SLIN

NEWSLETTER

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Contents:

1. SLIN and HEL Conferences and Seminars

§ **8SLIN National Conference** headed *The History of English and the dynamics of power* will be held, as previously announced, at **Villa Durazzo, Santa Margherita Ligure (Genua)**, a beautiful sea resort kindly made available for the Conference by the University of Genua. The dates now fixed are **May 7 to 9, 1997**. The distinguished guest speakers are Prof. Geoffrey Hughes and Dr. Anneli Meurmann-Solin of Helsinki University. Due to problems connected with the announcement to be repeated in *AIA Newsletter* which is not out yet the deadline for abstracts to be sent to Prof. Ermanno Barisone, Dipartimento di Lingue, P.zza Santa Sabina 2, 16124 Genova, is postponed to March 31.

§§ **2SLIN Seminar** on HEL teaching and research (Rome, April 26-27, 1996). Here are the two last papers, presented by Maria Teresa Zagrebelski and Nicola Pantaleo.

Maria Teresa Zagrebelski: The problem of attendance in the study of foreign languages and literatures in Italian universities.

It is well known that only about one third of the students who have enrolled in Italian universities eventually succeed in taking their degrees and that, as a rule, the majority of them achieve this in many more years than officially required. There are many reasons for this, mainly the lack of any entrance exam in many faculties, of a real motivation for university study on the part of many students and of a rich supply of shorter first level degrees. However, it seems to me that this depressing result may also have to do with the fact that in many curricula of the humanistic faculties attendance is not compulsory, and the system of evening courses for working students that existed in the '60s and '70s is no longer offered.

As a matter of fact, a high percentage of students of foreign languages and literatures do not attend lessons at all or do not do so regularly; or they have full-time, part-time or temporary jobs; or they do not have regular contacts with their professors and never or rarely read in the library, practise in the language centre and profit from the seminars and cultural activities that are organized by the departments. As a consequence many students have difficulty in coping with the exam subject, in reaching the standards required and in organizing their curricula, and do not easily acquire that critical attitude to knowledge which should be the outcome of academic contact and research.

How can one react to this situation? In my specific context of teaching English language to specialists in English, the attempt has been to try and make the institution more "user-friendly". The information to all students, but especially to the non-attending ones, has been offered in a more effective and reliable way, the set books have been selected in relation to their availability and the exam programmes and evaluation criteria have been made as explicit and clear as possible. Guidelines, dossiers, mock exams and materials for self-study have been produced in the area of English language description and acquisition, and tutorial opportunities for non-attending students have been offered.

Some positive results have been achieved in this way. However, they have proved to be a drop in the ocean and have not prevented the growth of phenomena such as the offering of support on the part of private institutions to non-attending students or to students in difficulty, the black market of illegal notes and even the forging of dissertations.

The question which comes to mind is more radical and can be phrased as follows: "Is it possible - and reasonable - to study at university without attending lessons, taking an active part in academic life or having some kind of stable link with the institution?". Several alternatives can be considered here. Among them the following are worth discussing:
- to accept the current idea of a university open to everyone and where attendance is the student's private choice. In spite of its apparently democratic nature, this state of affairs has developed into a Darwinian "survival of the fittest", and has proved to be very costly to the whole of society;

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- to make attendance compulsory for a limited number of students, helping the good ones on a low income with scholarships, grants or loans. The objections to this are that in Italy at the moment the *numerus clausus* is a controversial matter, the money for scholarships is insufficient and there is not a tradition of investing in one's education;

- to divide the students into two categories: full-time and part-time students. The latter would be entitled to complete their studies over a longer period of time, but also to some forms of less intensive attendance and tutorial work, which may prove a guarantee of a better quality of the results. This choice would involve a lot of organizational work, but has already been experienced in many other European countries to fit the special needs of students who cannot attend full-time;

- to set up a system of distance learning through the combining of television, computer technology and tutorial help, which has already been experienced abroad in Great Britain (The Open University), Germany and Spain. Similar projects are under way in Italy as well, especially in the scientific faculties for the first level diploma courses and would be extremely useful for in-service training.

In my opinion, the last two options are the most reasonable and feasible ones in the present Italian situation. They would contribute to the making of our University into a flexible and varied, but not totally uncontrolled, learning resource.

(Maria Teresa Prat Zagrebelsky)

Nicola Pantaleo: Some modest suggestions for group working and student team research in HEL.

I am merely relating here my own experience of class management in an academic environment where HEL is an optional discipline chosen by, so to say, a student élite (perhaps with masochistic tendencies): therefore the following remarks and advice, though they have a 'real life' flavour, are restrained by the comparatively small number of attendants (25-30).

1. General policy of group formation

First of all, to make them effective, groups should not exceed the number of 8-10 participants each according to the format of the whole

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class. Another important requirement is that, although in principle group enrolment should be kept thoroughly free group members should be able to meet outside the class, so both equal study level and neighbourhood should be favoured. Moreover a fair balance between "talkative" and "silent" students is recommendable in order to spur the latter and "re-dimension" the former. Analogously gender mixed groups, when possible, should be attained. For easier contacts with the teacher and a homogeneous way of working, each group will designate a mouthpiece or coordinator (no speaking of a "go-between"!) - and possibly - a vice-one.

2. Tasks and roles

a. all groups would be given the following assignments:

- assessing the object of study under the teacher's supervision;
- researching through consultation of dictionaries, glossaries and all other types of materials needed;
- reporting orally to the class, after careful discussion in the groups;
- contributing to a written report making part of the final oral examination.

b. coordinators' roles would be:

- keeping contacts with the teacher throughout group work activities;
- discussing with group members and deciding on specific tasks for individuals, pairs or sub-groups or techniques of data collection;
- agreeing on turns in oral reporting;
- supervising/editing the written reports.

3. Pros and cons

The obvious advantages of group working are better chances for socialization in a type of university like, largely, the Italian one which lacks facilities and comforts and a growth in terms of personal responsibility as well as opportunities for collective overcoming of difficulties left out during lessons. On the side of potential disadvantages a major difficulty of reconciling general lessons and group research in terms of time and effort, occasional inconstancy in attending group meetings and difficulties in making positive contacts with group partners are generally expectable problems. On a psychological level the birth of such negative feelings as envy, jealousy, exceeding competition, frustration, 'parasitary' attitudes and 'incompatibility' with coordinators or other members, should be somewhat taken for granted along with deterioration of initial enthusiasm.

4. My own experience of student group work.

In the academic year 1994-95 nearly 30 students, one third of whom biennals (= taking one second examination in HEL), decided to be involved in team research, forming four distinct groups. Out of the 54 hs. of the HEL course - 3 hs. weekly from mid-November to mid-May - 33 hs. were devoted for the General course topics and 21 hs. were directly occupied by group work presentation and discussion. The methodology adopted was applied as follows:

A. presentation of the subject matter of the seminar through a cultural-historical and linguistic introduction of East Midland Middle English aiming to adequately introduce William Langland's *Piers Plowman, Text B, "Passus XV"*, edited by A.V.C. Schmidt (1987) along with its Present English version and notes (A.V.C. Schmidt, 1992).

B. reading, allitterative analysis, summary and P.E. translation of the first self-sufficient segment - ll. 1-69;

C. assignment of parts to the groups with a summary schedule of dates for each group's intervention;

D. general discussion of the grammar and lexicon of the first 69 lines;

E. reports from groups on the research done for the respective parts and general discussion of findings;

F. sketching out of written reports discussed with coordinators during reception hours;

G. final compilation of reports (*tesine*) to be presented during oral examinations.

Library facilities were offered to the groups that could consult handbooks of HEL particularly on the Middle English period, critical editions and translations of Piers Plowman, etymological and historical dictionaries.

(Nicola Pantaleo)

2. Other linguistic Conferences in Italy and abroad

§ The Second International Congress of Dialectology and Geolinguistics will take place at Amsterdam University on July 28 to August 1, this year. For information about the program please contact J. Van Marle or J.B. Berns. P.J. Meertens Institute. P.O.Box 19888, 10000 CW Amsterdam, The Netherlands. The deadline for registration is May 1.

§§ The XXXth Annual Meeting of the *Societas linguistica Europaea* will be held at Göteborg University on 20 to 24 August, 1997. The general theme of the Conference will be *Interplay between grammar and lexicon (in diachrony and synchrony)* and the deadline for registration is 15 March (please find enclosed the registration form). For any further information write to SLE 1997, Department of Comparative Philology, Göteborg University, S-41298 Göteborg, Sweden. Tel and fax: +46 31 773 15 65 (e-mail: Folke.Josephon@compphil.gu.se.)

§§§ ESSE4 (Debrecen, Hungary, September 5-9, 1997). You might participate in one of the 43 seminars provided by the Conference organizers: papers will be circulated in advance and only discussed in the 2-hour seminar sessions. For details look into the ESSE *Messenger*, Autumn 1996, or write or fax to the Organizing Committee, Institute of English and American Studies, Lajos Kossuth University, H-4010 Debrecen. Pob.73, Hungary. Tel/Fax: +36(52) 431 137; e-mail: pszaffko@tigris.klte.hu. At any rate a facsimile of the registration form is included in the NL.

A 2-hour workshop to be held during the Conference, headed *Applying Historical Linguistics* and centered on the ways and methodologies by which historical linguistics might be best taught in English studies courses, is entrusted to Olga Fischer (University of Amsterdam) and Nikolaus Ritt (University of Wien). Given the relevance lately assigned, both in the Rome Seminar and in the European curricula presented in the *NL*, to the didactic side of HEL participation is strongly encouraged. For information and submission of contributions the convenors can be quickly contacted by faxing O.Fischer, +31 20 525 3052 (e-mail : Olga Fischer@let.uva.nl) or N.Ritt +43 1 4060444 (e-mail : nikolaus.ritt@univie.ac.at).

Within the ESSE Conference Seminars n.16 on English for specific purposes and n.24 on Lexicology will respectively be led by Maurizio Gotti and Stefania Nuccorini. Congratulations and good luck to both friends!

§§§§ HESCO 1997 (The History of English in a Social Context) will take place at Tulln bei Wien on 11-15 September, 1997, organized by Dieter Kastovsky and Arthur Mettinger. Topics included are : language and gender, demographic development and linguistic change in English, migration or literacy and its impact on the history of English, education/school systems, official/inofficial standardization, stigmatization/non-stigmatization of regional and social variants, interaction between social structures and linguistic behaviour. The deadline for submitting papers was unfortunately the end of January but, one never knows.... The 4-day full board price for person is ATS 4000. If interested, write to the organizers, Institut für Anglistik und Amerikanistik der Universität Wien, A-1010 Wien, Universitätstrasse 7, Austria. Fax +43 1 4060444. E-mail : dieter.kastovsky@univie.ac.at. Please find enclosed the preliminary registration form.

§§§§§ Women and Texts : Languages, Technologies and Communities. Leeds, 2-5 July, 1997. Abstracts should be submitted by 1 May, along with enquiries, to Dr. Lynette Hunter, School of English, University of Leeds, Leeds LS2 9JT, England. Fax +44 113 2334774 (e-mail : eng6lh@leeds.ac.uk).

3. Conference Reports

Here is a report by Laura Pinnavaia, who must be warmly thanked, on 18AIA Conference held in Genua on September 30 to October 2, 1996.

Laura Pinnavaia: Notes on the XVIII AIA Conference

It was the impressive aquarium, overlooking the misty harbour of Genova, site of this year's inauguration of the XVIII AIA Congress, from 30th September to 2nd October. The profound opening speeches of Edoardo Sanguineti and Francesco Orlando - respectively on "Plurilinguism in Twentieth-Century Literature" and "The Foreign Element in Native Literature" - formally set the scene for this conference's theme centring on the methods and modes of comparing and contrasting the languages, the literatures and the cultures of Europe.

Indeed after a sumptuous cocktail offered by the aquarium staff, and in the company of some of its finned friends beyond the glass, the talks kicked off, but this time in the majestic Palazzo Doria-Spinola in the heart of Genova. Here in the course of the two and a half days, about seventy papers were read and twenty-five posters presented, in four parallel sessions that covered the three usual major areas of research - language, literature and culture - in a comparative perspective.

The language sector was undoubtedly the most productive as regards numbers of papers and posters presented, and explains why this workshop had to be split up further into two groups working contemporaneously: on the first afternoon, in fact, one group dealt with particular areas of contrastive grammar, whilst the other handled the topic of translation.

In the first group, Paola Giunchi (Rome) expounded her studies on the acquisition of unaccusative verbs by Italian learners, while Marcella Bertucelli Papi (Pisa) talked of the different uses of participles and gerunds acting as converbs in the Italian and English languages. Instead, Annamaria Caimi Valentini (Milan) gave us an ulterior insight into her research on compounding in English and Italian with the contrastive relationship between concept formation and word-formation. Silvia Bruti (Pisa) followed on with a paper on the contrasting pragmatic features of *in fact* and *infatti*

and, last but not least, Hugh Bowles (Rome) explained the different ways in which Italian and English learners process regular and irregular verbs.

In the other group Mirella Agorni (Bologna) opened the session with an introduction on the state of Translation Studies today, and its implications in the class-room, aptly followed by Maria Cecilia Rizzardi (Milan) who reasserted the effectiveness of making Italian students of English translate English poems into Italian in order to draw out the complexities of the English language and the general problems involved in language transposition. Maria Lima (Naples) also dedicated her paper to poetry translation and, in particular, to a disquisition on the more and the less successful Italian renderings of Allen Ginsberg's poems. Moving into a more specific sphere of research, Marc Silver (Bologna) illustrated in his paper the reason why so much is lost in translation in the field of psycho-analysis, where along with the usual cultural barrier that makes reproduction troublesome, there is also the complicated psychological one. No such barrier, however, seems to have stopped the seventeenth-century translators Urquhart and Motteux from successfully rendering Rabelais' neologisms in *Pantagruel* and *Gargantua*, illustrated by Giovanni Iamartino (Milan). The examples offered in this paper were, in fact, a perfect demonstration of the scholars' flair for originality and precision. An ability that allowed them to translate some of the more humorous French neologisms perfectly into English, slowly drawing this first day's work to a close on a somewhat lively note. Lively and gripping - I might add - seeing as the last speaker of the day was Guy Aston (Bologna) who showed us the way to accede via internet to the British National Corpus, so useful when translating.

On the following morning the theme of translation continued, but with a focus on the specialised languages. In the introductory speech, Mariateresa Fabbro (Milan) displayed the characteristics involved in translating scientific or technical texts, and, for the sake of clarity, made sure to underline the need for accuracy and rigour when selecting and connecting lexemes. After this general introduction to the morning's topic, the speeches that followed each gravitated upon one specific technical language. Federica Scarpa (Trieste) touched upon some of the problems encountered in translating packaged software, while Carla Campogiani (Urbino) dealt with the problems in translating economics-based texts.

Nicoletta Vasta (Trieste) gave her audience an overview of some of the translation techniques assumed in the fascinating world of advertising, and finally Laura Gavioli (Bologna) showed us how analyses of electronic corpora by means of concordances can help to provide a source of native material that can be used to train interpreters and translators.

The afternoon proved to be just as rich and intense. The theme was now on teaching and the use of corpora, and opened with Maria Teresa Prat Zagrebelsky's (Turin) talk on metalanguage and the importance of its inclusion in first and second year university students' language curriculum. Maria Grazia Busà (Bologna) then turned our attention to pronunciation and, by describing an experiment that involved native Italian and English speakers pronouncing 13 English vowels, explained how the acoustic spectrum of the sounds produced can aid the learner of the foreign language to see where he/she is going wrong and what to do to improve his/her performance. From single unconnected sounds to spoken discourse, was the direction that the conference then took: first, Linda Lombardo (Rome) and Roberta Piazza (Brighton) in a cross-linguistic collaboration outlined the difficulties in the language learner's production of oral narratives and, with authentic material produced by language students, identified a series of discourse features common to both Italian and English spoken narrative at the interlanguage stage; second, Anthony Baldry (Pavia) illustrated the manner and utility to students, teachers and researchers of storing a corpus of Italian and English children's oral discourse. Federico Zanettin (Bologna) concluded the afternoon's papers by discussing the fundamental role of corpora and concordancing software for language learning and for the training of translators. His claims were then given support by two practical demonstrations of corpora at work: one by Georg Helmann (Turin) on the use of internet to learn languages, and the second by Guy Aston, once again on the use of internet to accede to the British National Corpus.

On Wednesday 2nd October the conference welcomed John Sinclair (Birmingham) who shared with us his furthered studies on lexis and his powerful methodology of its categorisation, a continuation of his article *The Search for Units of Meaning* published in this year's first number of *Textus*. With this final paper the curtains were drawn shut on the scientific aspect of the conference, leaving the stage clear for the AIA elections. But before these took place, there was time to have another wander around the Palazzo's hallways and view the posters being exposed.

Fifteen posters were dedicated to language work within the three areas already mentioned: contrastivity, translation and teaching. Dealing with the theme of contrastivity, Antonio Bertacca (Viareggio) re-examined the origins of a standard English pronunciation, whereas Giuliana Garzone (Milan) analysed expressions of performance across English and Italian texts. Nicky Owtram (Florence) illustrated two theoretical models for the contrastive analysis of information in two Italian and English texts: one based on formal and contextualised features, the other on the situational context. Virginia Pulcini (Turin) reported on the problems encountered in the compilation of Italian entries in the UDASEL (A Usage Dictionary of Anglicisms in Selected European Languages), regarding selection and stylistic labelling, especially. Lastly, Simonetta Resta's poster focused on the translator who translates texts of Business English and Law from English into Italian. This role, says Simonetta Resta, has changed over the last few years because it has also come to include the role of assessor who in privileging certain lexico-grammatical features facilitates linguistic change.

Moving onto the domain of translation proper, Susanna Basso (Turin), a professional translator herself, considered the link between memory and translation, and the way in which the process of translating is articulated into two moments: one memorising, the other recollecting. Then, Rossella Bernascone (Turin) explored the issue of unfaithfulness in the history of translation, while Gabriella Del Lungo (Florence) offered a linguistic analysis of Margery Kempe's *Book*, an aspect so far neglected. Problems found in translating English texts of ethnology or anthropology into Italian, because of the lack of Italian terms to define certain well-known English technical expressions, was Luisa Faldini Pizzorno and her team's topic of research (Genova), whereas in his poster Sam Whitsitt (Bologna) argued against the need for a translation theory.

In the area of teaching, Maria Rosaria D'Acierno (Naples) stressed the importance of teaching poetry for the learning of the English language, not only for the lexical and morpho-syntactical benefits that can come from it, but also for the strong cultural and emotional overtones imparted. Literature and language combined were also at the base of John

Douthwaite's poster (Turin): in particular, Douthwaite examined the nature of the English language through George Bernard Shaw's *Pygmalion*, capturing from it theories that could perhaps be exploited didactically. The last three posters were instead focused on scientific English: with Maria Tarantino (Bari) showing how certain morpho-syntactic combinations used by linguists to translate scientific texts are often unfaithful to meanings, philosophico-pragmatic and rhetorical principles of the actual discourse universe; Pauline Webber (Rome) talking about the casual conversation features that emerge in scientific conference presentations; and Janet Wing (Bari) highlighting the two problem areas that arise when Italian students of medicine translate from and into English: negative transfer and native language interference.

The conference, however, was not just all work; the social dinner held in a characteristic restaurant at the Porto Antico was an important event for old and new AIA members to get together, exchange news and ideas: a way of mixing business with pleasure which, after all, is what research is all about!

(Laura Pinnavaia)

4. Reviews and bibliographical information

§ The following "rough" list of book titles is offered with no special systematic choice. The first group are concerned with linguistic corpora and may be obtained directly from Editions Rodopi B. V., Keizersgracht 302-304, 1016 EX Amsterdam, The Netherlands. Tel. +31 20-622-75-07; Fax: +31 20-638-09-48 ; e-mail: F.van.der.Zee@rodopi.nl. The latter set were advertised on the shelves of the book exhibition held at 29SLE/Klagenfurt and may be bought from Walter De Gruyter & Co., Postfach 30 34 21, D-10728 Berlin, Deutschland.

Editions Rodopi
Eric Akkerman, Hetty Voogt-Van Zutphen, Willem Mejis : *A Computerized Lexicon for Word-Level Tagging* : ASCOT Report No.2. Amsterdam 1988 128 pp. Hfl. 40.-/US$ 27.-

Corpus Linguistics. Hard and Soft. Proceedings of the Eight International Conference on English Language Research on Computerized Corpora. Ed. by Merja Kytö, Ossi Ihalainen and Mattu Rissanen. Amsterdam 1988. 293 pp. Hfl. 90.-/US$60.-

Nelleke Oostdijk : *Corpus Linguistics and the automatic analysis of English*. Amsterdam/Atlanta, GA 1991. 267 pp. Hfl.80.-/US$80.-

English Language Corpora : Design, Analysis and Exploitation. Ed. by Jan Aarts, Pieter de Haan and Nelleke Oostdijk. Amsterdam/Atlanta, GA 1993. 312 pp. Hfl. 100.-/US$67.-

Creating and Using English Language Corpora. Papers from the fourteenth International Conference on English Language Research on Computerized Corpora, Zürich 1993. Ed. by Udo Fries, Gunnel Tottie and Peter Schneider. Amsterdam/Atlanta, GA 1994. 203 pp. Hfl.60.-/US$40.-

Walter de Gruyter & Co.
Brinton, Laurel J. *Pragmatic Markers in English. Grammaticalization and Discourse Functions*. 412 pp. Mouton de Gruyter, 1996. DM 168.

Dalton-Pfuffer, Christiane. *The French Influence on Middle English Morphology. A Corpus-Based Study on Derivation*. 284 pp. Mouton de Gruyter, 1996. DM 158.

The Discourse of Business Negotiation. Ed. by Ehlich, Konrad - Wagner, Johannes. 392 pp. Mouton de Gruyter, 1995. DM 198.

Gamkrelidze, Thomas V. - Ivanov, Vjacheslav V. *Indo-European and Indo-Europeans. A Reconstruction and Historical Analysis of a Proto-Language and Proto-Culture*. 2 Vols. Part I : The Text, 864 pp. Part II : Bibliography, Indexes, 264 pp. Mouton de Gruyter, 1995. DM 550.

Linguistic Change under Contact Conditions. Ed. by Fisiak, Jacek. 438 pp. Mouton de Gruyter, 1995. DM 198.

Medieval Dialectology. Ed. by Fisiak, Jacek. 331 pp. Mouton de Gruyter, 1995. DM 188.

Ogura, Michiko. *Verbs in Medieval English. Differences in Verb Choice in Verse and Prose*. 260 pp. Mouton de Gruyter, 1996. DM 148.

Phonological Structure and Language Processing. Cross-Linguistics Studies. Ed. by Otake, Takashi - Cutler Anne. 254 pp. Mouton de Gruyter, 1996. DM 158.

§§ An interesting book for those concerned with English and German used in cross-cultural situations (Saudi Arabia, Morocco and PR. China) by Hannes Kniffka, discussed with the author, is the following: *Elements of Culture-Contrastive Linguistics*, 1995, (446 pp., pb. DM 118) to be ordered from Peter Lang GmbH, Europaischer Verlag der Wissenschaften, Abteilung WB, Postfach 94 02 25. D-60460 Frankfurt/M, Deutschland.

5. History of English Courses in European Universities: Wien and Manchester

We continue our journey through European Universities offering courses in HEL. This time we'll visit the Department of English Language and Literature of Manchester University and the Institūt für Anglistik und Amerikanistik of Wien University (thanks must be given to Professors David Denison and Dieter Kastovsky for kindly providing indications and giving advice).

University of Manchester
The undergraduate course units belong to years 2 and 3 of a three-year Honours degree, where they are optional within a framework of English Language and Literature which requires students to take at least some course units from all the main areas represented in the Department, and wholly optional in various Joint Honours courses involving English. The MA course units can be taken as part of an MA degree called English Language and Linguistics, and they are options in other MAs of this Department and of the Department of Linguistics. Like all our MAs, this lasts twelve months full-time and involves four course units and a dissertation. Information on both is available on our WWW site. As for the research interests of those colleagues involved in HEL, particularly but not exclusively Richard Hogg, Chris McCully and me, again I would direct you to our WWW pages, http://www.art.man.ac.uk/english etc., though I could print and send you some of the stuff if you don't have convenient access.

(David Denison)

Topics in English Historical Linguistics (M.A. and B.A. Courses)
Course unit director: Professor David Denison
Taught by: Professor David Denison, Dr Chris McCully
Semester: 2
Aims: The aims of this course unit are to guide students through recent work in English historical syntax and English historical metrics, two fields of lively current research effort, always with real data in view. In metrics the emphasis will be on Old to early Modern English, in syntax on the late Modern English period.

Objectives: By the end of the course unit students should be able to analyse Old and Middle English verse in the light of modern theories of metrics. They should be able to relate recent and current syntactic change to appropriate theoretical models (social network theory, linguistic prototypes), and they should have some practical experience of corpus linguistics.

Content: In metrics the course unit explores the relation between language change and poetic form. In syntax it examines case usage in pronouns, the development of modal verbs and other auxiliaries, and the history of conditional clauses, using data from electronic corpora, literary and non-literary, as well as scholarly studies.

Teaching method: 2 x 1-hour seminars per week over one semester.

Assessment: by coursework: 3 essays of approximately 3,000 words each.

Selected reading:

Cable, Thomas (1991) *The English alliterative tradition*. (U. of Pennsylvania)

Denison, David (1993) *English historical syntax: verbal constructions* (Longman)

Denison, David (in press) 'Syntax', in vol. IV, *1776-present day* of Hogg (ed.)

Hogg, Richard, (ed.) (1992-) *The Cambridge history of the English language* (C.U.P.)

Approaches to English Historical Linguistics (M.A. Courses)

Course unit director: Professor Richard Hogg

Taught by: Professor Richard Hogg, Dr Chris McCully, Professor David Denison

Semester: both

Aims: This course unit is designed to provide postgraduates with a good knowledge of the English Language from a diachronic point of view, together with a proper understanding of the theoretical linguistic issues which arise in such studies. It builds on the acknowledged strength of the department in the area.

Objectives: By the end of the course unit, students have deepened their knowledge of the history of English and understood a range of different theoretical approaches.

Content: The course unit will consist of 3 interlinked parts chronologically arranged. Each part will be taught by one named member of staff who will deal with aspects of English historical linguistics in which they have particular expertise. The chronological arrangement of the course unit will enable students to acquire an in-depth perspective on the history of English but at the same time serve as a foundation for the further exploration of theoretical issues taught in further course units. The topic-based nature of each lecture and seminar, when allied with the overall chronological structure, allows some topics to be redeveloped and refined during the course of the course unit. Below is a specimen syllabus (subject to alteration). Lecture topics are given in Roman type, seminar topics in italics:

UNIT 1 to 1200 (RMH)

1. The place of OE: *techniques of reconstruction*
2. Limits of OE: *historical dialectology*
3. Knowledge about OE: *word order and/or phonological systems*
4. OE and ME: *morphological systems*

UNIT 2 1200-1600 (CBM)

5. ME dialects: *principles of reconstruction; phonology/spelling syntax*
6. History of English stress: *parameters and shift*
7. The 'Great Vowel Shift': *segmental phonology*
8. English in context: *orthoepists and others*

UNIT 3 1600- (DD)

9. Function and case in pronouns: *present-day variation*
10. The invariant auxiliary: *recent changes in modals*
11. Sociolinguistics and syntax: *the verb* BE *in 19th century prescriptivism*
12. Knowledge about Modern English: *corpora in linguistics*

Teaching method: 1 x 1-hour lecture and 1 x 1-hour seminar per week.

Assessment: by coursework: 2 essays of 3,000 words each.

Selected reading:

Denison, D. (1993) *English Historical Syntax*. Longman.

Hogg, R. M. (1992) *A Grammar of Old English*. Blackwell.

Hogg, R. M. (ed.) (1992-) *The Cambridge History of the English Language*. CUP.

History of the English Language (B.A at 2nd and 3rd year)
Semester: 2.
Prerequisites: Introduction to Language Studies or its equivalent in courses from the Linguistics Department.
Course Unit director: Professor David Denison
Aims: The aims of this course unit are to give an understanding of how Present-day English has come to be as it is, by introducing students to the internal history of English during the period of recorded language history - from Old English to the present - and relating it to the external history. Three principal linguistic areas are covered - lexis, syntax and phonology - the latter two building on material in the course unit Introduction to Language Studies. Rather than a chronological survey of the whole history, this course unit offers a selection of thematic topics with associated project work, through which students will engage with texts - literary and non-literary - and learn to use reference and source materials.
Objectives: By the end of the course unit, students should be able to analyse principal features of lexis, syntax and phonology/orthography in texts from at least Middle English to the present. They should be familiar with reference materials such as the *Oxford English Dictionary* and be able to use them properly, and be able to discuss linguistic change with appropriate terminology and notation.
Content: The course unit involves three equal blocks of material. The first, which incorporates an overall sketch of the history of the language, is on the history of English vocabulary, including borrowing, word formation and semantic change. The second introduces the history of sentence structure, taking as examples word order, certain auxiliary verbs, and negation. The third is on the history of sounds and spelling, concentrating on vowel changes from Middle to Modern English such as Middle English Open Syllable Lengthening and the Great Vowel Shift. The lectures are accompanied by seminars involving practical exercises with reference materials and real textual examples.
Teaching methods: One lecture and one seminar per week.
Assessment: by coursework: an assessed essay of 2500-3000 words (50%); and a written analysis, maximum length 2500 words, of a passage chosen by the student (50%). (Students are also required to complete one other essay or equivalent piece of work in the course of the unit: this forms no part of the assessment.)
Selected reading :
Barber, Charles (1993) The English language: a historical introduction (C.U.P.)
Baugh, Albert C. and Thomas Cable (1993) A history of the English language, 4th edn (Routledge & Kegan Paul)
Strang, Barbara M. H. (1970) A history of English (Methuen)

Wien University
The department of English offers the following courses on HEL:
(i) "Introduction to the history of the English language" is a 1-semester course (2hours/week ; maximum of 15 sessions). This is attended by $1^{st}/2^{nd}$ year students. The course description is relatively fixed here, i.e. the topics vary comparatively little from lecturer to lecturer or from term to term.
(ii) One lecture (2hrs/wk: maximum of 15 sessions) on selected aspects of the history of English. Topics vary each term depending on lecturer. Any period and/or linguistic level may be covered. Attendance is by $3^{rd}/4^{th}$ year students.
Courses (i) and (ii) are OBLIGATORY for each and every student of English.
(iii) Additionally, a 1-semester seminar (2hrs/wk; 15 sessions max.) is required of every student. This MAY be devoted to historical topics, but need not be. I.e. students who are interested may enrol in a diachronic seminar, but may choose a synchronic one just as well. Both possibilities are generally offered each term.
(iv) Furthermore, we offer from time to time NON-obligatory courses where older texts are read and analyzed.
To give a general overview of the position of HEL in the curriculum: each student has to get a total of 50 hrs of credits during his/her studies. The distribution is:

Literature	14 hrs
Linguistics	14 hrs
Command of English	20 hrs
Topography & culture	2 hrs

I.e. 4 hrs (courses i and ii) of the 14 in linguistics are devoted to HEL as a matter of course. Another 2 hrs (course iii) MAY be.

Introduction to the History of the English Language.

Language varies geographically, socially, and historically: this course focuses on the different forms of English over time. It builds on concepts and terminology familiar from the Introductions to Linguistics and Phonetics/Phonology and applies them to a number of developments which have made English the language it is today. Some of the questions raised will be: Why is there so little correspondence between English spelling and pronunciation? Why are there hardly any inflectional endings in Modern English and why is its vocabulary so full of words of foreign origin? Answering these questions necessitates reflection on how we can find out about past stages of a language with only written material (or not even that) as a source. Texts from different periods in English language history will be used for illustration. The discussion of all topics touches upon the essential questions as to how and why languages change at all.

Marks will be assigned on the basis of homework, class participation and exam(s).

Variation and Linguistic Change.

In this seminar we will on the one hand critically look at different theories of language change, on the other hand do some empirical work within the framework of socio-historical linguistics, which looks for linguistic variation as an indicator of linguistic change. This empirical part will be based on detailed texts analyses, both of individual texts and of the stratified *Helsinki Corpus*, so that participants will also become familiar with working with computerized text corpora.

Historical Morphology

This lecture will deal with the development of primarily inflectional morphology since the Old English period. It will start with a brief description of Modern English, which will also be used as a general introduction into the description of morphological systems (notions such as allomorphy, morphological alternations, morphological categories). Moreover, this description will also act as a starting point for the discussion

of the historical aspect as a means of explanation of a synchronic system. The lecture will then discuss the structure of Old English morphology and its progressive simplification and modification during the Middle and Early Modern English periods, in particular also focusing on typological changes.

History and Structure of Middle English

After an overview of the extralinguistic history of the period and its general linguistic situation, selected aspects of Middle English will be discussed, with special emphasis on regional and diachronic differences. This presentation does not aim at comprehensiveness, but rather tries to illustrate focal and problematic areas of the linguistic system and of textual tradition. A variety of text samples, both literary and not-literary, will be read and discussed in class, so that participants will also become familiar with some important works of Middle English literature.

6. Varia

§ For reasons of space Tom Baldwin's contribution "The Italy job: teaching English in an Italian university" will be printed in the next issue of *NL* (with apologies to the author).

§§ Those who love exploring the Internet should not miss the **History of the English Language** home page. A brief description of the website, by Laura Pinnavaia, along with the e-mail address of the useful discussion list, is given below:

It may come as no news to those who have a scholarly interest in the History of the English Language, but since the site has received only about 5.000 'visitors' so far, I think it could be all the same useful to point out the existence of an HEL Home Page on Internet. The address is: **http://ebbs.english.vt.edu/hel/hel.html**

The site - edited by Dan Mosser - is open to discussion and co-operation and includes the following items:
- Indo-European
about Proto-Indo-European and the comparative method (with a bibliography).
- ANSAXDAT
A database of materials generated by the Ansaxnet discussion list.
- Database of Old Norse and Runic Inscriptions
With a series of runic inscriptions and search possibilities (the results are given in Norwegian).
- Anglo-Saxon texts
An FTP site (i.e. a site with the possibility of transferring files to the user's computer) for downloading Anglo-Saxon e-texts.
- Anglo-Saxonists from the 16th to the 20th Century
A bibliography of five centuries of Anglo-Saxon scholarship
- Old English Resources
e-texts, instructional software, images, fonts, CD-ROM, etc. for the study of Old English.
- Online Medieval and Classical Library

An FTP site for downloading medieval and classical texts in the public domain.
- Ancrene Wisse
An online hypertext of Ancrene Wisse (work-in-progress: so far it contains only two sections).
- UVa Middle English Texts
Middle English texts in electronic format from the University of Virginia.
- American English Online
Files of the Linguistic Atlas of the Middle and South Atlantic States.
- Snake's Home Page
Containing a HEL syllabus, electronic texts from every chronological stage of the language and a link to a Hypertext Webster's Dictionary.
- Antony Aristar's Home Page
Containing a HEL syllabus, links to maps, texts and exercises concerning the chronological development of the language.
- Lowlands-L
Links to pages on English, Afrikaans, Frisian, Dutch, English, Scots, and Pidgins & Creoles
- Nostratic Bibliography
References pertaining to "Nostratic" compiled by HEL-L.
- American Dialect Society Web Page
On the study of the English language in North America.
- BritSpeak
Concerning (British) English as a second language for (English-speaking) Americans.
- Southeastern Conference on Linguistics
With a link to The SECOL Review (University of Memphis)
- Brian Zahn's Online Dictionary of Linguistic Terminology
A page giving definitions concerning Linguistics.
- The Glossarial Database of Middle English
Glossaries for Chaucer, Gower, and more (from Harvard University).
- American Sign Language Linguistic Research Project.
It is also possible to subscribe to various HEL discussion lists, by addressing an e-mail message to: **listproc@ebbs.english.vt.edu**

Since the site is based on the idea of co-operation and sharing and may open up new perspectives and approaches to the study of HEL, I think that a few hours spent 'browsing' could hardly be a waste of time.

(Laura Pinnavaia)