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# NEWSLETTER

## SLIN

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### 1. SLIN and HEL Conferences and Seminars

§ One more contribution to the Second SLIN Seminar on "Teaching approaches and points of contact with research", held in Rome on April 26-27 last, may be read below on pp. 2-5. It consists of a summary of a paper on interdisciplinarity read by Rolando Bacchielli (University of Urbino). The last two talks given by Maria Teresa Zagrebelski (University of Turin) and Nicola Pantaleo (University of Bari) on didactic procedures in non-compulsory courses and on experiences of team learning and research respectively will be printed in the next issue of *NL*. Further comments from participants in the discussion or others will be especially welcome. Information on didactic organization in some European Universities are provided under 5. below.

§§ The 8<sup>th</sup> SLIN National Conference is confirmed for late April or early May, 1997, at Santa Margherita Ligure, an appurtenance of the University of Genoa. Prof. Ermanno Barisone is its host and organizer and the general topic "The history of English and the dynamics of power" appears especially enticing, as it offers matter for a number of socio-historical-linguistic analyses referring to standard/non-standard or language/dialect dichotomies, political opportunities and linguistic development, repressive and revealing strategies etc.. One major foreign speaker will almost certainly be Professor Geoffrey Hughes (university of Johannesburg). A call for papers closing on **January 15, 1997** by which date one-page abstracts ought to be sent to **Prof. Ermanno Barisone, Dipartimento di Lingue, P.zza S.Sabina 2, 16124 Genova (Tel.**

010.2095850) and details on the organization side will be given both in the AIA Newsletter and the next issue of this *NL*.

§§§ Due to the usual freezing complications of academic bureaucracy the proceedings of 7<sup>th</sup> SLIN Conference on "English diachronic translation" (Gargnano 2-4 October 1995) are undergoing some slight delay in publication though the editor Giovanni Iamartino assures me it will not be too long (hopingly on the occasion of the next Conference). To that purpose contributors are required to send him (fax 02.86339351) a short self-presentation (position, publications etc.) as soon as possible.

§§§§ 9<sup>th</sup> ICEHL was regularly and safely held in Poznan (Poland): a shrewd eye-and ear-witness's lively report may be read in the third section below. The next Conference is expected to take place in Manchester (August 1998) under David Denison's special care.

**Rolando Bacchielli: a summary of the paper "Interdisciplinarity, coordination and cooperation" presented at the SLIN Seminar on HEL teaching (Rome, April 26-27, 1996).**

Well aware of the limitations of my personal experience, in the informal, almost impromptu, report I presented in "table talk" form at the April seminar on "Teaching approaches and points of contact with research" held in Rome, I ventured to grapple with some irksome problems of university teaching and organization such as *interdisciplinarity, coordination, cooperation and coherence*.

The report did not contain any operative proposals, but only dealt with matters of principle and policy and offered suggestions here and there, sometimes overtly and other times implicitly.

However obvious it may have been, right at the start I underlined the position of the HEL teacher and researcher who has the uncomfortable task of having to keep a balance between theory, methodology, history, literature, the linguistic sciences etc. in a fast

expanding discipline whose domain, on the other hand, still has undefined contours.

The gist of my reasoning in the report worked on the premise that, in the face of the variegated reality of Foreign Languages Faculties in Italy with a still standing debate on what the model and qualifications of the foreign language graduate should be like, I firmly believe that a historically grounded, multivalent and multifarious type of scholarship favouring an all-round competence in language use is a better cultural, practical and seminally-purported asset than a unilateral, specialistic and professionally-oriented training (in my opinion the latter kind of training should be imparted in post-graduate courses). Another preliminary point in my report was that in the teaching of HEL I have always favoured a sociolinguistic approach, even though I have never omitted to provide insights into the more traditional rule-bound approach and have also tried to keep teaching and research as close as possible.

In my teaching policy and choices the students' needs have always come first and I have accordingly used HEL as a link-up between such disparate fields as literary, linguistic, social and historical studies and have adopted a diachronic description mainly conducive to a better understanding of the contemporary set-up of English, even to the cost of academic rigour and with the risk of being snared by an idealistic and finalistic vision. In fact I nourished a well defined aim of developing in the students language awareness in an all-round perspective in order for them to better grasp and appreciate the prescriptive, descriptive, historical, social, geographical, and psychological implications of language study and thus acquire a more realistic notion of the English language.

Moreover, in my teaching practice, beside the conventional, but largely to be revised, division into O.E., M.E. and Mod.E. periods I have never failed to enlarge on a parallel and compensatory perspective of the development of English: the one that starts from colonial times and takes us up to English as a "world language" and as a "galaxy of regional, social and functional varieties".

In my report I also touched upon other points underlying the problems in question.

I - At the time of choosing course topics for next-year activities a briefing session should be held to inform colleagues of one's own research and teaching projects and assess the possibility of selecting subject matter of common interest which could be especially susceptible to cooperation and interdisciplinary work. Furthermore individual projects should be illustrated and discussed. There is also a great need, in my personal experience, to work out projects of common interest, especially of a comparative character involving more than one of the languages taught in the Faculty. As to research activity, since we need the expertise of, and confrontation with other scholars within and without the Faculty working in the same or in adjacent fields cooperation should be extended also to research workers of other Italian and foreign universities; team work is certainly something to be experienced and desired.

II - If the ideal model of the foreign language graduate has been clearly delineated and generally agreed upon, coordination among the different academic disciplines should be guaranteed in order to safeguard a coherent teaching policy and a safer achievement of the previously defined educational lines and aims.

III - Given the privileged position that literary studies enjoy in the curriculum of our students, a constant preoccupation of HEL teachers should be to keep HEL and English Literature in close contact with each other, if anything because they have numerous points of actual contact. Unfortunately most of the "touch points" and overlapping areas of these two disciplines have often been and still are ignored and disregarded both in research activity and in the teaching practice.

Generally speaking, teachers of English literature too often fail to supply students with a specific linguistic background essential for the literary understanding and evaluation of a writer, his works and his age. For instance the most blatant piece of negligence that I

have observed is that seldom, if ever, do teachers of literature care to describe the linguistic situation of the literary period an author belongs to and usually omit to enlarge on the language choices he has made or has been obliged to make. Little concern is also shown for the prosodic and metrical grounding necessary for the comprehension of both poetry and prose, to say nothing of the linguistic and rhetorical strategies of literary prose in the various ages. Moreover I am convinced that linguistic and literary creativity cannot be wholly understood without insights into the mechanisms of word-formation and wordplay. How can we understand poetry if we are unable to analyse and evaluate compound epithets that have been the central axis of poetic invention up to G.M. Hopkins and beyond?

But these are only a few of the numerous points of intersection of these two disciplines which could be profitably exploited both in the teaching practice and in interdisciplinary studies.

The April seminar, with its reports, debates and demonstrations, and its bracing atmosphere, has certainly been useful, stimulating and "eye-opening" in various ways.

(Rolando Bacchielli)

## 2. Other linguistic Conferences in Italy and abroad

\* **The XIII International Conference on Historical Linguistics** will be celebrated at the University of Düsseldorf, Germany, on **August 10-17 1997**. Papers are invited for any topic in historical linguistics or for one of the following topic areas: Media, written language, and language change. Norms and change of (linguistic) norms in modern societies. Markedness, naturalness, and the invisible hand. Universal and social factors in language contact, etc.. Plenary speakers include among others, Dieter Kastovsky, Donka Minkova, David Olson, Suzanne Romaine. Please contact Prof. Dieter Stein, Heinrich-Heine-Universität Düsseldorf, Anglistik III, Universitätsstr. 1, D-40255, Düsseldorf, Germany. E-mail ICHL 1997@phil-fak.uni-duesseldorf.de. Phone (49)0211-81-2693. Fax (49)0211-81-13026.

\*\* **International Conference on "Ethnos and linguistic community: an interdisciplinary methodological confrontation"**. University of Udine (Italy), **December 5-7 1996**. For further information please write to: Centro Internazionale sul Plurilinguismo, Università degli Studi, Via Antonini 8, 33100 Udine. Tel. ++39+432.556460. Fax ++39+432.556469.

\*\*\* **Conference on World Englishes**. Honolulu (Lucky those who can!), **December 19-21 1996**. If interested (and wealthy) contact Prof. Larry E. Smith, Dir. Programs Ed & Tmg, E-W Ctr, 1777 E-W Rd. U HI, Honolulu, HI 96848.

## 3. Conference Reports

Here are the accounts of the 9<sup>th</sup> ICEHL (Poznan, August 26-31 last) by Gabriella Mazzon and on the Symposium "Comparing Codes: Italian vs English", held in Brescia on March 28-30 last, already printed in AIA Newsletter, XIX, 2 and reproduced here by kind consent of Annamaria Caimi. Reports on XVIII AIA Conference (Genoa, September 30 - October 2) and on 29<sup>th</sup> Annual Meeting of Societas Linguistica Europaea (Klagenfurt, September 4-8) will appear in the next issue of *NL*.

### **Conference Report: Ninth ICEHL (Poznan, August 26-31 1996) Gabriella Mazzon**

Just over 100 colleagues met in Poznan, in the last week of August, for the ninth conference in the ICEHL series, and one could feel a change in atmosphere in comparison with previous occasions. Besides the more restricted size of the audience, which favoured denser social and scientific contacts, there was a perceptible lowering of the average age level of participants, a sure sign of the healthiness of our field of research; the range of nationalities has also widened, since several participants came from Japan, Korea, the Republic of China, Australia, etc.; substantial groups from Spain, the Netherlands, Finland, Sweden and Germany were also present. The Italian group was perhaps less numerous than on previous occasions, but four out of the five registered participants read their own papers, which is also a good sign.

Prof. Jacek Fisiak and his staff worked incessantly to ensure maximum comfort: the venue chosen was a conference centre in the outskirts of Poznan, and the concentration of most participants in a single place also did a lot to encourage amalgamation; of course, one may regret not to have had more occasions to walk through the lovely town centre, always buzzing with activity and so full of

colours. On the other hand, the conference centre is adjacent to a huge park, whose immaculate rose gardens and quiet avenues afforded pleasant and relaxing walks.

As in previous cases, several papers tended to cluster around a few mainstream topics. The relatively limited number of parallel sessions allowed participants to attend more papers than usual, which had positive consequences on the level of the discussion. The chief theoretical debate was centred on evolutionary linguistics, i.e. the possibility of explaining language change through some form of Darwinian theory. The main proposer of this framework is N. Ritt, and it was a pity that his paper was the very last in the conference, especially since other papers in the same line (by P. Gasiorowski, Ogura - Wang etc.) were read in the first days.

As regards phonology, the processes connected to vowel quantity alternation and to phenomena such as trisyllabic shortening were discussed by Minkova - Stockwell, R. Bermudez-Otero, J. Welna, N. Yamada, while recent phonological shifts in Dublin English were treated within a sociolinguistic framework by R. Hickey.

Syntactic topics were dealt with by a considerable number of papers; much attention was devoted to word-order, especially as concerns the problem of ascertaining a "basic" word-order for OE: evidence in favour and against both SVO and SOV was presented. Papers dealing with such issues mostly moved within a generative framework, notably those by F. Beths, W.F. Koopman and S. Pintzuk. Other topics discussed included cleft and extraposed clauses (J. Pérez-Guerra), pronouns (D. Denison, A. Lutz, H. Raumolin-Brunberg), complementizers (B. Los, M.J. López Louso - B. Méndez Naya), relative clauses and connected phenomena, particularly prepositional relatives (A. Warner, G. Bergh, A. Seppänen), passives (L. Vezzosi, a young philologist from Florence that brilliantly managed her first paper ever), demonstratives (R. McColl Millar). Special attention was devoted to the history of English negation, which was dealt with by several speakers working within different

frameworks: A van Kemenade (on negation and word-order), O. Fischer, M. Ukaji (on Negative Raising), H.-S. Kwon (on negative affixes), T. Nevalainen (on the sociolinguistic aspects of negation), G. Mazzon (on negative forms in OE). The fact that the first two of these speakers had a one-hour slot each reinforces the impression that the facts of English negation are raising considerable interest.

Other contributions centred on grammar included a plenary lecture by D. Kastovsky on historical morphology, papers on modal verbs (R. Molencki, M. Ogura), on the development of specific verb forms, particularly preterites and *-ing* forms (G. Chen, L. Moessner, S. Nagle, S. Nevanlinna - L. Kahlas-Tarkka, A. Nurmi, M. Palander-Collin), and on case-marking (M. Okhado, T. Swan).

Word-formation and vocabulary also received a share of attention, especially as concerns affixation (C. Cowie, C. Dalton-Puffer, K. Killie), but also other aspects of word-formation and compounding were treated (D. Chapman, H. Sauer), as well as grammaticalization and idiomatic or pragmatic aspects of individual lexemes (S. Adamson, M. Kitö, R.W. McConchie, P. Pahta, C. Percy).

Among more specialized topics there were M. Gotti's contribution on "John Bullokar's 'Termes of art'", R. Facchinetti's "Anthony Huish: a 17th-Century English grammarian", R.D. Smith's "C-18 linguistics and authorship: the case of Dyche, Priestley and Buchanan". I. Tieken discussed interesting data from the late stages of the standardization of English spelling, a topic which is too often left aside; the same holds for punctuation: examples from the 15th century were discussed by A. Rodriguez Alvarez. R. Hogg (or "Mr. Cambridge-History-of-the-English-language", as he was introduced by his chairman) presented a critical discussion of the traditional models for the classification of OE dialects, and M. Rissanen discussed the usefulness and limitations of computerised corpora for diachronic studies, bringing some illuminating examples. Both the latter lectures were followed by lively discussion, but one feels that more space ought to be devoted both to theoretical questions

concerning the establishment of varieties and of their boundaries, and to the weighing of the advantages and disadvantages, of the shortcuts and possible pitfalls of using computerised materials, as most of us are doing nowadays. It is to be hoped that in future conferences more people will be involved in discussions about these issues.

These notes have so far covered, though very cursorily, most of the official academic stuff that went on during the week. What was left out is the changeable but overall benign weather, the chats and laughs and the evening beers sitting on the front stairs, the blur of Prof. Fisiak's shape rushing from place to place to ensure everybody was okay, the endless kindness and patience of the hostesses and stewards coping with a wide variety of issues related to transport booking, money changing, language problems with the reception, allergies to bedding materials, diet requirements etc., the relaxed atmosphere of the opening wine-party and of the closing dinner (accompanied, sure enough, by speeches and limericks, and by a fine account of the conference *à la* Chaucer, or: the historical linguist as pilgrim), the excursion to various places of interest, the kind imposition with which a not-so-modest proposal for the next conference venue was circulated and accepted.

So, the appointment is August 1998 in Manchester: David Denison did promise he can offer a lot, and I hope many of us from Italy will be there to check!

(Gabriella Mazzon)

**Conference report: Comparing Codes: Italian vs English  
(Brescia, 28-30 March 1996)**

**Annamaria Caimi**

Following a long-established tradition, every two years the Centro di Linguistica of the Catholic University, located at the University branch in Brescia, organizes a thematic conference to promote research on various topical issues in the field of language and

linguistics. The main objective is to gather university scholars and language school-teachers in order to reduce the distance between theoretical principles and their potential range of application in language teaching.

This year's theme was the contrastive analysis between the English and Italian language systems, and in accordance with the announced schedule, the welcoming address by Sergio Cigada, Dean of the Faculty of Foreign Languages, was followed by Eddo Rigotti's stimulating overview of today's contrastive studies in linguistics, a seminal paper which paved the way for the range of comparison and contrast tackled by the speakers in their contributions.

This was followed by a comprehensive comparative study of Italian vs English in a diachronic perspective by Giovanni Iamartino, and by a very rich survey on the role of Latin in semantics and the lexicon by Paola Tornaghi.

The afternoon session was devoted to subjects connected with applied linguistics and language teaching. Error analysis, extending from linguistic to psychological implications in the teaching of English to Italian students, was presented by the father of 'Glottodidattica' in Italy, Giovanni Freddi, and sound competence in phonology of Laurie Anderson was once again confirmed by her masterly handling of the comparison between phonological systems. Pietro Schenone and Annalisa Zanola offered two very interesting contributions on prosody in a didactic perspective. The afternoon ended with the original proposal of Frances Hotimsky who presented a set of techniques to correct phonetic errors.

The following day saw two sets of papers: the morning session, centered on syntax, should have been introduced by Carol Taylor Torsello's speech on the arrangement of linguistic units in the sentence, but unfortunately she couldn't attend the conference because of a recent bone fracture and all her colleagues hope she has fully recovered by now. Laura Jottini, who chaired the session, presented the new order of papers starting with Giovanni Gobber who spoke of the position of adjectives from the viewpoint of the

theoretical linguist. Annamaria Caimi tackled the problem of the distribution of known information and new information in discourse in English and in Italian by providing a range of ad hoc examples. Paola Giunchi's thorough and enthusiastic contribution on ergative structures in word order was followed by Paola Marchetti's analysis of the Italian translations of Dylan Thomas.

Pragmatics, morphology and the role of the lexicon in discourse were the subjects of the afternoon session chaired by Domenico Pezzini, who warmly welcomed the keypoint speaker Lavinia Merlini, whose paper demonstrated that her investigations in morphology and discourse theory, unified with mutual benefit at research level, imply wider issues that may be borrowed by the practice of language teaching. Maria Luisa Maggioni gave an intriguing illustration of the role of zoomorphic metaphors in English and Italian and Rita Salvi approached the combined theme of words and dictionaries by interweaving theoretical principles and applications. Idiomatic expressions in English and Italian, analysed against the background of contrastive lexicography, was the subject of Laura Pinnavaia's paper. This very stimulating afternoon ended with the lively contribution of Paola Biancolini on expressions of praise, admiration and approval in the two codes.

The third day of the conference was no less demanding for the participants. It included four papers on various issues of language education in the morning, and two afternoon workshops. One on English as the international language of science, advocating the commitment of the Italian school as far as language education for special purposes is concerned. The other, held in the multimedia lab at the University and restricted to only 50 participants, presented some examples of computerised exercises and comments on the functional role of the multimedia lab in teaching English to Italian students.

Back to the morning session of Saturday 30th March, Rema Rossini Favretti, acting as chairperson, introduced Margherita Ulrych, who pointed out the importance of culture in acquiring

translation competence, because each language is subject to influence from factors in its socio-cultural context. Then followed Giancarlo Gagliardelli's highly analytical paper on grammatical description through transcategorical analysis.

Noemi Messori spoke of her experience in planning pedagogical grammars and Gianfranco Porcelli, to whom we are indebted for the scientific organization of the conference, was able to revitalize the attention of the participants, in spite of the approaching of lunch time, with his brilliant paper on contrastive analysis and testing techniques.

In the afternoon, Giuseppina Cortese introduced and chaired the discussion on "*Bad English, the international language of science' e il compito della scuola in Italia*" which included guest-speakers of sound experience and expertise - such as Laura Jottini, Maurizio Gotti, Marina Bondi and Maria Ibba, while A. Baldry and his collaborators were animating examples of multimedia lessons and Giovanna Garzone and Ugo Pellizzon gave contributions on their personal research. The speakers and the group who attended the multimedia workshop were just in time to join the plenary discussion where the concluding speech of Gianfranco Porcelli, the host and organiser, expressed the general feeling of satisfaction at the opportunity which the conference had provided for the exchange of knowledge and the strengthening of personal contacts and scientific collaboration.

(Annamaria Caimi)

#### 4. Short reviews and bibliographical information

^ A miscellaneous book on "Sociolinguistics and Language History" based on Early English correspondence and edited by two leading scholars of Helsinki University, Terttu Nevalainen and Helena Raumolin-Brunberg, is freshly out from Edition Rodopi, from which it can be ordered at the price of US \$ 73 (bound) or 20 (paper) by addressing Editions Rodopi B.V., Keizergracht 302-304, 1016 EX Amsterdam, The Netherlands. Tel. ++31 (0)20-622-75-07, Fax ++31 (0)20-638-09-48. E-mail F.van.der.Zee@rodopi.nl. A nice self-advertising review by the two editors follows along with an order slip.

##### **Sociolinguistics and language history. Studies based on the Corpus of Early English Correspondence (ed. by Terttu Nevalainen and Helena Raumolin-Brunberg)**

What role has social status played in shaping the English language across the centuries? Have women also been the agents of language standardization in the past? Can apparent-time patterns be used to predict the course of long-term language change?

These questions and many others will be addressed in this volume, which combines sociolinguistic methodology and social history to account for diachronic language change in Renaissance English. The approach has been made possible by the new machine-readable Corpus of Early English Correspondence (CEEC) specifically compiled for this purpose. The 2.4-million-word corpus covers the period from 1420 to 1680 and contains over 700 writers.

The volume introduces the premises of the study, discussing both modern sociolinguistics and English society in the late medieval and early modern periods. A detailed description is given of the Corpus of Early English Correspondence, its encoding, and the separate database which records the letter writers' social backgrounds.

The pilot studies based on the CEEC suggest that social rank and gender should both be considered in diachronic language change, but that apparent-time patterns may not always be a reliable cue to what will happen in the long run. The volume also argues that historical sociolinguistics offers fascinating perspectives on the study of such new areas as pragmatization and changing politeness cultures across time.

This extension of sociolinguistic methodology to the past is a breakthrough in the field of corpus linguistics. It will be of major interest not only to historical linguists but to modern sociolinguists and social historians.

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^^ An interesting article by Patrick Parrinder (University of Reading) headed "Shakespeare and (Non) Standard English", published in *The European English Messenger*, the ever-improving ESSE biannual magazine, on pp. 14-20, re-opens the fascinating issue of the Swan of Avon's (non)conformity in matters of language use to contemporary practices. If the major issue within the history of English productions is "the centrality of Shakespeare in conventional English studies" a look at the relation between literary education and the functions of writing, as the first paragraph proposes, must be set against the background of analogous situations starting in ancient Greece. Having dealt next with Shakespearian creativity in matters of grammar, the author analyses Shakespeare's role, as commented on by critics, in the transition from an oral to a written culture and, subsequently, in a more dynamic revisitation of Shakespeare's linguistic peculiarity, retrieves "the idea of the classic as an explicit or implicit model for contemporary writing" drawing on examples from non-British English poetry.

(Nicola Pantaleo)

## 5. History of English Courses in European Universities

As an ideal follow-up to Rome Seminar on HEL teaching in Italy an overview of the aims, modes, forms and practical organization of History of English Courses in some European Universities might be of some usefulness, granted national and local peculiarities, to our colleagues. We start here with a British university - Sheffield - for which information I am indebted to the Dean Professor David Burnley, whose words said in a private letter I take the liberty of using here. Next time the courses held at Wien University under Professor Dieter Kastovsky's supervision will be illustrated.

### Department of English Language and Linguistics (University of Sheffield)

The context is this. The department teaches two undergraduate degrees: BA in English Language with Linguistics and BA in English Language and Medieval Literature. About two thirds of the students opt for the 'modern' course. We now have a modular system, which permits students to take options from either course, but I am afraid that the student body seems to divide too readily into medievalists and modernists. I am seeking ways of encouraging students to bridge the gap, so that our medievalists are linguistically competent, and our modernists know at least something of the history of English. At present, that cannot be guaranteed.

We cover lexis and syntax in distinct modules, but have no historical phonology module at present. We have a general outline history (taught at the moment by Norman Blake) and a more specific course on the emergence of Standard English (taught by me). Both Norman and I use my *History of the English Language: A Source Book*. My colleague Brian Donaghey uses D. Freeborn's *From Old English to Standard English*. Teaching is pretty traditional, by lectures and seminars, but we make use of projects, which serve

both as assessment and as a further learning experience. These projects sometimes make use of the computer corpora we have in the department, which include the Toronto OE materials, the Anglo-Saxon Poetic Records, my Chaucer TextBase and some additional ME texts, the plays of Shakespeare, and the Helsinki, LOB and Brown Corpora. My intention is to make more use of the computer in the future, not only for the retrieval of evidence from corpora, but for self-instruction.

We already have very substantial bibliographies on line, which can be customised as reading lists for particular courses. We also have access to the CD-ROM version of the *Oxford English Dictionary*, and we have a brief teach-yourself-about-Old-English multimedia package. This last includes sound. I have been making fairly good progress on the multimedia History of the English Language Vol. 1: Old English reported in *SLIN Newsletter*. I shall place this on the network for the students as I assemble it.

In addition, the computer seems to me to be able to help solve the particular problem of teaching phonetics to large groups of students, and I am collaborating with one of my Linguistics colleagues to produce a multimedia package to help teach basic articulatory phonetics. This will have sound and animation, and will enable students to have on demand a demonstration of the basics of articulation.

### The Origin and Development of Standard English (Prof. J.D. Burnley)

#### *Aims and Objectives:*

To trace the development from early Middle English until the Age of Shakespeare of the modern written standard language. Dialect variety in Middle English and the emergence of a London-based standard will be the core of the module. In addition to the outline history of events, the course will include consideration of what constitutes a standard, and how this is related to concepts of correctness. The

course will include both analysis of texts and the investigation of opinions concerning language and its use.

*Course Outline:*

Introductory lectures will consider some aspects of variety within the modern language. This will be followed by an analysis of Middle English dialect variation before moving on to the emergence of a London standard and its extension to become a national standard.

*Teaching and Assessment:*

Teaching is by one weekly lecture and two seminar hours.

Assessment is by one project (40%) and a 2-hour exam (60%). The project should not exceed 5000 words.

*Set Text*

D.Burnley, *History of the English Language: A Source Book* (Longman 1992).

**Chaucer's Poetry: Troilus and Criseyde and the Minor Poems (Professor J.D.Burnley)**

*Aims and Objectives:*

To read and appreciate that poetry of Chaucer which has close affinities with the European courtly tradition, and to develop an understanding of Chaucer's use of the English language. *The Minor Poems include The Book of the Duchess, The Parliament of Fowls, The House of Fame, and The Legend of Good Women.* This course will also include reference to *The Romaunt of the Rose* and *Boece*. Titles for special study are *The Book of the Duchess* and *Troilus and Criseyde*.

*Course Outline:*

Introductory lectures will deal with the background of courtly ideas and experience and with medieval philosophical ideas. The seminars will provide an opportunity for close textual analysis. We shall commence with a study of *The Book of the Duchess*.

*Teaching and Assessment:*

Teaching is by lectures and seminars. Assessment is by one 2-hour exam (75%) and one essay (25%).

*Set Text:*

L.D.Benson, *The Riverside Chaucer* (OUP, 1988).

*Course Prerequisites:* Students are advised to read the texts for special study (especially *Troilus and Criseyde*, which is a long text) before the module begins.

**History of English Lexis and Semantics (Professor J.D.Burnley)**

*Aims and Objectives:*

To trace the development by word-formation and borrowing of the English lexicon from Old English until the present day. Additionally, this module will deal with the principles of lexical semantics and the processes of semantic change, investigating the connection between semantics and pragmatics in promoting semantic change.

*Course Outline:*

The course is historically and data oriented. It will combine chronological and thematic approaches, beginning with Old English and word-formation, dealing with Middle English in the context of borrowing, and proceeding to semantic change from a modern perspective.

*Teaching and Assessment:*

Teaching is by one weekly lecture and two seminar hours. Assessment is by one project (40%) and a 2-hour exam (60%). The project should not exceed 5000 words.

*Set Text:*

*The Oxford English Dictionary.* (Students will be encouraged to make extensive use of the *OED* on CD-ROM).

**The History of the English Language (Professor N.F.Blake).**

*Aims and Objectives:*

This module introduces students to the history of the English language so that they have the necessary background to follow more advanced modules later in their degree programme. It seeks to highlight the major developments in the phonology, lexis and syntax of English; it considers what is meant by the history of English; and it

reviews one or two ways in which historical developments have been approached. It reviews the Germanic background and considers the history of English from Old English time onwards. Students will be required to consider why languages change rather than simply acquiring facts about the changes which have occurred in English.

*Course Outline:*

After two weeks spent on the way in which the history of a language may be studied and what the principal features of English are, the module will consider in turn the various periods of the language starting with the Germanic background through Old English to Modern English. Attention will be paid to social and other factors which may have influenced this development.

*Teaching and Assessment:*

The set text is D.Burnley, *History of the English Language: A Source Book* (London: Longman 1992). This text will be supplemented by handouts.

There will be three classes a week. Two will be lectures devoted to the background and historical developments of the language; the third will be a seminar in which individual passages representative of different periods of English will be analysed.

Assessment will be by continuous assessment (40%), each consisting of a linguistic analysis of passage illustrating the history of English, and one two-hour exam (60%), consisting of essay questions on approaches to historical language study and on aspects of the history of English.

Although there is no prerequisite for this module, students should have or be prepared to acquire some background knowledge of Old English and some understanding of the elementary principles of syntax and phonology.