SLIN

NEWSLETTER

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Contents:

1 SLIN and HEL Conferences

§ No specially new information on the 1999 Naples Conference, which is still under negotiation with the local University's colleagues, or the customary biennial Seminar to be held in Rome on 8-9 May 1998 can be given here with regard to what was announced in the June issue of the Newsletter. In particular as concerns the latter the heading "Corpus material from Old English to Present English" is confirmed and contributors may start sending in proposals for 15-minute papers or demonstrations with computerized materials addressing them by ordinary mail to **David Hart, Dipartimento di linguistica, Facoltà di Lettere e filosofia, via del Castro Pretorio 20, 00185 ROMA** or faxing 06/4957333. It is believed that some space will be devoted to Internet exploitation and findings.

The proceedings of 8th SLIN National Conference held at Santa Margherita Ligure in May, this year, are being collected and published under Ermanno Barisone's supervision. Any details on the volume in print will be provided in the next issue of the *NL*.

§§ The Second Circular on 10/ICEHL taking place at Manchester University on 21-26 August, 1998, has just come out confirming all the information given in the attached form enclosed in *SLIN NL* 15, pp. 33-34 and adding one more special session on "Social networks in the History of English", entrusted to Ingrid Tieken-Boon, along with a demonstration session for historical corpora and associated software. Accomodation costs at Hulme Hall are estimated in no more than £25 B&B, single, per night. The Registration fee and the Conference fee which includes six lunches will be respectively £15 and £100. For further details fax +44 (0)161-275-3256 or consult WWW http://www.art.man.ac.uk/english/projects/10icehl.html. For all interested one Third Circular will be available by February 1998.

2. Conference Reports

§ Gabriella Mazzon (Naples) has kindly written for this *NI* a report on the International Conference on the Standardization of English which took place in Cambridge on July 2-5 last.

International Conference on the Standardisation of English (Cambridge 2nd - 5th July 1997). (Gabriella Mazzon)

Virtually the only thing that Laura Wright, who brilliantly and energetically organized ICSE, could not arrange for her guests was the weather. But not even coming from the sunny shores of the Mediterranean to a damp, grey, windy Cambridge could take away the fascination of this conference, that was a success under every respect. Some thirty participants (the number was intentionally kept low) met on July 2nd at Lucy Cavendish College; the setting was part of the exeptionality of the occasion: the College (named after Lord Cavendish's widow, inspirer of a group of academic women who formed the first nucleus of the institution) is run by women and caters mainly for women, and it shows. The feminine touch is visible everywhere, down to the detail: in the manicured lawns and flowerbeds, in the impeccable and efficient service at the dinner table, in the flower arrangements, in the tasteful furniture, in the cozy bedrooms.

The first afternoon and evening were spent in discovering this beautiful place, meeting people, assembling for a first tasty dinner and getting a stronger and stronger impression that something interesting was going to happen here. And so it did. The next morning, the conference was opened by Peter Trudgill, who spoke about the difficulty of deciding exactly *what is* Standard English, and approached the question by defining what it isn't, concluding that it is a small number of grammatical idiosyncracies that actually make the difference: the standard, he maintained, is not a question of style, or register, and not a question of degrees but a yes-or-no concept as concerns these idiosyncracies: one *we was* already places you as a non-standard speaker, regardless of the level of formality in your vocabulary.

In the next paper, Jim Milroy dealt with an aspect of the ideology of the standard that is very relevant to historians of the language, i e the bias that often creeps in historical reconstruction representing an effort to legitimize and lend respectability to a canon. Thus, only the ancestors of modern standard forms are given prominence in histories of the language, while of course they were not necessarily the only or the most relevant forms in the past: this tendency to unilinearity, of course deplored by Milroy, operates thus to the detriment of the study of other phenomena, and plays down the extent and meaning of variation.

After the coffee break it was the turn of Derek Keene, a historian from London, who gave an interesting, lively and well-documented talk about the development and economic role of Medieval London. His participation to the conference (by no means limited to his talk, since he took active part in the discussion of several other papers, adding a useful historical perspective) was saluted by all as a most welcome "contamination", and one which should be pursued further in future conferences of this kind.

The next paper was delivered in a lively and competent manner by Jeremy Smith, who introduced his own view of the early standard (in dynamic terms of focussing towards an ideal object, rather than constituted by *a* fixed object), and revisited Samuels' four types of Medieval Standard in this perspective, offering a substantial amount of examples, particularly from the various mss. of the *Canterbury Tales*, a work often considered representative of the Chancery Standard, but that shows impressive variation (how many of us could boast they knew, before this talk that there are about 500 - yes, it is no misprint, five hundred - different spellings of the word *throuh*?)

After a buffet lunch, Malcolm Richardson gave examples from a specific type of text, the "commonplace" books of 15-16th century London citizens, these texts that he compared to the Italian *libri di famiglia*, show a kind of linguistic homogeneity that represents, in Richardson's view, the attempt on the part of the rising English middle class to acquire a linguistic and rhetorical canon, as part of a political and social strategy. During the discussion, however, it was emphasized that a definition of "bourgeoisie" for the period in question is far from being uncontroversial.

After tea, Richard Watts presented a very entertaining paper packed with quotations from early works on language, pointing out that the ideology of the standard is made up of a series of myths and metaphors, first and foremost the idea of the grammarian as "doctor" giving "prescriptions" to cure "patients" (non-standard speakers) of their "disease" (deviation from the norm). Watts also illustrated the myth of the "golden age" in language history, and the transition form a positive view of variation (as a sign of "copiousness") to the negative attitudes of the 18th century.

Next, there was a presentation by Merja Kÿto of a research project carried out by herself and Suzanne Romaine, who investigated the development of adjectival comparison over large corpora of both British and American English from 1620 to the present day. Kÿto presented an impressive array of figures to the effect that inflectional comparison, contrary to expectations, seems to be on the increase in the first part of Modern English, and to decrease again later, especially in British English. Kyto and Romaine's results also suggest that the choice between the methods of comparison was not, in EMod English, a question of length of the adjective as much as one of lexical or even personal preference.

This paper marked the end of the first day of the conference, and as we assembled for sherry, dinner and pub visiting there was a widely voiced feeling that a lot of work had been done, in an agreeable and non-anxious way (one great

contribution towards this feeling was the fact that each speaker was allotted 50 to 60 minutes, out of which no less than 15 were normally devoted to discussion; this avoidance of the cramped feeling that 20-minute slots often give is an idea that future conference organizers will have to keep in mind)

The next morning started with the unmistakable touch of Matti Rissanen's stimulating paper about the standardization of early legal texts. This was an opportunity to learn another view on standardization and its exemplification in relation with the language of texts which represent an emanation of authority. Rissanen went through some general features of the text type(s) in question, and also presented evidence for the relative homogeneity of such texts in relation with specific grammar features such as futurizing auxiliaries and lexical items such as *provided*.

The audience was next treated to another unmistakable touch during Roger Lass' discussion of the emerging of phenomena like the lengthening of the vowel in the path word class and the shortening and unrounding of the *uff* type. Lass traced the history of such developments, and of the sociolinguistic values eventually attached to them, bringing several examples from the work of early grammarians and phoneticians.

After the coffee break, it was the turn of two papers about multiple negation, a once acceptable phenomenon that is now felt as typical of non-standard varieties, and therefore heavily stigmatized. The first paper was by Terttu Nevalainen, who investigated the phenomenon in the Corpus of Early English Correspondence and found that social level, register and gender are all significant for the study of this variable. The second paper, delivered by Yoko Iyeiri in a typically oriental shy and modest way, looked for negation phenomena in Caxton's works and drew a parallel between on the one hand the different styles of literary work vs. personal writing, and on the other the different style levels in Layamon's *Brut*, where the patterns of negation also seem to correlate with style shifts.

After lunch, Carol Percy gave a fascinating talk on the contrast between a "gentleman's" and a "merchant's" views of language and literature in the 18th century; Percy developed on the "money metaphor" related to language (as when we talk of *coining* new words) and thus explored yet another myth related to the standard, that of "sterling English", which added to the myths we had heard about so far.

After the tea break it was the turn of the only Italian speaker, Letizia Vezzosi, who talked about the forces at play in the establishment of the modern standard genitive forms in several Germanic languages. This allowed to examine the phenomena on a comparative basis, which led Vezzosi to conclude that the English 's genitive should be interpreted more as cliticization of possessives than as the direct continuation of a flexive ending.

The last speaker of the day was Susan Fitzmaurice (formerly Susan Wright), who traced the development of some aspects of standard ideology through an examination of the social network ties existing between several 18th - century "informants", i.e. writers. The analysis took as its central point the very influential figure of Addison, and traced the spread of some features and of the attitudes attached to them.

The end of this session was marked by a much-welcomed apparition of the sun, which allowed participants to enjoy walks around the lovely college gardens before meeting for another very pleasant dinner.

The next morning, Irma Taavitsainen explored the process of standardization in the language of early medical texts, drawing her data from yet another filiation of the Helsinki corpus, and showing that most medical texts present a remarkable consistency in exhibiting features of the so-called Central Midland Standard, rather than of the Southern or London area, which seems to suggest a tendency to create autonomous genre-related coding for these texts.

Next, Larisa Oldireva reported on some idiolectal differences in the spelling of preterite/past participle endings of regular verbs and of the forms of irregular verbs. Oldireva found some differences pertaining to genre, too, when she broke down her results into "public" and "private" writings of the same "informants".

After the coffee break, Pat Poussa talked about some developments in the relative pronoun system, particularly as regards *whose*, that seems to have been reanalyzed, at a certain point, as containing an -s genitive marker, on an analogical basis but also because of Danelaw influences (Poussa took this opportunity to remind us that Latin and French were *not* the only languages that influenced the development of some English forms, yet there is a generalized tendency to highlight these influences to the detriment of a deeper understanding of Dutch and Scandinavian ones).

The next speaker was Anneli Meurman-Solin, recently a guest at our 1997 CNSLIN, who spoke of the relative standardization of Scots in different types of texts, taking into account gender, level of formality of the text and other sociolinguistic variables.

After lunch we were moved to a different (and much cozier) seminar room and there we listened to Raymond Hickey's brisk talk about the idea of national standard and the development of Irish English as "supraregionalization" of a local variety. The paper traced various features of Irish English back to their origins in the different "layers" of this variety, established at different times, and employed the notion of "salience" to explain the development of specific features and the suppression of others.

After coffee (the weather turning so lovely during the break that everyone felt compelled to rush to the gardens cup-in-hand), Angelika Lutz presented a research project on the development of German and English standard vocabulary,

especially with an eye to loans from Latin, to examine comparatively the different reactions of the two languages to standardizing pressures.

Our hostess, Laura Wright, proceeded then to sum up her impressions on the conference and the problems that in her view remain to be addressed. It was then time for thanks and rounds of applause (which everybody felt were highly deserved) and, at the conference dinner, for speeches, project-discussing and address-exchanging. After the last pub-evening,. we all met in the morning for the last goodbyes, highly satisfied by a scientifically and socially very gratifying event and by the promise that this conference will be the first of a series. Yes, we'll meet again, with more contributions from historians, with more lively discussions, with more laughs and chats, probably in two years' time, perhaps in London. to judge by _these standards_, definitely something to look forward to.

<p style="text-align:center">Gabriella Mazzon</p>

§§ The Fourth ESSE Conference was successfully, apart from umbearable queueing to settle accounts, held at Debrecen University (Hungary) on September 5 to 9 with a massive participation (nearly 600) of University teachers of English coming from nearly all countries in Europe, besides a few from USA, Australia, India, Israel, Japan, Jordan etc. Participation from Italy was very substantial: almost 55 plus four convenors - M.Gotti, S.Nuccorini, K.Elam and V.Fortunati. The format was slightly varied but basically the device of briefly presenting and discussing papers after they were read in advance or, at least, received in their complete form was generally adopted and proved in most cases satisfactory. It is not possible, and certainly not useful, to provide here an overall description of the 13 lectures by, among others, Terry Eagleton, Peter Trudgill, Terttu Nevalainen, Roy Watson and Alessandro Ser-pieri, the 13 round tables and panels and the 42 workshops developing over the four and half days' work in the beautiful premises of Lajos Kossuth University, surrounded by the thick, mysterious Black Forest. A summary report on some seminars and workshops of especial interest to historians of English is given in the next paragraph by hand of Roberta Facchinetti, Gabriela Mazzon and myself. Let me conclude this note saying that in the 'business meeting' it was agreed that the next Conference will be held in Helsinki in 2000, so violating at once two clauses of the ESSE Statute: the alternation of Britain and the continent for the choice of Conference locations and the two-year cadence. The reasons given were a difficulty for British universities to host such a large meeting regularly and the symbolical coincidence with the beginning of the new millennium. The Board was largely confirmed (President: Helmut Bonheim, Cologne Un.; Secretary: Norman Blake, Sheffield Un.; Treasurer: Carmelo Cunchillos Jaime, Logrono Un.) with the only exception of the editorship of _Messenger_, now entrusted to Professor Martin Kayman of Coimbra University who announced a restructuring of the ESSE review in terms of more room for debate and experiences.

ESSE4 - The 4th Conference of the European Society for the Study of English

Debrecen, 5-9 September 1997. (Roberta Facchinetti)

1) Course on Computers and Text

From 5 to 9 September more than 600 people met this year in the over 600-year-old city of Debrecen, for the 4th Conference of the European Society for the Study of English. In this ancient cradle of culture and learning set at the crossroads of East and West, long-standing, highly respectable, grey-haired scholars met young, sparkling, enterprising doctorate students to discuss the most diverse issues relating to English language and literature, linguistic topics ranged from cognitive stylistics to the theory of metaphor and metonymy, from discourse analysis and text linguistics to English for special purposes, from pragmatics to the language of newspapers and from historical linguistics to corpus linguistics.

Besides this rich treasure-trove of lectures, seminars, panels and roundtables, a COURSE ON COMPUTERS AND TEXT was also offered, starting on Thursday, 4th September and lasting till Wednesday 10th. Fifteen people from all over the world joined it: from the cold northern regions of Norway, Sweden and Finland, to more central Lithuania, Russia and Hungary, and, even further south, from Japan and South Africa, undoubtedly, Italy could not have missed the occasion and was represented by the author of this report.

The tutors, Bela Hollosy (senior lecturer and Deputy Head of Department at Debrecen University), Ramesh Krishnamurthy (lexicographer, until recently Corpus Manager at COBUILD and currently teacher at Birmingham University on Corpus Lexicography) and Patrick Hanks (Chief Editor of Current English Dictionaries at Oxford University Press) switched very smoothly between theoretical lessons and practical ones, gave explanations, fostered interactive work and monitored individual practice.

We were first offered a brainstorming session to help us clarify the fundamentals of corpus linguistics terminology, focusing on some basic pairs like type/token, node/collocate and collocation/colligation. Terminological principles were followed by an overview of the milestones in the history of corpus linguistics and by a quick but comprehensive snapshot of the synchronic and diachronic corpora currently available, including parallel and specialist corpora. Examples and practice sessions were mainly based on the 100-million-word _British National Corpus_, the 323-million-word _Bank of English_, the _Oxford English Dictionary_ and the _Oxford Historical Corpus_. The _Oxford Historical Corpus_ is currently being compiled to help with the revision of the _Oxford English Dictionary_ and contains over 700 major works (mainly literary classics) from the

Old English period to the early 20th century. At present it comprises around 40m words, unfortunately, however, it is for internal *OED* use only and not - at least so far - for persons not associated with the *OED*; indeed, the editors are considering the possibility of making it more widely available, but for this purpose a number of bureaucratic issues must preliminarily be addressed and solved.

Corpus building was a further phase of the course; we were instructed about the hardware and software requirements and about all the processes necessary to the creation of a corpus: design, selection/location/availability, permission, accession, processing (data conversion, scanning, keyboarding, transcription, clean-up/error detection and correction, spell-checking), encoding and finally indexing (telling a computer how and where to find each of the encoded units). Then we were patiently taken through the process of turning plain ASCII text files into linguistically more meaningful data and were taught the basics of programming for linguistic purposes. Demonstration was focused on two software packages: *FoxPro 2.6 for Windows* and the *Sisyphus* concordancer; the former allows both the conversion of raw material into database format and the textual mark-up according to the SGML standard (Standard Generalised Mark-up Language); it also has an impressive number of commands, functions and system memory variables to manipulate data; the latter enables researchers to create word-lists for input files, to produce KWIC concordances, to categorise headwords and concordance lines according to grammatical or sense categories and finally to search for word combinations.

Text analysis tools were also reviewed, with specific reference to the renowned *Micro Oxford Concordance Programme* (*MicroOCP*) and *MicroConcord*. All tutees appreciated being allowed some time for individual work with the computational tools, based on task sheets containing short but pertinent assignments. Final discussions to evaluate which product was best suited for which task were also very productive.

Empirical evidence and lexicographic judgement were provided in relation to how close the relationship between corpora and dictionaries is and how close it should be; comparisons of existing dictionary entries and corpus data were also shown, focusing on the different approaches for native-speakers, learners, and in relation to bilingual dictionaries. Finally we were shown how a dictionary management tool can be built using relational database-management software: we practised defining fields, relating tables, setting up and activating indexes, editing forms, and even writing simple entries.

2) Seminar: Corpus Linguistics and Computational Lexicography.
The course was a perfect overture to the SEMINAR ON CORPUS LINGUISTICS AND COMPUTATIONAL LEXICOGRAPHY held on Tuesday September 9, the last day of the *ESSE4* Conference. Ten papers were presented in two different sessions broadly dealing on the one hand with corpus evaluation and on the other hand with corpus exploitation, with specific reference to dictionaries.

The seminar was opened by Ylva Berglund (Uppsala University, Sweden, "Using a Large Spoken Corpus: a Solution to a Problem or a Problem without a Solution?"), who focused on the 100-million-word *British National Corpus* and highlighted a number of issues in its spoken component, ranging from its composition to its orthographic transcription and mark-up, not to mention the bugs and errors in the search program of the corpus.

These and other doubts were also raised by the present writer (University of Verona, "Drawbacks and Pitfalls of Machine Readable Texts for Linguistic Research"), who extended her reservations on the reliability of the text analysis program employed for corpus exploitation, on the systems of corpora codification, and on corpora themselves, both synchronic and diachronic, particularly in regard to the pros and cons of corpus size. Similarly, while discussing the acceptability of gerund or infinitive forms after a set of verbs expressing (dis)liking, permission, prohibition and advice, Endre Abkarovits (Eszterhazy Teachers' Training College, Eger, Hungary, "Contradictory Data Concerning the Use of Certain Non-finite Constructions as Shown by Dictionaries and the COBUILD Corpus"), traced a lot of discrepancies among the dictionaries analysed, all claiming to have based their conclusions on data drawn from a corpus. According to Abkarovits, this might be due not only to the fact that corpora are not big enough to draw safe conclusions, but also to the search methods, which might not be sufficiently developed.

However, the above attacks on computerised corpora were simply meant to highlight and discuss a few problematic areas of corpus exploitation and were not intended to undermine or side-step the positive features of machine-readable corpora, which are an unquestionable breakthrough in linguistic research. It is therefore no surprise that the other speakers at the seminar actively pleaded their cause. Ramesh Krishnamurthy (COBUILD, University of Birmingham, "Freeze-Frame Pictures: Micro-Diachronic Variations in Synchronic Corpora"), who was also the convenor of the seminar, argued that a diachronic analysis of some words and phrases can be made on corpora which are officially qualified as synchronic ones (like the *Bank of English*), simply by tracing their frequency, semantic values and syntactic contexts within a narrow range of dates.

József Andor (Department of English, Janus Pannonius University, Pécs, Hungary, "On the Lexical Bases of Ellipsis in English") employed a sample of data drawn from COBUILD's *Bank of English* to outline the lexical bases of two types of elliptical structures in English and thus to show the communicative relevance and importance of ellipsis as a discourse-based phenomenon particularly characteristic of spoken language use.

Rolf Herwig, (Jena University, Germany, "Putting it Mildly: the Interrelation between Adverbs of MANNER and Adverbs of DEGREE"), also explored a sample of the *Bank of English* to highlight a group of adjectives and their

corresponding adverbs capable of expressing the concept of degree in addition to the concept of manner (like *mild/mildly*, *sad/sadly*, and *warm/warmly*), thus showing the rich potential available to users of English for emphasizing and intensifying their ideas.

In the field of dictionary-making, Arne Zettersten (University of Copenhagen, Denmark, "A New Concept of English-based Bilingual Dictionaries") indicated the usefulness of a corpus and provided the example of the forthcoming English-Danish dictionary, which is also based on the *Bank of English*, while Cristina Tejedor Martinez (University of Alcalá, Spain, "Designing a Prototype Dictionary") showed how an analysis study carried out among students of English as a Second Language led her and her team of researchers to conclude that a new kind of dictionary is needed, combining both monolingual and bilingual repertoires in an electronic version, with all information connected by means of user-friendly hypertextual links.

Finally, both Bela Hollosy (University of Debrecen, Hungary, "Database Management of Corpora for a Dictionary of Academic English") and Ferenc Rovny (University of Debrecen, Hungary, "The Present Results of the Computational Lexicographical-Terminological Database Project in Foreign Languages for Special Purposes at Kossuth L. University") moved from the mere exploitation of corpora to the building of a database management system, the former for dictionary making, the latter aimed at handling complex data, lexicographic, terminological, multilingual and even multimedia, and making them easily accessible via the Internet.

At the closing of the seminar day, in the twilight of both the *ESSE4* Conference and the course on COMPUTERS AND TEXT, many of us were already packing to leave for the most diverse destinations, both linguists and literature specialists, both the software-keen and the book-dedicated, both internationally renowned scholars and unknown doctorate students were hustling around with suitcases weighed down with photocopies, handouts, books and booklets. This plethora of inked paper was certainly not the only heritage of the days spent in Debrecen; the whole conference was indeed a great personal and professional pleasure to attend and all of us left with more enlightened minds deriving from fresh convictions, shared thoughts and fruitful debates.

Roberta Facchinetti

Workshop on "Applying Historical Linguistics" at ESSE/4 (Debrecen 5-9 September 1997). (Gabriella Mazzon)

The workshop on "Applying Historical Linguistics" at the recent ESSE/4 conference certainly wasn't a languid repetition of previous experiences. The new format imposed throughout the conference, involving the pre-distribution of papers to participants in the respective panels, has done away with the formal reading, leaving all the time for discussion. Reactions to the introduction of this new format have been mixed, and certainly the ways in which the format was implemented by the convenors of the various sections were very diverse. Personally, I believe we have everything to gain from a shift from *presentation* to *discussion*, and this was especially clear within a workshop such as ours, which also involved discussing practical problems.

It must be said that our convenors, Nikolaus Ritt (Vienna) and Olga Fischer (Amsterdam), were outstandingly efficient: the "target papers" and the commentaries on these papers were distributed well in advance, and the organization of the discussion was highly focussed. Fischer and Ritt said that since we are trying to "sell a product" (History of English) on a "market" (the University), with strong competition from other "products" (English literature, synchronic linguistics, philology etc.), we might hold a business meeting in which we propose strategies to enhance our "sales".

Consequently, the list of questions that were posed to prospective participants concentrated on highlighting the contribution that HofE can give to other subjects, and the place that HofE should have in a curriculum. The "target papers" concentrated on some of these questions rather than others, but still they provided a wide-ranging perspective (even from a geographical point of view) on the relevant issues (see appended list of papers).

The papers mentioned some of the "negative myths" that detract from the position of HofE in our curricula: the subject is said to be "difficult" and, after all, "useless"; it suffers from its not being "experimental" and from the limitation in the data available. We have to find ways to dispel these myths.

The discussion of the more theoretical problems involved in the application of the HofE centred around "what" to teach, "how" and "why", i.e. what are the reasons why HofE can be considered "useful" to our students.

Discussion Of the "what" included questioning the selection of aspects, and of periods, that the time allotted to HofE in curricula allows for (Prendergast), the relationship of HofE with other linguistic subjects and with literary studies (Mazzon, Stein), and the specific perspective on language variation and on standardization that can be highlighted through HofE (Mazzon, Davies).

The "how" mainly concerned teaching tools and aids, including a discussion of available textbooks as well as of newer aids such as computerized corpora (Rissanen, Gotti, Sauer) and of better ways to acquaint students with the actual texts.

As to the "why", there was some agreement on the idea that HofE, putting the students into contact with prestandardization texts, promotes an understanding of language variation and of the problems involved in language prejudice, and may help increase an awareness of language relativism and the propension to language

tolerance (by making it clear that a "standard-vs.-dialect" polarity does not hold for all times, and that "dialect" does not necessarily equal "wrong" or "bad"). The "integrative function" of HofE was also pointed out: the discipline can act as a sort of bridge between other neighbouring subjects. Other assets that were mentioned are the relationship with research, very easy to support through the use of electronic corpora, and the help that HofE can give in understanding present irregularities in English grammar. It was argued (e.g. by Fabiszak, Sauer, Drobnak) that future teachers of English might use their historical knowledge to help their students understand why we say *foot* but *feet*, *drink* but *drunk* etc. On this point however the agreement was not complete, since it was argued (Fischer) that while recourse to etymology and historical explanation can be *interesting* for language learners, it is not *necessary* in order to learn the irregularities themselves.

The discussion then turned to, and in the second session of the workshop concentrated on, the more practical institutional problems of the discipline. Colleagues complained of the pressure that is put on HofE both in terms of the space and time allotted and in terms of competition from other subjects. Prendergast emphasized that the new curriculum in the University of Barcelona will probably cut down on the number of hours allotted to HofE courses, and will also make optional some courses which were obligatory, thereby reducing the overall "weight" of the subject within the curriculum. Similar problems were emphasized by other colleagues who also dwelt on the fierce competition from "more powerful" disciplines such as English Literature or (as in Italy) German Philology.

At the end of the discussion, our convenors informed us that a web page will soon be built that will function as a forum to carry on the discussion, and asked all participants to take down some notes explaining what their "ideal" HofE course would look like. This positive "constructive" final note was much welcome, since everyone had the opportunity to present ideas and proposals that could find no place or time in the actual discussion.

Further discussions and reflections on related topics came from the workshop on "Discovering Historical Sociolinguistics" (convenors: Terttu Nevalainen and Ingrid Tieken-Book van Ostade) and from the round table on "How to write a History of English" (convenor Dieter Kastovsky).

Of course, there was more to ESSE/4, both scientifically and socio-touristically, but it was very gratifying to see that HofE, even though laden with problems within academic institutions (but then *nessuno è profeta in patria*), found a relevant place within this conference, and offered a number of well-organized and lively sessions. ESSE/5, in the year 2000, will take place in Helsinki: I think we can trust our Finnish colleagues that the role of HofE will not but increase.

Target Papers presented at the workshop:
Malgorzata Fabiszak, *Applying Historical Linguistics at Teacher Training Colleges in Poland.*

Gabriella Mazzon, *The study of language varieties in diachrony and synchrony, or: on methodological cross-fertilization*
David Prendergast, *Middle Age Spread or Plain Old Age: Where is Historical Linguistics' Sex Appeal?*
Matti Rissanen (and the Team), *The Importance of Being Historical.*
Steen Schousboe, *Teaching Historical Linguistics.*
Dieter Stein, *Motivations and place of historical linguistics in an "English" curriculum.*
Franciska Trobevsek, *Historical linguistics in English Studies*

Commentary papers and additions:
Martin Davies, *Commentary on Mazzon.*
Martin Davies, *The Origins of the Notion of "Standard English"*
Maurizio Gotti, *Commentary on Rissanen*
Olga Fischer, *Commentary on Trobevsek*
Marianne Hundt, *Commentary on Fabiszak*
Nicola Pantaleo, *Commentary on Stein.*
Nikolaus Ritt, Commentary on Mazzon.
Hans Sauer, *Commentary on Rissanen.*
Herbert Schendl, *Commentary on Prendergast*
Ute Smit, *Undertaking (historical) linguistics field research - temporal vs. spatial distance.*
Paloma Tejada Caller, *Commentary on Fabiszak*
Barbara Seidlhofer, *"It's a bit heavy but vital"* - *Notes from a fool on the hill*

ESSE/4: A few notes by Nicola Pantaleo

I'd like to add a few notes on the debate following the workshop just commented upon by Gabriella as well as on the round table headed "How to write a history of English" and chaired by Dieter Kastovsky

As regards the former a few interesting queries and assumptions made, among many others, were - I quote rather randomly :

1. whether students come to HEL courses already equipped with certainties about the language and basic notions of general linguistics (difference between native and non-native learners): if not, introductory courses would be needed;

2. whether we should speak of 'story of English language texts' rather than history of English *tout court*;

3. in terms of motivating students to choosing or studying such a 'hard' subject as HEL a problem-solving methodology might helpfully be adopted.

4. a reconciliation of historical and modern, standard and variety, looking at irregularities as 'nice' opportunities for explaining variation leading to change etc. etc.

The discussion on possible modes of writing a history of English started with the seemingly pointless querie "Do we need a history of English?" which caused some uneasiness among the discipline's operators as for their academic lot. Having answered affirmatively, attention was paid A. to the prospective audience - general public, students, teachers, language scholars, B. to the proportion of theoretical vs. evidence-based material, C. to the advantage of developing an 'integrative' perspective blending external - socio/cultural phenomena, differentiation, amalgamation - and internal factors such as typological analysis; D. separation of handbook and texts, E. role of general linguistics (an introductory part?), F. printed or computerized?: different constraints.

No conclusion was obviously made but useful suggestions were offered to prospective HEL manual writers. So, to work!

Nicola Pantaleo

§§§ **Fifth International Conference on the Languages of Scotland and Ulster.** Aberdeen, 1-5 August 1997. (Marina Dossena)

The Forum for Research in the Languages of Scotland and Ulster organized its fifth conference at the University of Aberdeen last August. Its themes focused on three main areas:

- "There was an Englishman, an Irishman and a Scotsman...", the development of Ulster dialects,
- Scots and Scottish English: a distinction or a difference?
- Gaelic and Gaidhlig: parallels and contrasts in Scotland and Ireland.

As a matter of fact, all these topics figured almost equally in the conference programme, and since the emphasis was not specifically diachronic or synchronic, a good balance of both perspectives was achieved.

The academic programme duly opened with a plenary paper on the achievement and legacy of Prof. David Murison; this overview was presented by Mairi Robinson, chief editor of the Concise Scots Dictionary. After this introduction, the conference presented more than 30 papers in five days: other plenary sessions were given by Colm O' Baoill ('Gaelic: One Language or Three?'), Michael Montgomery ('Solving Kurath's Puzzle: How Ulster Immigrants Created the Midland Speech Region'), and Doreen Waugh ('Settlement Names in the South-West Dumfries and Galloway'), whereas shorter papers were given in parallel sessions. Actually, this made choices extremely difficult to make, because (as is always the case with parallel sessions) interesting papers often co-occurred. some papers, however, were obvious 'musts' Among these, we may quote Prof.

Jack Aitken's paper on recent findings concerning the Great Vowel Shift and the Scottish Vowel Length Rule in Older Scots on the diachronic side, and Dr John Kirk's presentation of findings related to verbal aspect in the Scots and English of Ulster on the synchronic one. Other very rich and thought-provoking papers on historical linguistics were presented by Volker Mohr, who described his massive work in progress on 'The Lexicographic Archaeology of Scotticisms', by Catherine MacAfee, who focused on 'Older Scots Lexis', and by Markku Filppula, who discussed 'Syntactic Parallels in the Irish and Scottish Dialects of English: Independent Growth, Celtic Influence or 'Adstratal' Developments?' As regards present-day varieties, Glaswegian was in the spotlight when Roz Smith presented her paper 'Heyyoujimmy' Images of Advertising in Scotland' with actual examples of advertisements from TV recordings together with more traditional photocopies from newspapers and magazines. Technology also played an important role in the presentation of diagrams straight from the PC onto the OHP for Fiona Douglas's paper on 'The Construction of 'Scottish English' in Scotland's Press' The press was also the source of the corpus analyzed by Beat Glauser in his paper on 'Self-Reference and Partner-Reference in Contact Advertisements', whereas the present writer's paper on 'Diminutives in Scottish Standard English' discussed examples from the Miller-Brown Corpus of Scottish English. A more general overview of the newest lexicographic tools available to scholars was presented by Iseabail MacLeod, of the Scottish National Dictionary Association.

This is obviously not the place where we may expect to summarize or even mention all the papers that were presented at the Conference, however, we may hope that the proceedings will be published soon, so that all the papers become available to a wider audience. Here we cannot give an idea of the fruitful debate that went on throughout the event, either. The pleasant scholarly atmosphere of King's College and unexpectedly warm sunlight by the North Sea provided an ideal setting for this conference, during which all participants had an opportunity to discuss their ideas in informal circumstances: for instance, many delegates found that the social dinner at the very beginning of the conference was an excellent opportunity for older and newer acquaintances to break the ice before the officialdom of papers actually set in. Language and music mixed in an informal musical and literary evening during which poems in the Buchan dialect were read, while music and dance actually took over at the ceilidh that marked the close of the conference. An otherwise quite tight academic schedule was also given some pause thanks to an enjoyable Sunday excursion along the East Coast northwards to Fraserburgh and Macduff. All delegates agreed in expressing their thanks to J. Derrick McClure for his impeccable organization and warm hospitality; the business meeting also agreed that the next Conference should take place in Belfast in the year 2000.

3. Reviews and bibliographical information

§ Before leaving the word to John and Richard let me signal the issuing of *LINKS AND LETTERS*, 5, *Englishes*, entirely devoted to sociolinguistic studies and edited by a young, brilliant 'non-conformist' scholar, David Prendergast working at Barcelona University, which includes articles by Manfred Gorlach, Jenny Cheshire, David Sutcliffe and the editor's interviews with Loreto Todd, Braj Kachru, Peter Trudgill etc

Bibliographical information (JohnDenton)

Here are a few new titles which will probably be of interest to readers of the bulletin. First, a welcome new edition of a book many of us value very highly:
Charles Barber, *Early Modern English*, Edinburgh: Edinburgh University Press 1997.

Next, an addition to what Richard Dury calls "the never ending history of English"
Gerry Knowles, *A Cultural History of the English Language*, London: Arnold 1997.

Finally, a strong plea on behalf of Standard English by a scholar who has often accused "anything goes sociolinguists" of misguided tolerance, depriving powerless sectors of British society of access to one essential key to upward social mobility:
John Honey, *Language is Power. The Story of Standard English and its Enemies*, London, Faber and Faber 1997.

John Denton

An essential bibliography for the study of the history of the English language. (Richard Dury)

Jeremy Smith's exciting new single-volume survey (*An Historical Study of English*), which I will review in the next number of the *Newsletter*, contains the following annotated bibliography, which seemed so sensible and clear (like the rest of his volume) that I have transcribed the central part of it below, so that reader's can use it to check their own Institutional collections and make any necessary gap-filling orders.
Books suitable for beginners are marked ", those of special importance or usefulness are marked + The list only contains works written in or translated into English.

BIBLIOGRAPHIES
Fisiak, J. A *Bibliography of Writings for the History of the English Language* (1987).
Tajima, M. *Old and Middle English Language Studies: a Classified Bibliography* (1988).

ENCYCLOPEDIA
−Asher, R. and Simpson, J. M. Y. (eds), *The Encyclopedia of Language and Linguistics (10 vols) (1994)* (An extraordinarily useful, major survey of the whole field of linguistic study, with many bibliographies and suggestions for further reading.)

USEFUL COLLECTIONS OF TEXTS
*Burrow, J. and Turville-Petre, T. (eds), *A Book of Middle English* (1992).
+Gorlach, M. *An Introduction to Early Modern English* (1991) (includes an excellent Appendix of illustrative texts. with bibliographical references).
*Mitchell, B. and Robinson, F., *A Guide to Old English* (1995 edn).
The machine-readable historical *Helsinki Corpus of English Texts: Diachronic and Dialectal*. general editor M. Rissanen is an invaluable resource. soon to be supplemented by the *Helsinki Corpus of Older Scots*. general editor A. Meurmann-Solin

GENERAL READING
*Aitchison, J., *Language Change: Progress or Decay?* (1991 edn) (An important study of the principles of language change, written in an accessible manner.)
*Barber, C.L., *The English Language: an Historical Introduction* (1993) (An updated and considerably rewritten version of the author's *The Story of Language* 1964. An exceptionally clear and useful single-volume account perhaps the best now available for the beginning student.)
*Baugh, A.C. and Cable, T., *A History of the English Language* (1993 edn) (Probably the most widely used single-volume history. The book contains a mass of useful material, but is perhaps a little weak in theoretical orientation. Good on such matters as the 'external history' of the language - an area comparatively neglected in the *Cambridge History*.)
+Bloomfield, L., *Language (1933)* (A classic account by one of the founding fathers of American linguistics. Still valuable.)
*Brunner, K., (trans. G. Johnston), *An Outline of Middle English Grammar* (1970) (A handy single-volume survey of Middle English sounds and morphology; nothing on syntax, however.)
*Burnley, J.D., *A Guide to Chaucer's Language* (1983) (An account of Chaucerian usage which makes a valuable supplement to Sandved 1985. Its orientation is

literary, but there is excellent material on the linguistic situation in late medieval London and the author has a good sense of linguistic variation.)

~Campbell, A., *Old English Grammar* (1959) (Still the standard account in English of Old English sounds and morphology, not completely replaced by Hogg 1992a. Not for the beginner; anyone starting the study of Old English grammar is advised to approach the subject first through, for example, Hamer 1967, Prins 1972 or Mitchell and Robinson 1995. Lass 1992b is too advanced for the true beginner.)

*Chambers, J. and Trudgill, P., *Dialectology* (1980) (A standard textbook on the subject, with outlines of a number of classic descriptions and a good bibliography.)

*Clanchy, M., *From Memory to Written Record* (1993 edn) (This book, by a leading documentary historian, has excellent insights into linguistic relationships in the medieval world, and incidentally on the relationship between oral and written discourse.)

+Dawkins, R., *The Blind Watchmaker* (1986) (A now-classic account of evolutionary theory which has many implications for linguistic evolution as well. Highly readable, challenging, thought-provoking. See also Lieberman 1984.)

~Denison, D., *English Historical Syntax* (1993) (Now the standard single-volume diachronic account, with very helpful surveys of the literature and suggestions for further reading and research.)

*Dillard, J.L., *A History of American English* (1992) (A handy single-volume narrative.)

+Dobson, E.J., *English Pronunciation 1500-1700* (2 vols)(1968 edn) (Massive and authoritative, the standard study of the early spelling-reformers and writers on pronunciation during the Early Modern English period. Some scholars have from time to time complained about its idiosyncrasies, but these complaints are overstated, the book's focus on the evolution of 'standard' English is a reflection of the nature of the evidence with which it deals. There is, in fact, a surprisingly large amount of material here about 'non-standard' varieties during the period in question. Perhaps best approached through Ekwall 1974 or Prins 1972.)

*Ekwall, E. (trans. A. Ward), *A History of Modern English Sounds and Morphology* (1974) (The title is self-explanatory. A good, concise introduction to the Early Modern English period.)

*Elliott, R., *Chaucer's English* (1974) (Particularly good on Chaucer's vocabulary.)

*Gimson, A.C. (rev. S. Ramsaram), *An Introduction to the Pronunciation of English* (1989 edn) (A standard textbook on phonetics, with some historical material. Essential for anyone seriously interested in sound-change.)

+Greenbaum, S. and Quirk, R., *A Student's Grammar of the English Language* (1990) (Perhaps the standard one-volume grammar for student use, based upon, but updated from, the larger definitive work, Greenbaum *et al.* 1980. Any student working through this book will have gained a thorough understanding of the principles and structures of Present-Day English, and will have developed an appropriate 'metalanguage' for grammatical discussion. Some students may find it handy, however, to approach this book through the medium of a less-advanced primer using the same essential orientation; recommended is Leech *et al.* 1982, for which see below.)

*Hamer, R., *Old English Sound-Changes for Beginners* (1967) (The title is self-explanatory. A very clear, concise account, handy for the beginning student.)

~Harris, R., *The Linguistics Wars* (1993) (An hilarious, mordant account of the development of linguistics in the United States in the last thirty years. An insider's view of a world seeming at times to be hermetically sealed from the rest of us. See also Sampson 1982.)

+Hogg, R., *A Grammar of Old English Vol. 1: Phonology* (1992a) (An important new study; although certainly more theoretically coherent, and with many new insights based upon recent research, it complements rather than replaces Campbell 1959. Volume II is eagerly awaited.)

*Hudson, R. *Sociolinguistics* (1980) (A useful single-volume introduction to the subject which takes a broader view of the 'social' approach to linguistic study than is sometimes the case.)

~Jordan, I. and Orr, J. (rev. R. Posner) *An Introduction to Romance Linguistics* (1970) (An updated version of a classic from 1937. Still useful for the student of ideas.)

+Jones, C., *A History of English Phonology* (1989) (An ambitious attempt to find recurring patterns in the evolution of English phonology; this book is essentially descriptive with a useful bibliography. Not really for the beginner, for whom Prins 1972 remains more suitable. However there are many interesting insights.)

+Jordan, R. (trans. E.J. Crook) *Handbook of Middle English Grammar: Phonology*, (1974) (Although in a number of respects seriously outdated, still the only full single-volume Middle English phonology yet published in English. A replacement is needed.)

+Kastovsky, D. and Bauer, G. (eds), *Luick Revisited* (1988) (An important collection of essays, mostly on Old English but a few on the later period.)

~Kellers R., *On Language Change* (1994) (One of the most sensible accounts to date, with many references to earlier theories and a good bibliography.)

~Labov, W., *Principles of Linguistic Change, Vol.I: Internal Factors* (1994) (Volume II is eagerly awaited. Labov is undoubtedly the world's leading sociolinguist; this book, which 'uses the present to explain the past', is the outcome of many years' patient research. Essential reading for the serious student.)

+Laing, M. (ed.), *Middle English Dialectology* (1989) (An important collection of essays by leading scholars of Middle English.)

+Lass, R. (ed.), *Approaches to English Historical Linguistics* (1969) (An extremely useful collection of some of the most important essays on the subject up to the date of publication. Updated versions of the essays by McIntosh and Samuels appear in Laing 1989.)

*Lass, R., *Phonology* (1984) (A very useful introduction to phonology with much historical material. Perhaps the most uncontroversial of Lass's books, but perhaps therefore the most useful for the beginning student.)

+Lass, R., *The Shape of English* (1987) (An important, highly stimulating but also highly personal account of the history of English from an essentially formalist perspective. Lass's work cannot be ignored by the serious student of the subject, although - as he freely and honestly acknowledges in his Epilogue - his orientation is still not generally accepted by other scholars. Keller 1994 and Waldron 1985 make useful philosophical supplements.)

+Lass, R., *Old English* (1992b) (A useful handbook of Old English, designed as a 'bridge' between such works as Mitchell and Robinson 1995 and Campbell 1959. Too advanced, however, for the true beginner.)

+Leech, G., *Principles of Pragmatics* (1983) (An important outline, by a leading practitioner, of a developing subdiscipline of linguistics whose implications for historical study are increasingly becoming apparent.)

*Leech, G., Deuchar, M. and Hoogenraad, R., *English Grammar for Today* (1982) (A clearly written distillation of the principles of English grammar, designed for the beginning student. This short book also makes a useful introduction to Greenbaum *et al.* 1980.)

*+Lehmann, W., *Historical Linguistics* (1992 edn) (A classic introduction to the subject, now fully updated. very clear, readable, extremely well illustrated and exemplified. A workbook to accompany this textbook is also available directly from the Summer Institute of Linguistics.)

+Lieberman, P., *The Biology and Evolution of Language* (1984) (An important study by a cognitive scientist, supplementing from a biological viewpoint the philosophical approach put forward by, for example, Waldron 1985.)

+McIntosh, A., Samuels, M.L. and Benskin, M. with Laing, M. and Williamson, K., *A Linguistic Atlas of Late Mediaeval English* (4 vols) (1986) (= *LALME*) (Absolutely essential reading and reference -book for the serious student of Middle English. The introduction to volume 1 is perhaps the best introduction to Middle English studies yet written.)

*Machan, T. and Scott, C. (eds) *English in its Social Contexts* (1992) (A useful one-volume survey of varieties of English, especially handy for those varieties which have emerged outside the British Isles. Useful bibliographies.)

*Millward, C., *A Biography of the English Language* (1989) (Perhaps the best single-volume history to emerge in the United States. Highly readable and full of anecdote; some useful theoretical orientation. A limitation for the European reader is that, like many American works, it does not use consistently the notations of the International Phonetics Association. An accompanying workbook is also available.)

+Milroy, J., *Linguistic Variation and Change* (1992) (Milroy is possibly the leading British sociolinguist of his generation. This comparatively short book is an important study of the social location of linguistic change, emphasising the importance of the "actuation problem".)

+Mitchell, B., *Old English Syntax* (2 vols) (1985) (Now the standard survey of syntax. Highly personal, but also extraordinarily thorough and learned, a mine of useful examples.)

*Mossé, F. (trans. J Walker), *A Handbook of Middle English* (1952) (Still handy as a general introduction to Middle English. Contains a useful selection of illustrative texts.)

+Mustanoja, T., *A Middle English Syntax: 1* (1959) (Only one volume ever published. Orientation rather similar to that adopted by Mitchell 1985, although less personal in expression.)

*Nielsen, H.F., *The Germanic Languages* (1989) (A useful introduction to the relationships between the Germanic languages, with handy bibliographies, by a leading scholar in the area of historical-comparative Germanic philology.)

+Page, R.I., *An Introduction to English Runes* (1973) (Still the authoritative survey, with an excellent bibliography up to date of publication. Essential reading for anyone working in this area.)

*Pinker, S., *The Language Instinct* (1994) (Very well-written, popular book with many interesting anecdotes, expounding one view of the phenomenon of human language. In the opinion of this author, however, it should be read alongside Lieberman 1984 and Waldron 1985, which offer distinct and more balanced views.)

*Prins, A.A., *A History of English Phonemes* (1972) (A standard account, well-organised and easy for the student to follow.)

Prokosch, E., *A Comparative Germanic Grammar* (1938). (Still the only handbook in English for students of this subject.)

+Sampson, G., *Schools of Linguistics* (1982) (Highly readable account of the dominant schools of linguistics since the nineteenth century. Witty, acerbic, exciting. The book makes an interesting companion to Harris 1993, if only because it places US developments in a wider context.)

+Samuels, M.L., *Linguistic Evolution with Special Reference to English* (1972) (In the author's opinion, indispensable for the serious student of English historical linguistics. Sometimes dismissed as a 'functional' work, but a careful reading shows it to be a good deal more than that. Although Samuels's work has been challenged in detail since it was published - not always justifiably - it remains in essentials the outstanding book on the historical study of English.)

+Sandved, A.O., *Introduction to Chaucerian English* (1985) (A fairly traditional, clear outline of Chaucerian phonology and morphology. Although criticised by some reviewers for its alleged avoidance of theoretical engagement, the book is extremely useful for the students for whom it was designed.)

*Scragg, D., *A History of English Spelling* (1974) (A useful survey of the subject, although now needing updating, in the light of the publication of *LALME*.)

*Simpson, J.M Y., *A First Course in Linguistics* (1979) (A new edition is in preparation A very thorough survey of the subject by an experienced teacher Excellent suggestions for further reading)

-Strang, B.M.H., *A History of English* (1972) (Still in some senses the leading single-volume history of English, although now showing its age Its organisation - beginning with Present-Day English and going backwards in time - has always attracted criticism from students and other scholars although intellectually entirely justifiable)

Waldron, R.A. *Sense and Sense Development* (1979 edn) (An excellent, clear and highly readable introduction to the study of semantics)

Waldron, T.P., *Principles of Language and Mind (1985)* (A philosopher's investigation into the evolution of languages described in A. Montagu's foreword as 'the sanest statement of the problems concerning the nature and function of language that I have read' Useful as a companion to Keller 1994, Lieberman 1984)

+Wells, J., *Accents of English* (3 vols) (1982) (The most authoritative study of Present-Day English accents, this major survey also contains much material of interest to linguistic historians Very useful bibliographies)

-Wyld, H C , A *History of Modern Colloquial English* (1936 edn) (Wyld's work, though often criticised and to be treated with care, is still classic and worth rereading Wyld was one of the few scholars of his generation not to treat the history of English as synonymous with the history of the evolution of Standard English and Received Pronunciation)

+Wyld, H.C., *Studies in English Rhymes* (1923 edn) (Possibly Wyld's best book. It makes a useful supplement to Dobson 1968, although it should always be consulted alongside that work.

4. HEL Courses at Helsinki University

I apologize for announcing this in the Contents of the last issue of *NL* without being able to print it for lack of space. Here it is now as complete as possible (information is drawn from Matti Rissanen's ESSE/4 contribution "The importance of being historical")

The M A. degree in English consists of 4-5 years of studies, with a major and at least one minor subject with possible addition of extra courses and units to the degree. The curriculum of English majors can be divided roughly into three parts: basic studies (first year), intermediate studies (second and third year), advanced studies (fourth and often fifth year) Since the time allotted to courses in the history of English is highly restricted and bearing in mind the growing cogency of a methodology based on problem-solving, answers found by independent reasoning, intelligent use of reference books HEL compulsory courses are divided into two units called " Changing English language" and "Development of English", given in the spring term of the first year and in the autumn term of the second year respectively. In addition, the second unit is supported by six ninety-minute demo sessions (one every second week) in small groups. Besides the two compulsory courses intermediate students can opt for a substantial 'philology line', which introduces Middle and Early Modern English literature against its cultural background, with due reference to stylistic and linguistic aspects Particular emphasis is given to Chaucer, non literary text-types are also included

At the advanced stage students can continue, again as an optional line, their studies in historical linguistics or philology taking various special courses. There are also proseminars (intermediate) and seminars (advanced) focusing on historical topics In 1996-97, optional courses were offered in Old and Middle English language and literature, historical linguistics and historical lexicography.

To avoid gaps with general English, the "Changing English language" course is intended as soft landing which combines change with present-day variation of English. The external history of English is linked to the development and present-day status of the most important regional varieties of English, with some reference to the dialects of British English. The other main topic is the development of English vocabulary, beginning with the earliest Latin loan strata. Due attention is paid to native resources of enriching the vocabulary

"The Development of English" course concentrates on the developments in syntax, morphology and phonology, a one-semester course concentrating on the structural features distinguishing present-day English from the other Germanic languages - periphrastic *do, be-ing*, tense auxiliaries, loss of subjunctive, collapse of the inflecional system, changes in word order, growth of non-phonetic spelling etc.

5. Internet information on HEL sites

Luisanna Fodde and Marina Dossena suggest more opportunities to navigate in Internet to search for information and materials. Readers are reminded that in *NL* 14 (green-covered), on pp. 22-24 a description of the HEL home page was given by Maria Luisa Maggioni. More contributions on the matter are invited.

The **LINGUIST** List (Luisanna Fodde)

It is managed by the Eastern Michigan University. It provides the most thorough range of information. Here is a list of it:

Current conferences, online conferences, conference calls, linguistic associations, funding sources, jobs, linguistic programs, personal pages, e-mail addresses, papers, dissertation abstracts, projects, bibliographies, topic-oriented sites, LINGUIST topic pages, texts, LINGUIST book announcements, LINGUIST book reviews, LINGUIST call for reviewers, LINGUIST forthcoming reviews, journals & newsletters, journal tables of contents, publishers, classes & syllabi, ESL & EFL, languages & language families, dictionaries, regional information, fonts, software, SGML & TEI, MOO's & MUD's, citing on-line sources, other on-line linguistic sources. Adding new links to LINGUIST, adding dissertation abstracts. Reading LINGUIST, searching LINGUIST archives, accessing LINGUIST archives, donating to LINGUIST, Managing your LINGUIST subscription subscribing, unsubscribing, setting nomail. Publication policies, history, Advertising books on LINGUIST. How to: write a review for LINGUIST, submit a posting to LINGUIST, do other things on LINGUIST. Main LINGUIST site, Eastern Michigan University, Texas A&M University, University of Tübingen, Moscow State University.

To Subscribe to this list you may

either choose the full-text version, called LINGUIST. Readers of LINGUIST receive each LINGUIST issue as it is posted

or a lower-calorie version, called LINGLITE. Readers of LINGLITE receive only one LINGLITE issue a day. It lists the LINGUIST issues posted that day, giving the subject of each issue, the subject and author of each message, the URL where you can view the issue. LINGLITE is designed for people who typically read LINGUIST on the Web. I opted for this latter version, and I am personally pleased by the choice, because I can choose which news or information to explore, and not get flooded by all linguistic issues passing on the Web.

To get to the Linguist list home page:

either type Linguistlist on any search string of altavista, yahoo, lycos, ecc.

or digit the URL **http://www.emich.edu/~linguist/**

The second list is **Linganth.**

http://www.beta-tech.com/linganth/bios.html

This site was started with the intent of increasing the visibility of the Linguistic Anthropology disciplines. Here is a list of topics discussed on the list: ebonics in the Oakland School District; the 1994 AAA meeting on Linguistic Anthropology in the 21st century; the future of Linguistic Anthropology; the history of Linguistic Anthropology; an interesting discussion on verba dicendi and examples of colloquial speech.

<div style="text-align:right">Luisanna Fodde</div>

Surfing the Net from the Bergamo sites (Marina Dossena)

The SLIN Newsletter has often been the place where new resources, valuable materials and forthcoming events have been announced, so we thought it was only right to select it for the first outline of the new *Storia della Lingua Inglese* and *Lingua Inglese* sites at the University of Bergamo. Not that we automatically classify them in one of the above-mentioned categories... after all, the proof of the site is in the surfing... and, as a matter of fact, we should inform potential users that most pages are still under construction... still, we had to start from somewhere, didn't we?

So far we have developed two twin sites (one for each subject), so that the structure is consistent, though allowing for branching to different links.

Each home page includes information

- on the year's course (title, references, exam dates, lesson and office hours)
- for tesisti (suggestions on structure and layout, including a sample page)
- for research purposes (links to library catalogues and sites of related interest)
- on forthcoming events in the Faculty, in Italy and abroad

As regards the last point, we hope colleagues who are organizing events in their Faculties may wish to inform us, so that we may set up an appropriate link; we will also be grateful for more general comments and suggestions: to our knowledge, these are the first sites on English diachronic and synchronic linguistics in Italy (pioneers, as it were, which is not necessarily a compliment!)

The addresses of the sites are as follows:

- *http://www.unibg.it/anglistica/sli.htm* for Storia della Lingua Inglese (edited by Richard Dury)
- *http://www.unibg.it/anglistica/li.htm* for Lingua Inglese (edited by Marina Dossena)

We hope you'll enjoy the browsing and look forward to your feedback.

<div style="text-align:right">Marina Dossena</div>

The HISTORY OF ENGLISH FORUM web site (Marina Dossena)

As announced elsewhere in this Newsletter, SLIN scholars may find a precious collection of appropriate sites in the web page edited by Richard Dury at *http://www.unibg.it/anglistica/slt.htm*; to these, we may also add the new site of the *HISTORY OF ENGLISH FORUM*, the idea of which originated during a workshop held at the latest ESSE Conference in Debrecen last September.

The site is located at *http://www.univie.ac.at/Anglistik/hoe/* and its administrators are Olga Fischer and Niki Ritt. At the moment, its contents already appear to be very promising even in their conciseness: on the one hand, we find a collection of papers and commentaries presented during the Debrecen workshop; on the other, the site also contains the results of a poll among History-of-English teachers concerning their views on a core syllabus for the subject. The aim is to promote further discussion and, according to the statement in the home page, "the idea is that all contributions made to this site (preferably via eMail) should be gathered and made available to interested visitors and, in a second step, moulded into a coherent statement on the status of and the prospects for our discipline". This should also involve the creation of a mailing list: the editors obviously seem aware of the fact that setting up a newsgroup or a discussion list would, in fact, be preferable, since these would allow users to interact more freely, but technological limitations seem to prevent the creation of either for the time being.

In any case, the idea of ongoing discussion as a follow-up to a workshop certainly sounds very appealing, since it allows those who could not attend to gain insights into the event and express their views, while those who did attend are allowed to continue the debate beyond the time constraints that are (all too often) very strict in real-life conferences. At the same time, visitors to the site need not give up the charm of the personally annotated version on paper, because they can save the texts as files, print them at their leisure and focus on more relaxed reading off-line, only going back into the Net to post their views at a later stage.

The target papers and commentaries that are featured in the web page are the following (in brackets are the names of commentators):

Martin Davies, The origins of the notion of "Standard English";

Malgorzata Fabiszak, Applying historical linguistics at teacher training colleges in Poland (Marianne Hundt, Paloma Tejada-Caller);

Gabriella Mazzon, The study of language varieties in diachrony and synchrony, or: on methodological cross-fertilization, (Martin Davies, Nikolaus Ritt);

David Prendergast, Middle age spread or plain old age: where is historical linguistics' sex appeal (Herbert Schendl);

Matti Rissanen (and the Team), The importance of being historical (Maurizio Gotti, Ute Smit);

Steen Schousboe, Teaching historical linguistics;

Barbara Seidlhofer, "It's a bit heavy but vital": Notes from a fool on the hill;

Dieter Stein, Motivations and place of historical linguistics in an "English" curriculum (Nicola Pantaleo).

Franciska Trobevsek, Historical linguistics in English studies (Olga Fischer).

As regards the poll, the stimulus question was: "What do you think should a European student of English be taught about the history of the language?"

According to the editors, fifteen response sheets were handed back; although they describe the results that are presented as "a loose collection of themes at best" and admit that [these] "should not be interpreted as canonical in any way", it is the actual variety of scope that emerges from these tables that makes them all the more interesting. Indeed, they may become the starting point for an examination and comparison of syllabi across different academic situations and, possibly, for an assessment of the extent to which the methodological perspective on the discipline may have been changing over the past few years.

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