



Newsletter: May 2008

Welcome to the LSSA newsletter, we hope you find the information useful.

If you would like to add information to the LSSA newsletter please send the information to: newsletter@lssa.za.org.

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Review: Cognitive English Grammar

TITLE: Cognitive English Grammar

SERIES: Cognitive Linguistics in Practice 2

PUBLISHER YEAR: 2007

PUBLISHER: John Benjamins Publishing Company

AUTHORS: Radden, Günter; Dirven, René

REVIEWER: Jie Zhang, Department of Applied Linguistics, Pennsylvania State University

SUMMARY

This book is intended to be used as a textbook by advanced undergraduate students or graduate students in classes of English grammar and general linguistics. Taking cognitive linguistics as their theoretical framework, the authors succinctly present the philosophical orientations of cognitive-linguistic theory and key constructs in cognitive grammar, and synthesize the most prominent findings in applying cognitive grammar to the analysis of English grammar. The notion underlying this book is that grammar is grounded in people's general cognitive capacities, and its meaning is rooted in people's experience with the world. It provides readers with insights into grammar as part of human cognition and suggests avenues for further study and research. The book is organized into twelve chapters, divided into four parts.

Part I "The cognitive framework" presents the essential notions of cognitive-linguistic theory, laying the foundation for the approach to English grammar adopted in the book. Chapter 1 starts with an introduction of categories, the basic units of thought and language, and shows how cognitive processes operate on categories. The authors elaborate on the three basic types of cognitive processes: the formation of categories, the conceptual grouping of categories, and the extension of conceptual and linguistic categories by means of metonymy and metaphor. Important terms, such as prototype, frame, domain, metonymy, metaphor, and conceptual metaphor, are defined.

Chapter 2 looks into the cognitive operations that are at work in producing and understanding language. Three types of cognitive operations are introduced: the construal of thoughts in speaking, the building of mental spaces in communication, and the drawing of inferences by the hearer. It shows that cognition, perception, and language are closely interrelated. Basic notions in cognitive linguistics, including figure and ground, mental space, conceptual blending, and inferences, are defined in this chapter.

Chapter 3 demonstrates how conceptual units relate to their counterparts in language. Cognitive linguistics posits that human thought is organized around two basic types of conceptual units: things and relations. Things and the relations between them together form a conceptual core and ultimately a situation. Sentence is the linguistic counterpart of the conceptual situation.

Part II "Things: nouns and noun phrases" is organized around "things", the basic notion of cognitive linguistics, and their linguistic realization. The three chapters deal with how "things" are grounded in reality by means of reference, quantified by set and scalar quantifiers, and qualified by modifiers respectively.

Chapter 4 distinguishes between different types of "things" and the corresponding subcategories of nouns. The authors focus on the distinction between "objects" and "substances". "Objects" are referred to as count nouns and "substances" as mass nouns in English. What's worth noting is that cognitive grammar understands abstract nouns as reified "things" which involve a metaphorical shift from a relational entity into a thing.

Chapter 5 deals with how instances of "things" are referred to and shared by the speaker and the hearer in discourse. The speaker "grounds" the instance of a thing by means of referring expressions. Indefinite reference is used when the speaker deems that the hearer has no access to the instances; definite reference applies to an instance which is accessible to both speaker and hearer. When the speaker refers to the class as a whole, generic reference is used.

Chapter 6 is devoted to the quantification of things by means of quantifiers. Quantification is the assignment of a certain quantity to an instance of a thing. Notions of quantity are typically expressed by number and quantifiers. The authors introduce two ways of conceiving quantity: in terms of set and in terms of scale. Quantifiers such as all, every, and each are set quantifiers; instances such as many and much are scalar quantifiers. The chapter concludes by differentiating the meaning of set quantifiers and scalar quantifiers when they are used in partitive constructions.

Chapter 7 looks at the qualification of things. The use of modifiers together with nouns ensures the speaker and the hearer call up the same instance of thing. Modifiers take two positions in English: prenominal modifiers as in "a red flower" express stable qualifications; postnominal modifiers as in "a flower in the garden" express temporary qualifications. Qualifications may be achieved in three ways: by means of a property, by means of a relation, and by means of a situation. Qualifying properties are expressed as

adjectives, qualifying relations are expressed by genitive phrases and prepositional phrases, and qualifying situations are expressed as relative clauses.

Part III "Situations as temporal units: aspect, tense and modality" deals with another basic notion of human cognition, i.e. situations. Cognitive linguistics describes situations as temporal units of double layers: internally, as types of situations; externally, as located relative to the time of speech and grounded in potentiality.

Chapter 8 focuses on aspect, and deems aspect as the grammatical form used by a speaker in taking a particular view of a situation. The authors explain that English distinguishes between two forms of aspect: the progressive and the non-progressive aspect. The speaker may view the situation internally, which is expressed in progressive aspect; the speaker may also view the situation externally as a bounded event, which is accordingly expressed with the non-progressive aspect. The authors also point out that not all languages use the progressive aspect in their grammatical system to make this differentiation.

Chapter 9 investigates the ways situations are grounded in time by means of tense. Cognitive linguistics interprets tense as the way a situation is located in time from the speaker's viewpoint. When the moment of speaking is chosen as the deictic center, three tenses are distinguished: present tense, past tense, and future tense. When the speaker takes a backward-looking stance from a deictic viewpoint, the situation is framed in the perfect tense. When the speaker takes a forward-looking stance from a deictic viewpoint, prospective forms are used. Thus the nine tenses in English are easily presented as an integrated system based on the notions of speech time, event time, and reference point.

Chapter 10 explains the grounding of situations in the world of potentiality, which is achieved in English by means of modal expressions. Cognitive linguistics interprets modality as the speaker's assessment of, or attitude towards, the potentiality of a state of affairs. This chapter introduces the two basic types of modality in English: epistemic modality and root modality. Root modality is further distinguished into three subtypes: deontic modality, intrinsic modality, and disposition modality.

Part IV "Situations as relational units: sentence structure" is concerned with the conceptual structure of situations and their linguistic counterparts in sentences. Its two chapters are devoted to event schemas, and space and its metaphorical extensions.

Chapter 11 concentrates on basic event schemas, and the way they are encoded in the basic sentence patterns of English. The authors introduce agent, theme, and experiencer as the basic components of an event schema. Then they categorize event schemas into the emotion schema, the action schema, and the transfer schema. A highlight of this chapter is the analysis of transitivity in English on how it is related to the event schema in a systematic way.

The last chapter, Chapter 12, looks at non-participant roles that normally do not belong to the core of a situation. These roles describe notions of space, time, circumstance, cause, reason, purpose, etc. In English grammar they are realized as adjuncts, specifying the setting of the situation. This chapter focuses on the domain of space and introduces findings in cognitive linguistic research concerning English prepositional expressions. The authors also elaborate on how the expressions of space can be extended into temporal, circumstantial and causal domains.

EVALUATION

The book distinguishes itself from traditional English grammar books mainly in two aspects. In the first place, it is framed on theory and makes a valuable attempt to integrate theory with the analysis of English grammar. Unlike mainstream English grammar books, such as Celce-Murcia and Larsen-Freeman (1999), which focus

primarily on forms, structures, and rules, this book starts with a theoretical account of cognitive linguistics and its basic constructs. It presents to the readers the interwoven relationship between the world, people's conceptualizations, and the semiotic system of language. It also incorporates the most important findings in a cognitive-linguistic analysis of grammar, and demonstrates a new approach to grammatical analysis. Due to its integration of theory and grammar analysis, the book is able to present English grammar in a systematic manner, which makes it extremely accessible to readers. Its analyses of the central constructions of English are grouped into three basic notions, i.e. the notion of things, relations, and situations. Guided by the cognitive-linguistic theory, the readers are able to view English grammar as an integrated system, rather than in a piecemeal fashion. It provides a refreshing presentation of the grammar system and evokes further thinking on the functions and mechanism of language.

This book would be an illuminating reader for students interested in a cognitive-linguistic oriented analysis of language. With abundant examples, illustrations, and brief definitions of key terms, the book would be an excellent text in an introductory course to cognitive linguistics. The references at the end of each chapter provide useful information, directing students to more detailed and comprehensive accounts of the theory. The book presents a new approach to teaching English grammar, which could have great potential in ESL/EFL teaching and learning. For instance, in the book tense and aspect are understood in a time schema with different speech time, reference time, and speaker. The account of transitivity and the summary of tenses in English could be directly applied to classroom instruction of English grammar. This book also provides a sound foundation for the cross-linguistic analysis of important grammatical constructs. For example, the motion event schema mentioned in the book is a good framework for cross-linguistic analyses of the realization of the same events across languages, which should shed light on the cognitive focus of people with different linguistic backgrounds.

The book is not intended to be comprehensive and cover all structures in English. Readers may notice that some important features of the English language are not elaborated, such as phrasal verbs, sentence patterns like imperatives and interrogatives, and the use of language at the discourse level. There is also a lack of discussion about the conversational implicature and pragmatic considerations within a larger social and cultural background and the immediate discourse context. Like most grammar books, the linguistic examples in the book are mostly introspective, rather than reflecting people's actual use of language. A discourse-based or corpus-based approach to collecting linguistic examples could be an alternative, which would demonstrate the use of languages across genres, modes, and registers.

The biggest asset of this book is that up to now, it is the most comprehensive account of English grammar from a cognitive-linguistic perspective. It is well written, clearly structured, and extremely accessible. It is an excellent introductory work for students who would like to pursue cognitive linguistics studies and a valuable resource for researchers interested in studying various languages in the light of cognitive linguistics.

ABOUT THE REVIEWER

Jie Zhang is currently a PhD candidate in Applied Linguistics at the Pennsylvania State University. She has taught EFL in China and ESL in the U.S. Her research interests are cognitive linguistics and its pedagogical applications, sociocultural theory and second language acquisition, English language learning and teaching.

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Books: Languages and Education in Africa, a comparative and

transdisciplinary analysis

Coming Soon...

BRISTOL PAPERS IN EDUCATION, <<http://www.symposium-books.co.uk/books/allbooks.asp?browse=2&sid=2>>

TITLE: Languages and Education in Africa, a comparative and transdisciplinary analysis

EDITORS: Birgit Brock-Utne & Ingse Skattum

PUBLICATION YEAR: 2008

COVER PAGE: <<http://www.symposium-books.co.uk/images/coverssmall/69.jpg>>

PAPERBACK: ISBN 978-1-873927-17-5

PAGES: 320

PRICE: US\$56.00

This book is expected in September/October 2008. All books are sent AIRMAIL worldwide.

Click here to view further information and to pre-order this book

<<http://www.symposium-books.co.uk/books/bookdetails.asp?bid=69>>

The theme of this book cuts across disciplines. Contributors to this volume are specialized in education and especially classroom research as well as in linguistics, most being transdisciplinary themselves. Around 65 sub-Saharan languages figure in this volume as research objects: as means of instruction, in connection with teacher training, language policy, lexical development, harmonization efforts, information technology, oral literature and deaf communities. The co-existence of these African languages with English, French and Arabic is examined as well. This wide range of languages and subjects builds on recent field work, giving new empirical evidence from 17 countries: Botswana, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Mali, Mozambique, Niger, Nigeria, Senegal, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe, as well as to transnational matters like the harmonization of African transborder languages. As the Editors - a Norwegian social scientist and a Norwegian linguist, both working in Africa - have wanted to give room for African voices, the majority of contributions to this volume come from Africa.

Ayo Bamgbose. Preface

Ingse Skattum & Birgit Brock-Utne. Introduction. Languages and Education in Africa: a comparative and transdisciplinary discussion

PART 1. General Considerations on Language and Education Martha Qorro. Parents' and Policy Makers' Insistence on Foreign Languages as Media of Education in Africa: restricting access to quality education - in whose benefit? Kwesi Kwaa Prah. Mother-Tongue Education in Africa for Emancipation and Development: towards the intellectualisation of African languages Hassana Alidou. Promoting Multilingual and Multicultural Education in Francophone Africa: challenges and perspectives Rajend Mesthrie. Assumptions and Aspirations Regarding African Languages in South African Higher Education: a sociolinguistic appraisal

PART 2. Language as a Means of Instruction and as a Subject in Formal Education Mamadou Lamine Traoré. L'utilisation des langues nationales dans le système éducatif malien: historique, défis et perspectives Tal Tamari. The Role of National Languages in Mali's Modernising Islamic Schools (Madrassa) Irène Rabenoro. National Language Teaching as a Tool for Malagasy Learners' Integration into Globalisation Mekonnen Alemu

Gebre Yohannes. Implication of the use of Mother Tongues versus English as Languages of Instruction for Academic Achievement in Ethiopia
Silvester Ron Simango. Weaning Africa from Europe: toward a mother-tongue education policy in Southern Africa
Lazarus M. Miti & Kemmony C. Monaka. The Training of Teachers of African Languages in Southern Africa with Special Reference to Botswana and Zambia
Halima Mohammed Mwinsheikhe. Spare No Means: battling with the English/Kiswahili dilemma in Tanzania secondary school classrooms

PART 3. Language Standardisation and Harmonisation
Herbert Chimhundu. Language, Dialect and Region: the handling of language variation in Shona dictionaries
Nhira Edgar Mberi. Harmonisation of the Shona Varieties: Doke revisited
Nomalanga Mpfungu. Adjectives in Shona
Samukele Hadebe. From Standardisation to Harmonisation: a survey of the sociolinguistic and political conditions for the creation of Nguni in Southern Africa.

PART 4. Beyond Formal Education
Kristin Vold Lexander. La communication médiatisée par les technologies de l'information et de la communication: la porte d'accès au domaine de l'écrit pour les langues africaines?
Aïssatou Mbodj-Pouye & Cécile Van den Avenne. Comment les langues se mélangent-elles à l'écrit ? Pratiques actuelles de deux agriculteurs passés par une école bilingue (franco-bambara) au Mali
Foluso Okebukola. Towards an Enriched Beginning Reading Programme in Yoruba
Philemon Akach, Eline Demey, Emily Matabane, Mieke Van Herreweghe & Myriam Vermeerbergen. What is South African Sign Language? What is the South African Deaf Community?

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Books: Syntactic Anchors

TITLE: Syntactic Anchors

SUBTITLE: On Semantic Structuring

SERIES TITLE: Cambridge Studies in Linguistics 118

PUBLICATION YEAR: 2008

PUBLISHER: Cambridge University Press, <http://us.cambridge.org>

AUTHOR: Juan Uriagereka

Hardback: ISBN: 9780521865326

Price: U.K. £65.00 & U.S. \$130.00

Abstract:

One of the major arenas for debate within generative grammar is the nature of paradigmatic relations among words. Intervening in key debates at the interface between syntax and semantics, this book examines the relation between structure and meaning, and analyses how it affects the internal properties of words and corresponding syntactic manifestations. Adapting notions from the Evo-Devo project in biology (the idea of co-linearity between structural units and behavioural manifestations) Juan Uriagereka addresses a major puzzle: how words can be both decomposable so as to be acquired by children, and atomic, so that they do not manifest themselves as modular to adults.

1. In defense of Deep-Structure;
2. So what's in a Word?;
3. Relational nouns, reference and grammatical relations;
4. Online conditions and parametric variation;
5. Prepositional case throughout;

6. Iteration and related matters;
7. (Re)interpreting the Chomsky hierarchy;
8. Naturalizing meaning; Epilogue: Evo-Devo-Perfo.

Linguistic Field(s): Linguistic Theories, Semantics & Syntax

Written In: English(eng)

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Books: Corpus and Context

TITLE: Corpus and Context

SUB TITLE: Investigating pragmatic functions in spoken discourse

SERIES TITLE: Studies in Corpus Linguistics 30

PUBLICATION YEAR: 2008

PUBLISHER: John Benjamins, <http://www.benjamins.com/>

AUTHOR: Svenja Adolphs

HARDBACK: ISBN: 9789027223043

PRICE: Europe EURO 99.00 & U.S. \$ 149.00

Abstract:

Corpus and Context explores the relationship between corpus linguistics and pragmatics by discussing possible frameworks for analysing utterance function on the basis of spoken corpora. The book articulates the challenges and opportunities associated with a change of focus in corpus research, from lexical to functional units, from concordance lines to extended stretches of discourse, and from the purely textual to multi-modal analysis of spoken corpus data. Drawing on a number of spoken corpora including the five million word Cambridge and Nottingham Corpus of Discourse in English (CANCODE, funded by CUP (c)), a specific speech act function is being explored using different approaches and different levels of analysis. This involves a close analysis of contextual variables in relation to lexico-grammatical and discursal patterns that emerge from the corpus data, as well as a wider discussion of the role of context in spoken corpus research.

Linguistic Field(s): Discourse Analysis, Pragmatics & Text/Corpus Linguistics

Written In: English(eng)

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Call for Papers: 11th International Pragmatics Conference

DATE: 12 July 2009 to 17 July 2009

LOCATION: Melbourne, Australia

CONTACT PERSON: Jef Verschueren, jef.verschueren@ua.ac.be

WEB SITE: <http://ipra.ua.ac.be>

Call Deadline: 15 October 2008

Meeting Description

Special Theme: Diversity, Context, and Structure

The conference is open to all other pragmatics-related topics as well (where pragmatics is conceived broadly as a cognitive, social, and cultural perspective on language and communication).

Plenary lecturers will include

- Peter Sutton (Australian Research Council, University of Adelaide, and South Australian University; linguistic anthropology of aboriginal languages)
- Janet Holmes (Victoria University of Wellington, New Zealand; workplace communication, humor, politeness)
- Kasia Jaszczolt (University of Cambridge, UK; the semantics-pragmatics interface, the pragmatics of temporality)
- Bruna Franchetto (Universidade Federal de Rio de Janeiro, Brazil; syntax, ergativity, ethnography of speaking, cognitive anthropology, language policy and indigenous education)
- Yasuhiro Katagiri (Future University - Hakodate, Japan; dialogue structure and processes, human-computer interaction, AI, crosscultural comparison)

Provisional topics to be announced soon.

Conference Chair: Keith Allan (Monash University)

Local Site Committee: The other members of the Local Site Committee are: Marisa Cordella (Monash University), Nicholas Evans (University of Melbourne/Australian National University, Canberra), Zosia Golebiowski (Deakin University), Heinz Leo Kretzenbacher (University of Melbourne), Randy LaPolla (LaTrobe University), Anna Margetts (Monash University), Howard Nicholas (LaTrobe University), Gillian Wigglesworth (University of Melbourne), Lynda Yates (LaTrobe University)

International Conference Committee: In addition to the members of the Local Site Committee, the International Conference Committee includes: Keiko Abe (Tokyo), Michael Bamberg (Worcester, MA), Josie Bernicot (Poitiers), Helmut Gruber (Vienna), Sachiko Ide (Tokyo; ex officio as IPrA President), Alexandra Jaffe (Long Beach), Bonnie McElhinny (Toronto), Michael Meeuwis (Ghent), Jacob Mey (Odense), Jan-Östman (helsinki), Marina Sbisà (Trieste), Anna-Brita Stenström (Bergen), Jef Verschueren (Antwerp; ex officio as IPrA Secretary General), Yorick Wilks (Sheffield), John Wilson (Belfast)

Call for Papers

Panel Proposals on any topic studied from a pragmatic perspective (including, but not restricted to the special theme) are invited by 1 September 2008.

However, to give organizers of accepted panel proposals more time to get their panels organized (as outlined below), proposals received by 15 June 2008 will already be evaluated before the end of June; this will allow for amendments in response to the committee's comments, so that re-evaluation after 1 September is possible for proposals that are not already accepted in June.

Contributions to panels (subject to the panel organizer's prior approval - see below) and individual proposals for lectures and posters, on any topic studied from a pragmatic perspective (including, but not restricted to the special topic), are invited by 15 October 2008.

Registration for early birds is already possible.

For any unanswered questions:

IPrA Secretariat
P.O. Box 33 (Antwerp 11)
B-2018 Antwerp

Belgium
ann.verhaert@ipra.be

- All submission procedures are web-based (i.e., paper copies or faxes will not be accepted, and e-mail attachments are permissible only if web-based submission does not work after following the recommendations you find when clicking 'Help' in the opening screen of the IPrA website <http://ipra.ua.ac.be>).

- The submission of proposals presupposes IPrA membership; i.e. the submission module will not be available to you if you are not recognized as a current member; membership can be arranged instantly through the website.

- Panel Proposals (deadlines 15 June 2008 - for early approval - and 1 September 2008; see above) have to consist of a brief outline (max. one average A4 or Standard-size page, single spacing, Times pt 12; i.e. ca 500 words) of the theme and purpose of the panel, with a first indication of the people the organizer(s) anticipate(s) to be involved as speakers. Panel organizers are asked to avoid, if at all possible, restricting their panels to an in-group; openness and diversity of perspectives is compatible with topical coherence. Immediately after the deadline the conference committee will, on the basis of the outline (weighed against other proposals in relation to the total number of available time slots), decide (i) whether the proposal is accepted, and (ii) how many 90-minute slots can be made available for the accepted panel. From that moment onwards, the organizer(s) is/are free to fill the allotted sessions in the way they see as most suitable to the theme and the purpose of their panel. Not all panels need to take the same form; some may work with sessions that emphasize discussion; others may want to fit in more (brief) oral presentations; the minimum number of presentations planned for one 90-minute session, however, should be three. Though it is the panel organizer(s) who take(s) active responsibility for the quality of the contributions to their panel (i.e. they decide what is accepted), abstracts should, for all panel contributions, be submitted by the 15 October 2008 deadline that will be handled for individual submissions (see below). Panel organizers are expected to guide their participants in this process, so that all formal requirements are duly fulfilled and the abstracts live up to the expected international standards. This procedure implies that no-one can submit contributions for panels without the prior consent of the panel organizer(s). As a list of accepted panels will be available at the end of June (for early submissions) and in the second half of September (for later submissions), prospective participants are of course welcome to seek such prior consent by contacting the organizer(s) of the panel of their choice. As the number of slots for panels is limited, however, most participants will have to make an individual submission.

- Individual proposals for lectures and posters should take the form of a brief abstract (equivalent to max. one average A4 or Standard-size page, single spacing, Times pt 12; i.e. ca 500 words); mind the 15 October 2008 deadline. It is the individual submitter's choice to submit for oral presentation (lecture) or a poster. For oral presentations, 30-minute slots will be available (including discussion time). Posters will be up for one whole day; during that day, there will be a free hour that can be used only for looking at and discussing posters. IPrA actively encourages the submission of posters; experience tells us that they often lead to more serious interaction and result in more lasting and fruitful contacts than oral presentations.

- Because of heavy competition for slots in the program, no-one can be considered for more than one contribution of which he or she is the first author (whether panel contributions, lectures or posters). Anyone may be involved in a second or even a third paper if someone else is the first author and will be present at the conference as well. The web-based submission system recognizes as first author only the one who handles the submission process. While there is a restriction on the number of contributions of which one may be the first author (one only), presenting a paper is always compatible with taking the role of organizer of a panel or acting as a discussant in a panel.

- Note that abstracts should not be programmatic; they should be based on research that is completed or clearly in progress, with a well-formulated research question, and with a good description of the types of data used (if the work is empirical) and of the

approach. For posters, a clear description of a research design may be acceptable, as this can lead to useful discussions in the early stages of a project.

Linguistic Field(s): General Linguistics

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Call for Papers: Practical Applications in Language and Computers (PALC)

DATE: 06April 2009 to 08 April 2009

LOCATION: Lodz, Poland

CONTACT PERSON: Stanislaw Gozdz-Roszkowski

MEETING EMAIL: palc@uni.lodz.pl

WEB SITE: <http://palc.ia.uni.lodz.pl>

Call Deadline: 31-Dec-2008

Meeting Description

The PALC 2009 conference intends to continue serving the international community of corpus linguists by providing a useful forum for the exchange of views and ideas on how corpora and computational tools can be effectively employed to explore and advance our understanding of language.

Call for Papers

The Department of English Language and Applied Linguistics is proud to announce that the 7th international conference on Practical Applications in Language and Computers (PALC 2009) will be held over 3 days, 6 to 8 April 2009 (arrival day 5 April) at the Lodz University Conference Centre in Lodz, Poland.

The topics of the conference include, but are not limited to, the following:

Contrastive Studies and Language Corpora;
Discourse and Language Corpora;
ESP and Language Corpora;
Expert, Retrieval and Analytical Systems;
FLA/SLA and Language Corpora;
Language Teaching Materials and Language (Learner) Corpora/ICT;
Virtual Learning Environments;
E-testing;
Large (multilingual/multimodal) Corpora;
Lexicography and Language Corpora;
Cognition, Computers and Language;
Computer Translation Tools;
Machine Translation, Machine-aided Translation, Translation and Corpora; and
E-books and Corpora and Literature.

Workshop sessions

Combinatorics (patterning) in specialized discourses;
E-learning; and
Exploring National Corpora.

Official language of the conference will be English.

Plenary Speakers

The following scholars have accepted our invitation to address the conference as plenary speakers:

Mark Davies, Brigham Young University, Provo, USA

Ken Hyland, University of London, UK

Ramesh Krishnamurthy, Aston University, Birmingham, UK

Margaret Rogers, University of Surrey, Guildford, UK

Terttu Nevalainen, University of Helsinki, Finland

Abstracts

Abstracts of papers should be up to 500 words long and forwarded (by e-mail or fax) to the organisers (see below). Deadline for submission is 31 December 2008. Presentations should last 30 minutes including demonstrations, questions and discussion.

Proceedings

A selection of conference papers will be published with the Peter Lang as part of the *Journal of Applied Linguistics* Studies in Language series. Deadline for the submission of papers is 1 July 2009.

Cost

The cost of conference registration is 200 euros (170 euros on or before 15 February). This includes a conference pack, coffee breaks and participation in sessions.

Participants can book subsidised accommodation at the Lodz University Conference Centre complex, where the conference will be held (<http://www.csk.uni.lodz.pl/>).

A conference package is available (including registration fee, accommodation [3 nights], full board and conference dinner) at 470 euros.

Please, note that all accommodation bookings at the conference centre are handled by the organizers and the conference centre will not accept reservations coming directly from participants.

Alternative accommodation options can be found at <http://www.hotel.lodz.pl/>

We have got a limited number of bursaries for colleagues from low-GNP countries (including Poland) and full-time students. Please apply by emailing us at palc@uni.lodz.pl.

Payment

Payment should be by bank transfer:

Bank: PKO S.A. II O/Lodz

Account No: 14124030281111001004347782

IBAN: PL14124030281111001004347782

SWIFT: PKO PPL PW

Alternatively, cash payment can be made on arrival. This will incur an additional charge of 25 euros. We regret that neither cheques nor credit cards can be handled.

Important Dates

Abstracts due: 31 December 2008

Notification of acceptance: 31 January 2009

Early bird registration ends: 15 February, 2009

Submission of conference papers: 1 July 2009

Department of English Language and Applied Linguistics
University of Lodz

Email: palc@uni.lodz.pl; roszkowski@uni.lodz.pl

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Telephone number: 48 42 6655220
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Linguistic Field(s): Text/Corpus Linguistics

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