
  - a. It sounds very macho-like
  - b. Because people from all over the world have immigrated to the USA
  - c. Because the USA is economically more powerful than the UK
  - d. It is easier and informal



## Tour and accommodation booking form

I/We wish to participate in the following **tours** (please indicate no. of participants for each event):

<b>Tue 23rd:</b> Sorrento and the Amalfi Coast.	Price per person € 20,00	
<b>Wed 24th:</b> <i>Napoli Sotterranea</i>	p. p. p. € 25,00	
<b>Thu 25th:</b> "Royal Palace walk"	p. p. p. € 15,00	
<b>Sat 27th:</b> Centro Storico	p. p. p. € 20,00	
<b>Sun 28th:</b> Pompeii excavations	p. p. p. € 30,00	

Please reserve the following **accommodation** (please place a tick next to your best option):

<b>Hotel</b>	<b>ranking</b>	<b>Double room €</b>	<b>Single room €</b>	<b>Distance</b>
Royal	4 stars	175,00	155,00	10 mt
Rex	3 stars	130,00	110,00	100 mt
Borgo S. Lucia	2 stars	120,00	100,00	500 mt
Mergellina	2 stars	110,00	80,00	1 km
Le Fontane a mare	2 stars	110,00	90,00	100 mt
Ostello A.L.G. (hostel)		22,00 p.p.	26,00 p.p.	3 km

Day of arrival: .....

Day of departure: .....

Please remember that the number of allotted rooms for each of these hotels is not very high, so

13. Why, how and when American English began to diverge from British English? Give at least three good reasons.

14. Discuss the didactical implications of how to use the knowledge of all the above in class by making reference to the students' level. (2)

Total mark

**NB** There are 14 questions above. You'll get 1 point for each right answer, except for the last one, which gives you 2. (Mind your English).

*If you have time here are three more questions which can be used as a bonus*

### PDE Varieties

15. What are today's main immigrant varieties of English in Britain.

16. The major difference between American and British English lies in the spelling and the meaning of certain words. Write down the corresponding American or British spelling / word accordingly. Specify the variety like this, whiskey (US) / whisky (GB); apartment (US) / flat (GB)

a. honor	petrol
b. traveller	cooky
c. theater	fag
d. defence	fall
e. storey	goofy
f. judgement	lift
g. recognize	cop
h. tyre	subway
i. plough	phony

17. The following open question is not compulsory, but you will gain extra bonus if you give a "sensible" answer and express yourself correctly.

What would your personal reaction be to a message to possible extraterrestrial listeners from the Human Race, being read in English, by Kofi Anan, the current Egyptian UN Secretary-General? In other words, what is your reaction to English being used to represent the whole Planet Earth, and to the fact that English is represented by a non-native speaker?

### 3. HEL and other (English) linguistics conferences and seminars

#### *Reminders and datings*

§ The **Second International Conference on The English Language in the Late Modern Period 1700-1900 (LMEC2)** is going to be celebrated at the **University of Vigo, 25-27 November, 2004**.

The guest speakers are Laurel Brinton, Teresa Fanego, Charles Jones, Bernard Kortmann and Merja Kito. Any information is available writing to e-mail [lmec2@uvigo.es](mailto:lmec2@uvigo.es) or consulting the website <http://webs.uvigo.es/lmec2>

§§ **The Third Medieval English Studies Symposium (MESS 3)** will be held on **27-28 November, 2004** in Poznań (Poland) at the Polonez Hotel (tel. +48 61 8647100, fax +48 61 8523762), which also hosts conference participants at discount prices. Three linguistic and two literary sessions are planned as well as three plenary papers. All enquiries concerning the Symposium should be addressed to the MESS organizers Jacek Fisiak and Marcin Krygier, at the above references. Snail correspondence may be sent to Ms Agnieszka Bury, conference secretary, at the following address:

MESS 2004, School of English, Adam Mickiewicz University, Al Niepodległości 4, 61-874 Poznań, POLAND. Tel. +48-61-8293506. Fax: +48-61-8523103

§§§ The Department of English of the university of **Santiago de Compostela** (Spain) will host on **17-20 July 2005** the **International Conference "New reflections on Grammaticalization 3"** (NRG 3) which comes after *NRG 1*, Potsdam 1999, and *NRG 2*, Amsterdam 2002. The aim of the Conference is to bring together contributions from different orientations within the field of grammaticalization, question old assumptions and come up with new ideas. The Conference will take place at the Philology building in the North Campus. The invited guest speakers are **William Croft** (Manchester), **Zygmunt Frajzyngier** (Colorado Un.), **Anna Giacalone Ramat** (Pavia) and **Tania**

their best to provide alternatives.

#### Payment form

Method of payment (tick as appropriate):

- Please debit my  
☐ VISA CARD  
☐ MASTERCARD/EUROCARD

Card Number

Exp. date (mm/yy)

☐ I have placed a bank draft (payable to Maliga Viaggi ed Organizzazione Eventi, to Unicredit Banca, Agenzia 1616 via Epomco Napoli, account n. 03377803, ABI 2008, CAB 03424)

for the total amount of:

Conference fee/s	€ .....
Conference dinner/s	€ .....
Tours	€ .....
Hotel reservation	€ .....
<b>Total</b>	€ .....

Date

Signature

**Kuteva (Dusseldorf).**

Proposals for workshops are also welcome.

Papers on all aspects of grammaticalization are invited and the relative 400-600 word – abstracts which are required to add a list of references are expected to reach, along with proposals of workshops, by **30 November, 2004** the Organizing Committee chaired by Maria José Lopez-Couso & Elena Seoane at the conference e-mail: [gramma3@usc.es](mailto:gramma3@usc.es).

All subsequent information may be accessed through the conference website: [www.usc.es/ia303/Gramma3/NRG3.htm](http://www.usc.es/ia303/Gramma3/NRG3.htm)

#### *New entries*

§ A Conference on **Language and text Variation in Business and Economics** will be held at the Faculty of Economics of **Florence University** on **3-4 February, 2005**. Prospective topics dealing with both synchronic and diachronic aspects will include:

Modes and media

Diachronic and diatopic variation

Evaluation and intersubjectivity

Interaction and persuasion

Disciplinary and professional identities

Invited plenary speakers are Francesca Bargiela Chiappini, Britt-Louise Gurnasson, Anna Mauranen and Irma Taavitsainen.

300-word abstracts may be submitted by **15 november 2004**, sent in electronic form to [dellungo@unifi.it](mailto:dellungo@unifi.it) or [mbondi@unimore.it](mailto:mbondi@unimore.it) or [julia.bamford@uniro-ma1.it](mailto:julia.bamford@uniro-ma1.it)

The Conference fee amounts to 60 euros and includes two lunches, coffee/tea breaks, conference folder and book of abstracts.

Further details regarding accommodation, fee payment and programme will be available on the website [www.unifi.it/language/conference](http://www.unifi.it/language/conference)

§§ An international Conference on **From Ideational to Interpersonal Perspectives from Grammaticalization** will take place at **Leuven University (Belgium)** on **10-12 February 2005**.

The purpose of the Conference is to examine various aspects of grammaticalization within the framework of the clines ideational – textual – interpersonal and/or propositional – textual – expressive. Contributions on auxiliarization, development of discourse markers, pragmatic strengthening/invited inferen-

cing/subjectification in cognitive-functional contexts of speaker-hearer interaction etc. are especially welcomed. As well such topics as study of shifts from head to modifier or modifier to intensifier, interplay between grammaticalization and lexicalization, grammaticalization processes such as center-to-periphery directionality in the NP would be well accepted.

Guest speakers include Teresa Fanego, Manfred Krug, Olga Fischer and Elizabeth Traugott.

Proposals of 300-400 words for 20-minute papers should be submitted by 1 November 2004 following the instructions given in the conference website: <http://www.ling.arts.kuleuven.ac.be/fitigra> which is also the source of all further information concerning registration (registration fee is 50 Euros), accommodation, academic and social programme.

§§§ A Conference headed **Language History from Below – Linguistic Variation in the Germanic Languages from 1700 to 2000** will be held at the University of Bristol on **6-9 April, 2005**. Invited guest speakers are Ana Deumert (Melbourne), David Denison (Manchester), Ernst Hakon Jahr (Kristiansand), Angelika Linke (Zurich), Richard Watts (Bern).

The conference chooses a different perspective from such usual events: non-prestigious non-standard varieties and writers normally neglected by official language historiography will be focused. Contributions are called on such topics as literacy vs. orality, schooled vs. unschooled speech and writings, prescriptivism and norm identification, linguistic continuities and changes in speech communities, cross linguistic similarities and diachronic differences within such approaches as social identity, social networks, communicative patterns of discourse, gender-based variation, contact-induced phenomena and based on such sources as 'ego'-documents, administrative and legal texts, pamphlets and newspapers.

250-word abstracts should be e-mailed or posted by 31 October to Nils Langer, Dept. of German, 21 Woodland Road, Bristol, BS8 1TE; [nils.langer@bris.ac.uk](mailto:nils.langer@bris.ac.uk)

The website where to get full information on the Conference is:

[Http://www.bris.ac.uk/depts/German/languagehistory.html](http://www.bris.ac.uk/depts/German/languagehistory.html)

(information received from Marina Dossena)

§§§§ The **First International Conference on the linguistics of Contemporary English** is announced for **23-26 June, 2005**, based in **Edinburgh**. The conference aims at (1) encouraging the cross-fertilization of ideas between different frameworks and research traditions, (2) promoting discussion among researchers interested in linguistic theories (phonologists, syntacticians, variationists, etc.) regarding what we mean when we use the word 'English' to describe the linguistic phenomena which we work to explain.



Work which brings in diachrony in order to explain the structure of Present-Day English at any level of analysis is certainly welcome. Invited speakers are Bas Aarts, Luigi Burzio, Lisa Green and Peter Trudgill.

The website to consult is <http://www.english.ed.ac.uk/icelce/icelce2005.html>  
(information received from Nikolaus Ritt)

##### **Fifth International Conference on Middle English (ICOME 5)** will be held in Naples, **24th-27th August, 2005** in the Conference Centre of the University of Naples "Federico II", which is in Via Partenope, right on the waterfront. The building, which formerly housed the Faculty of Economics, has been recently refurbished; it is quite close to the Royal Palace and the Angevin Castle, and it can be easily reached by public transport. The Aula Magna, a smaller conference room and the adjacent catering room are reserved for the conference. Coffee breaks and buffet lunches will take place in the catering room or on the rooftop terrace. More directions about transport and how to reach the conference venue will be given in the third circular and on the conference website.

#### **Academic programme**

As its predecessors, ICOME 5 will include sessions on Middle English linguistic features, textual studies, and literature. The conference will be opened on the Wednesday 24th August in the afternoon and closed at one o'clock p.m. on Saturday 27th.

##### **• Plenary lectures**

The three plenary lectures will be held by the following scholars, who have kindly accepted the invitation:

**Hans-Jürgen Diller (Ruhr-Universität Bochum)**

**Dieter Kastovsky (Universität Wien)**

**Laura C. Wright (University of Cambridge)**

##### **• Papers**

Participants are invited to submit proposals for 20-minute presentations (followed by 10-minute discussions) on any topic within the abovementioned areas. Such proposals should be submitted in the form of 200- to 400-word abstracts and should be sent to the organizer strictly by the **31st January 2005**. Abstracts should be in .doc or .rtf format (preferably in Times 11 fonts), and they can be submitted either by e-mail or by regular mail on a pc diskette. Notice of acceptance will be sent at the latest by the **10th March 2005**. Participants can also submit proposals for workshops or panels on specific topics; such proposals should reach the organiser no later than the **15th November**. Colleagues submitting abstracts are kindly requested to state on

their registration form whether they need technical equipment for their presentation. Abstracts of the accepted papers and of the plenary lectures will be printed into a booklet that will be distributed to participants, but they will also be available on the conference website.

#### **Accommodation and travel**

##### **• Accommodation**

Some hotels, belonging to different categories and with different price ranges, have reserved rooms for ICOME 5 participants. Since August is a busy time for the tourist industry in Italy, and since the area around the conference website is specially busy given its closeness to the seafront, participants are advised to place their booking through the registration form **as soon as possible**. Booking will involve advance payment for one night.

The organising agents will do their best to provide accommodation within reasonable range for late registrations, and anyway in areas where public transport to the conference area is easily available. All bookings and queries related to accommodation and travel should be placed with the agents, i.e. Maliga Viaggi ed Organizzazione Eventi c/o **Ms Lia Esposito** (tel. +39081-7678468, fax +39081-7282538, e-mail [liaesposito@olitre.it](mailto:liaesposito@olitre.it)). For details of the immediate accommodation offers see the Registration Form.

##### **• Travel**

From most European capitals, Naples can be reached by plane, arriving directly to Capodichino airport. From there, bus n. 14 goes to the main railway station, from where all other bus services depart. Bus 3S, marked with symbols of plane, train and ship, takes to the tourist harbour, which is very close to the conference venue. Tickets for these buses can be obtained from the tobacconist's inside the airport, or inside the station if you arrive by train. There is also an Air Shuttle service, which is privately run but quite reliable. In any case, Capodichino airport is actually within the city's boundaries, so that taking a taxi from there to your hotel is not prohibitive! Further information on travel and detailed maps will be available on the website and in conference packs, and again you can contact our organising agents for any query about transport.

#### **Social Programme**

Since Naples is a place that offers so much to the visitor, it was decided to give a choice of tours of various range and length, that we hope will enable participants to get a few interesting sights and flavours of our location. Specific sight-seeing programmes can be drafted for individuals and for accompanying per-

sons, but the tours have to be organised in advance, and their actual taking place will be subject to the number of bookings. Therefore, although it will be possible to register for social events on-site, participants are encouraged to book for the pre- and post-conference tours and for the conference dinner as early as possible.

**\* Pre-, Post- and Infra-Conference Tours**

**Tue 23rd:** Tour of Sorrento and the Amalfi Coast, by coach. Full day. 20,00 (lunch not included).

**Wed 24th, morning:** *Napoli Sotterranea* (a tour of archeological interest below the very centre of the modern city, with English-speaking guide) 25,00

**Thu 25th, afternoon (after sessions):** "Royal Palace walk" (from conference venue, a tour of the monumental Royal Palace, the impressive Plebiscito Square and the renown San Carlo Opera Theatre, with English-speaking guide) 15,00 (tickets to Royal Rooms included)

**Sat 27th, afternoon:** Centro Storico (a tour of monumental buildings and churches in the oldest part of Naples, with English-speaking guide and transfer included) 20,00

**Sun 28th:** Pompeii excavations (ticket, transfer and guide included) 30,00

Other possible events will be posted on the conference website.

The *conference dinner* will take place on Friday 26th in a typical Neapolitan restaurant, and will include some of the most renown specialities and local wine. Price 40,00.

**Registration and Payment**

Registration forms should be sent **both** to the organiser ([gabrina@aliceposta.it](mailto:gabrina@aliceposta.it)) and to the agents ([liaesposito@olitre.it](mailto:liaesposito@olitre.it)), while abstracts should of course be sent to the organiser only. Forms and payment of the conference fee should reach us by **30th May**, but recall that room reservation should be placed as early as possible. An early registration will also imply a 30,00 discount on the conference fee. Registration will be possible until **15th July**, but it will unfortunately imply a slightly higher fee. In fact the fees are: for early payment (till 31 Mach) 150 Euros, for regular registration (till 15 May) 180 Euros, for late registration (by 15 July) 210 Euros, accompanying person 25 Euros. The conference fee covers conference packs, secretarial expenses, coffee breaks, and buffet lunches on the 25th and 26th August. Payment can be made by cre-

dit card (VISA or Mastercard) or by bank draft (payable to Maliga Viaggi ed Organizzazione Eventi, to Unicredit Banca, Agenzia 1616 via Epomeo Napoli, account n.03377803, ABI 2008, CAB 03424).

Looking forward to seeing you in Naples and with best wishes

*Gabriella Mazzon*  
Conference Organiser

**Addresses**

You can contact the conference organiser:

- through the conference **website** <http://www.icome5.unina.it>

- via **e-mail** to [gabrina@aliceposta.it](mailto:gabrina@aliceposta.it)

- via regular **mail** to:

--- **(until 31st January)** ICOME 5 c/o Gabriella Mazzon  
Institut für Anglistik und Amerikanistik, Universität Wien  
Uni-Campus AAKH, Hof 8

Spitalgasse 2

A-1090 Vienna

Austria

---- **(after 1st February)** ICOME 5 c/o Gabriella Mazzon

Dipartimento di Filologia Moderna

via Porta di Massa 1

80139 Napoli - Italy

You can contact the travel agents:

- via **e-mail** to [liaesposito@olitre.it](mailto:liaesposito@olitre.it)

- via regular **mail** to:

Maliga Viaggi ed Organizzazione Eventi

ICOME 5 c/o Lia Esposito

via Epomeo 63b

80126 Napoli

Italy

- via the agents' **website** [www.maliga.it](http://www.maliga.it)

#### 4. Conference reports (L. Pinnavaia)

##### Second International Conference on Historical Lexicography and Lexicology (Gargnano del Garda, Brescia, 22-24 June 2004)

Following the 2002 Conference run by Julie Coleman in Leicester, the Second International Conference on Historical Lexicography and Lexicology was this year organized by the Department of Language Studies and Compared Literature of the University of Milan and held at the majestic Palazzo Feltrinelli in Gargnano, a village shaded by olive groves and perfumed oleanders on the marvellous Lake Garda.

The three-day conference – attended by over 80 delegates from all over the world – started on Tuesday 22nd June. It opened with a warm and welcoming address by the event's organiser Giovanni Iamartino who successively introduced the conference's first speaker, Jean Pruvost (Cergy-Pontoise). In his plenary lecture Mr. Pruvost turned his thoughts to the role of the dictionary in various domains, such as education, politics, religion, power, drawing a very detailed picture of the state of 20th century French lexicography.

Coffee was then served on the terrace. The view of the lake shimmering in the hazy morning sun was a warm embrace for the conference members and proved to be an auspicious start for the conference itself.

At 11.30 the conference was fully under way with speakers delivering papers in two parallel sessions, one dedicated to lexicographical and lexicological studies in the English language, the other to studies in German. In both sessions attention was placed on the early history of dictionaries.

In the session dedicated to English, particular focus was placed upon the life and works of Richard Howlet, compiler of the *Abcedarium Anglico Latinum* (1552) by Roderick W. McConchie (Helsinki), on Sir William Dugdale, author of the *Dictionarium Saxonico-Anglicum* (1644) by Paola Tornaghi (Milano-Bicocca) and on the typographical features of a range of monolingual dictionaries both for native and foreign speakers of English by Paul Luna (Reading). In the parallel session, Peter Waentig (Bologna) highlighted the similarities and differences between two sixteenth-century bilingual Italian-German dictionaries, Barbara Stein Molinelli (Milano Cattolica) spoke about Grimmelhausen's *Fremdwörterbuch*, while Chiara Benati (Genova & Arezzo) offered some insights into the phraseology collected in Eike von Repgow's manuscript *Sachsenspiegel*.

At one o'clock it was time for lunch and we were invited to take our seats at the tables finely laid on the terrace. In the shade of the oak trees, we were ser-

ved a delicious three-course meal and had the chance to catch up on old acquaintances or make new ones.

At three o'clock, the two parallel sessions started again. In the English session Monique C. Cormier (Montreal) explored the role of Guy Miège's Great French Dictionary (1688) in the compilation of Abel Boyer's *Royal Dictionary* (1699), Elisabetta Lonati (Milano), instead, offered a comparative study of two works, Blancardus' *Lexicon Medicum* and Harris's *Lexicon Technicum*, while Linda Mitchell (San Jose) spoke of the influence of 17th and 18th century grammar texts on Johnson's dictionary. In the other session the studies focussed on French with Gilles Roques' (Nancy) talk on regionalisms in the French vocabulary, Nadia Minerva's (Bologna) analysis of lexical lists in some grammars used for the teaching of French in Italy in the 17th and 18th centuries, and Jacqueline Lillo's (Palermo) description of the language of politics in the dictionaries compiled by Francesco D'Alberti de Villeneuve (1771-1867).

After a quick coffee-break, the third and final group of speakers presented their papers. In the first session Monica Barsi (Milano) treated the question of author citations in the dictionaries of Richelet and Le Roux, Thora Van Male (Grenoble) considered the ornamental iconography in Pierre Larousse's *Grand Dictionnaire Universel*, while Gregory James and Bronson So Ming-Cheung (Hong Kong) dealt with three approaches to French-Tamil lexicography in three 18th century manuscript dictionaries.

At 8 o'clock members sat down to an informal dinner in the Palazzo's dining-hall. This was followed by a relaxed ISHLL business meeting headed by Julie Coleman (Leicester). The main object on the agenda was to ascertain that all ISHLL members might be in contact with each other enabling them to exchange news and information. Grappa offered by the house brought this first and most intense day to a close.

Wednesday 23rd June was another warm and sunny day and the morning's work commenced with two parallel sessions, one on English, the other on Spanish. The English language session was opened by Eric Stanley (Oxford) and his considerations on the difficult vocabulary used by John Audelay in his Middle English poem *De tribus mortuis*; after this Noel Osseltson (Newcastle) discussed the problem of alphabet fatigue in early English dictionaries; lastly Werner Huellen (Duisberg-Essen) handled the pragmatic structures of onomasiological dictionaries. The Spanish language session hosted Maria Cecilia Aineburu (Siena) who talked about the diachronic evolution of the language of economics and commerce, and then Eva Gonzalez (Milano) who analysed the bilingual Spanish-Latin dictionary compiled by Alonso Sanchez de la Ballesta (published in Salamanca in 1587).



Two plenary lectures then followed, one before lunch and one after. The first, held by Pedro Alvarez de Miranda (Madrid), was centred on the state of historical lexicography which in Spain appears to be rather poor, the second, held by Gabriele Stein (Heidelberg), first focussed on lexicological matters in the earliest bi- and multilingual dictionaries in order to secondly gauge the importance and influence of these lexicological foundations in early modern English monolingual dictionaries.

In the afternoon parallel sessions, the *Oxford English Dictionary* became the principal object of analysis in the studies dedicated to English; Charlotte Brewer's (Oxford) analysis of the OED involved a further investigation into the relatively few citations for eighteenth-century lemmas, Peter Gilliver's (Oxford) analysis of the OED was necessary for his reconstruction of the difficult period in which William Craigie – third editor of the OED – began work on the letter U and in particular the prefix *un-*, while for Carter Hailey (Williamsburg) the analysis of first citations in the OED and MED served to revalue Chaucer's reputation for lexical inventiveness, recently challenged by Christopher Cannon. Contemporaneously, advanced studies in Italian were being highlighted in another session with Max Pfister's (Saarbrücken) description of the progress of Italian lexicology in the last few decades starting from the *Romanisches Etymologisches Wörterbuch*, Pietro Beltrami's illustration of the technologically advanced *Tesoro della Lingua Italiana delle Origini* and *Opera del Vocabolario Italiano* now both online, and with Massimo Fanfani and Marco Biffi's presentation of the electronic version of the *Vocabolario della Crusca*.

After the coffee-break more speakers took the floor in two different halls. In one, firstly, Marace Dareau (Edinburgh) explored the historical value of the *Dictionary of the Older Scottish Tongue* by William Craigie; secondly, John Considine (Edmonton) discussed the strengths of Moth's late seventeenth-century dictionary project; thirdly, Marika Moorijart (Leiden) analysed the way in which colours are defined in 19<sup>th</sup> and 20<sup>th</sup> century Dutch dictionaries. In the other hall, Gabriela Cartago (Milano) illustrated the new dictionary of Italianisms in French, English and German about to be published, while, last but not least, Renzo Tosi (Bologna) discussed the case of classical Greek lexicography and its possible imprecisions.

The second day of work was over and many of the conference members could at last relax. A light breeze blew over Gargnano on Wednesday evening as we stood out on the terrace waiting for the arrival of our host Giovanni Iamartino, who showed us into the dining-hall where candle-lit tables welcomed us for the conference dinner. The rich meal was characterised by many Garda specialities and accompanied by speeches and song, creating a very homely atmosphere that will be warmly remembered by us all.

Thursday 24<sup>th</sup> June, the last day of the conference, started with two parallel sessions. In the first, by analysing contents and methodology, Julie Coleman (Leicester) examined Farmer and Henley's revolutionary dictionary of slang; this was followed by an inquiry by Fredric Dolezal (Athens, GA) into the possibility of completing the history of English lexicography taking into consideration all the lexicographic work that has been issued since authors Starnes and Noyes; and then Nataschia Leonardi (Macerata) illustrated the initial accomplishments of an ongoing project set on reproducing the structural organisation of the defining sections of Wilkins' *Essay Towards a Real Character and a Philosophical Language*. In the second, Tommaso Pellin (Venezia) explored Western influence on Chinese culture through the examination of its lexis in the field of politics and economics.

The last session began at 11.30 after the coffee break with two speakers: the first was Marina Dossena (Bergamo) who in presenting a list of Scotticisms in James Adams' *Vindication of the Scottish Dialect* (1799) discussed the relationship of this text with contemporary attitudes to Scots lexis in literary, specialised and daily usage; and the second was I myself who presented the initial results of a quantitative and qualitative analysis of idioms regarding food and drink that appear in articles taken from *The Times* newspaper between the years 1790 to 1990.

A light lunch on the terrace looking out on the glimmering waters of the lake brought down the curtain on this conference. As members started to leave, the sound of voices, the rounds of applause, and the rings of laughter that had characterised the Palazzo's halls in the three days just gone gradually gave way to silence and emptiness. Though over, the conference had nonetheless left in all of us a strong stimulus for research and a grand yearning for a new meeting.

Laura Pinnavaia (Milano)

## 5. Bibliographical information

### § \*Call for Papers

We invite proposals for essays to be included in a volume entitled *News Discourse in Early Modern Britain*. The volume, covering the period from c.1500-1800, will be published by Peter Lang in its

Linguistic Insights series. The general editor of the series is Maurizio Gotti (University of Bergamo).

News discourse will be understood in its widest sense as belonging to the sphere of public discourse, thus including a variety of speech situations (political speeches, proclamations, announcements, orders, etc.), as well as referring to the more specific text genres traditionally associated with the domain of news, such as ballads, pamphlets, newspapers, magazines, correspondence, histories, annals, etc. The focus of the volume will be on: Methodologies in collecting and analysing linguistic data from the above areas, both quantitative and qualitative, diachronic and synchronic; Sociolinguistic, pragmatic factors and the study of early news discourse; Domains of language change (lexical, syntactic, textual); situations motivating language change (e.g. language contact, translations, etc.); Comparison of different text types; study of one specific text type. Proposals, of not more than 300 words in length, including examples and references, should be submitted by **31 October 2004**. Essays (Peter Lang style) to be not more than 9,000 words in length (inclusive of bibliography) with final submission by **15 March 2005**. The volume will be published in **summer 2005**. Proposals should be sent to the editor of the volume: Nicholas Brownlees (University of Florence) : <n.brownlees@libero.it>

§§ This is to inform that the latest issue of VIENNA ENGLISH WORKING PAPERS has just come out and is available online at:

<http://www.univie.ac.at/Anglistik/views/current.htm>

### Contents

**Ardith J. Meier**

Has 'politeness' outlived its usefulness?

**Christiane Dalton-Puffer**

Academic language functions in content and language integrated classrooms:

defining and hypothesizing

**Gunther Kaltenboeck**

*That* or *no that*? – that is the question: on subordinator suppression in extraposed subject clauses

### Letter from the Editors

*Dear Readers,*

Welcome to another issue of our VIEWS on English language – this time with a strong pragmatic slant.

The first question asked is a polite but provocative one by Ardith Meier. "Has politeness outlived its usefulness?", she wonders and in so doing takes us back not only to 1987 and Brown & Levinson, but also to 1992 and the beginning of VIEWS. In the very first issue of VIEWS Ardith Meier already took a critical look at Brown & Levinson's theory and some of its repercussions in subsequent work. Now, 12 years later, she takes up the topic again and it is not simply a 'trip down memory lane'. On the contrary. Her VIEWS on the matter are very much directed towards the future development of this field. Her article not only suggests doing away with the term 'politeness' but calls into question the concept itself. Instead, she proposes to move towards an interactional and ethnomethodological approach, one which takes into account underlying cultural values and the perceptions of contextual variables.

The second question, raised in Christiane Dalton-Puffer's article, relates to a particular type of language classroom: CLIL or content and language integrated learning: "How much do CLIL classrooms actually contribute to the learning of academic language functions?" On the face of it, the answer to this question may seem obvious. By their very nature, CLIL classrooms are academic environments and as such constitute the natural habitat for learning how to perform academic language skills in the foreign language – or so one would have thought... Christiane Dalton-Puffer picks out two very specific academic language functions, defining and hypothesizing, and investigates to what extent they are learned and practised in Austrian CLIL classrooms. The results are surprising – to say the least – and shed new light on this form of instruction. But read for yourselves.

"*That* or *no that*?" – that is the question asked by Gunther Kaltenboeck in the third contribution. More specifically, he explores the use, or rather non-use, of the *that*- complementizer in extraposed subject clauses. While the repercussions of this choice are clearly less dramatic than those in the literary classic

alluded to in the title, Gunther Kaltenboeck demonstrates that the decision is still not a random one. Far from it. As shown in the article, the choice between *that* and zero is not a free one but is constrained by various conditioning factors, ranging from semantic, syntactic to functional and even pragmatic – which brings us back to the main theme of this issue. But enough of *that*.

We hope (that) you find this a stimulating read for your summer break and if you feel (that) some of the above questions (and indeed the proposed answers) give rise to even more questions (perhaps even with answers), then why not send us a short response? (...to finish with yet another question).

**The Editors**

Printed by WIP Edizioni • ☎ 080.55.76.003

Via L. Franchetti, 29 – 70125 BARI

www.wipedizioni.it E-mail: info@wipedizioni.it