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Book: Corpora and Language Teaching

The articles in this edited volume represent a broad coverage of areas. They discuss the role and effectiveness of corpora and corpus-linguistic techniques for language teaching but also deal with broader issues such as the relationship between corpora and second language teaching and how the different perspectives of foreign language teachers and applied linguists can be reconciled. A number of concrete examples are given of how authentic corpus material can be used for different learning activities in the classroom.

It is also shown how specific learner problems for example in the area of phraseology can be studied on the basis of learner corpora and textbook corpora. On the basis of learner corpora of speech and writing it is further shown that even advanced learners of English are uncertain about stylistic and text type differences.

Editor: Karin Aijmer

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Conference: 43rd Annual Meeting of the British Association for Applied Linguistics

Date: 09 to 11 September 2010

Location: Aberdeen, Scotland, United Kingdom

Contact: [Robert McColl](#)

Theme: 'Applied Linguistics: Global and Local'

BAAL 2010 will be held at the University of Aberdeen. The conference will be organised by the School of Language and Literature and the Centre for Linguistic Research. The conference represents a conversation over what global and local mean in relation to all the disciplines contained within Applied Linguistics.

Plenary Speakers:

Bonny Norton (University of British Columbia)

Tove Skutnabb-Kangas (University of Roskilde)

Wilson McLeod (University of Edinburgh)

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Summarisation: Good Introductory text to phonology

The list of books (in alphabetic order) is the following. The numbers in parenthesis show that the

same title appeared in several e-mails:

- Collins, B., & Mees, I. Practical Phonetics and Phonology
- Davenport & Hannahs, Introduction to Phonetics and Phonology
- Goldsmith, J. (Ed.) Phonological Theory: The Essential Readings
- Gussenhoven, C., & Jakobs, H. Understanding Phonology (2)
- Gut, U. Introduction to English Phonetics and Phonology
- Hayes, B. Introductory Phonology (3)
- Justice, P. Relevant Linguistics
- McCarthy, J. Phonology
- McMahon, A. An Introduction to English Phonology
- Nathan, G. Phonology: A Cognitive Grammar Introduction
- Odden, D. Introducing Phonology (5)

German:

- Féry, C. Phonologie des Deutschen: Eine optimalitätstheoretische Einführung
- Hall, T.A. Phonologie (2)

Some of the texts evoked conflicting opinions by different respondents - highly praised by some and perceived as imperfect by others. I looked them all up and ordered several examination copies, so my choice is not finalised yet. It looks like Hayes and Odden lead, but, by some professors who tried them in class, they are not without their little flaws.

Workshop: Text Production Processes at School

Date: 23 to 25 February 2011

Location: Göttingen, Germany

Contact: [Guido Nottbusch](#)

Deadline for abstract submission: August 08, 2010

Notification of acceptance: September 15, 2010

Text Production Processes at School: Educational and Psycholinguistic Perspectives.

This working group aims to review and integrate current knowledge on 'text production at school' from research on text linguistics, psycholinguistics and education. The focus will be on the basic cognitive processes involved in text production (planning, formulating, revising, reading).

Methodological developments in the field such as keystroke logging, recording of handwriting movements and/or eyetracking have important implications for the understanding of the cognitive processes involved in written text production and will have a strong impact on educational aspects of writing. Possible issues and topics for the working group are as follows.

(1) The analysis of individual processes and their interaction: (1a) in experimental studies, (1b) in educational settings, and (1c) as a function of different

didactical approaches. (2) Theoretical reflections on the implications of these results. (3)

Methodological issues, including: (3a) different monitoring and registration methods (from time-sensitive measurement to classroom observation), and (3b) the linguistic analysis of texts,

including computational linguistics and corpus based approaches. The working group is designed to be relevant to linguists (from the areas of psycholinguistics, text linguistics, corpus linguistics) as well as instructional and educational scientists and psychologists. An important objective is to promote and improve interdisciplinary and international collaboration. The working group is part of the 2011 annual conference of the Deutsche Gesellschaft fuer Sprachwissenschaft (DGfS).

Please submit your abstract of one page maximum (including references, formatted as a Word, or as a PDF document) to Guido Nottbusch.

Your abstract should include the following information: Title, author(s) name(s), affiliation(s), email address.

[Read more...](#)

Conference: I International Linguistic Conference in Warsaw

Date: 19 to 21 October 2010

Location: Warsaw, Poland

Contact: [Maja Kittel](#)

Extended Deadline: 30 June 2010

The main topics of the conference are: teaching and teaching methods, translation, applied linguistics, theoretical linguistics, as well as possible practical applications of new psychological, philosophical and cognitive theories of language.

The official languages of the conference are English and Polish.

We invite you to submit abstracts in Polish or English (no longer than 1000 characters).

Registration is possible only via online registration form provided on our website.

The conference fee of 100 EUR includes attendance at all the conference sessions, conference materials and the book of abstracts, as well as dinners.

It will be possible to register on site. The conference fee will for "last minute" registration will be 125 EUR.

[Read more...](#)**Review: Ideologies across Nations**

This book contains an introduction, six chapters and a conclusion. Drawing data from United Nations' documents, it demonstrates the contradictions, limits, and possibilities of establishing concrete measures for the protection of minorities within an international institution that serves competing interests. In general, the book shows how the institutional discourse of the United Nations promotes the interests of nation states over the interests of minorities. The book takes the reader through the subtle and complex ways in which discourse, ideology, and the status of minorities converge and diverge. For scholars interested in a critical approach to discourse and language, the book provides a valuable case study about the inextricable link between discourse and ideology in one of the most visible transnational institutions. Finally, the book demonstrates the ethical imperative of analyzing ideologies through discourse in that it ultimately leads the reader to question the purported function and purpose of the United Nations in relation to the protection of minorities living in member states.

Ideologies across Nations will serve as a good resource for instructors who teach advanced graduate courses on language ideologies, critical discourse analysis, and minority issues. It will also benefit professionals working directly or indirectly with the United Nations or associated entities on issues related to the protection of minority rights.

Author: Alexandre Duchêne

Publisher: De Gruyter Mouton

Book: The Multilingual Subject

By drawing on multiple examples of real-world language learning situations, this book explores the subjective aspects of the language learning experience. The author encourages readers to consider language learning from new, diverse, and unique perspectives. The book analyses data from a variety of sources, including language memoirs, online data from language learners in chat rooms, and text messaging exchanges. In the analysis of this data, the book looks at the relationship between symbolic form and the development of a multilingual subjectivity; links with memory, emotion, and the imagination; and the implications for language teaching pedagogy.

Author: Claire Kramsch

[Read more...](#)**Book: Indefinite Articles and Beyond**

This dissertation challenges the standard view on indefinite articles as argument markers and determiners that block bare nominal arguments. It argues for a more fine-grained view in which articles are poor in their semantics but rich in their pragmatic competition with bare nominals and other determiners.

On the basis of new data, both from synchrony and diachrony, historical simulations and detailed analyses within formal semantics and pragmatics (especially Optimality Theory) it shows how the merits of functionalism can be exploited without giving up the formal precision of the generative approach to linguistics. On the empirical side, it presents new analyses of Spanish unos, French des, bare partitives and the use of Dutch een and English a in predicate position.

This dissertation will be of interest to all those working on the semantics, pragmatics and/or syntax of DPs, language evolution and/or the interaction between semantics and pragmatics.

Author: Bert Le Bruyn

[Read more...](#)**Review: Determiners**

The book contains a short introduction outlining the goals and assumptions of the volume followed by seven chapters focusing on the status and role of determiners, divided into three parts: The first part, containing three chapters, focuses on the features of determiners. The second, containing chapters four and five, deals with the function of determiners. Part three, which contains the final two chapters, focuses on definiteness. Additionally, it contains a comprehensive subject index. References follow each chapter. The volume assumes a good deal of familiarity with the basic assumptions and theoretical mechanisms of Distributed Morphology (Halle and Marantz 1993, onward) and (to a lesser extent) cartographic theories of grammar. Readers who are not familiar with these approaches might struggle to unpack some of the analyses. Contributions vary as to how much they detail assumptions and previous accounts. Overall the volume does not form a cohesive unit.

Several contributions will likely have lasting implications to the study of determiners. I discuss some of the highlights here while raising some open questions left unanswered by the analyses.

Editors: Jila Ghomeshi, Ileana Paul, and Martina Wiltschko

Publisher: John Benjamins Publishing Company

Review: The Exploration of Multilingualism

The Exploration of Multilingualism aims to provide an 'ontogenetic perspective on research in L3, multilingualism and multiple language acquisition', as well as a 'conceptually updated picture of

multilingualism studies and third/multiple language acquisition', and is intended for 'lecturers, students, educators, researchers, and social workers operating in multilingual contexts' (back cover). The book contains nine chapters, all by experienced researchers and experts within the field, with extensive references at the end of each chapter. Apart from the introduction, all chapters are preceded by a short abstract and keywords. There are few notes and a name and subject index can be found at the back of the book. First of all, the book is well organised. The clear layout, together with the abstracts and few notes, make it easy to browse and to locate specific items of interest quickly. The publication also shows how L3 and multilingualism research has become a discipline in its own right, related to but also different from bilingualism and SLA research, dealing with its own range of complexity, as well as terminological and other methodological issues. Many of the authors underline the importance of a productive research network, now formalised in the International Association of Multilingualism, with its own biannual conferences and other dissemination formats.
Editors: Larissa Aronin and Britta Hufeisen

Publisher: John Benjamins

Book: Translation in Language Teaching

A groundbreaking reconsideration of translation in English language teaching, this book is a survey and critical assessment of arguments for and against translation in different teaching contexts.

This book proposes translation as one of a number of ways of relating English to students own languages. It surveys the contexts of monolingual and bilingual teaching and discusses the different uses and roles of translation and bilingualisation for different stages and ages of learning and for different purposes, e.g. explanation, practice, and testing. Establishing a new direction in practice and research, it goes on to suggest and discuss ways in which translation might be incorporated into materials, curriculum development, and teacher education.

The book presents translation as:

An aid to language acquisition, pedagogy, and testing.

A contribution to student needs, rights, and empowerment.

An educational insight into relationships between languages and cultures.

Author: Guy G. Cook

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Book: Schrijven met stijl - Van brief tot verslag

Vind jij het ook een hele opgave om een goede uitnodiging of een overtuigende sollicitatiebrief te schrijven? Ben je bang dat je niet de juiste formuleringen gebruikt? Dan heb je het juiste boek in handen. Schrijven met stijl wil je helpen bij de schriftelijke communicatie met familie, vrienden, kennissen, collega's, je baas enzovoort. In totaal bieden we je in dit boek 36 schrijfvormen aan. In het eerste deel maak je kennis met de familie Ivanov, die in verschillende situaties een aantal teksten schrijft. Zo leer je geschreven tekstsoorten correct gebruiken.

In het tweede deel presenteren we de theorie van de verschillende schrijfvormen die bij de familie Ivanov aan bod kwamen. In dit deel krijg je, onder meer via oefeningen, het antwoord op vragen als: 'Wat moet er allemaal in mijn brief staan?' en 'Hoe formuleer ik mijn gedachten zo goed mogelijk?'

Authors: Marian Goossens en Ann Hellemans

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Review: Culture and Language Use

The past two decades have seen the proliferation of handbooks across all sub-fields of linguistics -- from the discipline-encompassing Handbook of Linguistics itself (2001) to the inter-sub-disciplinary Oxford Handbook of Linguistic Interfaces (2007). In the field of Pragmatics, we now have The Handbook of Pragmatics (2004) published by Blackwell as well as the Handbook of Pragmatics (1995-2009) published by John Benjamins. The latter comprises a Manual (first published in 1995 with just over 100 entries, generally under 10 pages each) with annual additions (published as Installments, with around 15 or 20 entries in each), now collected in an on-line version (Handbook of Pragmatics Online). The breadth of the John Benjamins Handbook - measured in total pages, or entries, or topics covered (e.g., Catastrophe theory, Saussure, Historical linguistics, a subject which has its own Blackwell Handbook (Joseph and Janda 2003)) -- bespeaks its understanding of pragmatics as "the cognitive, social, and cultural science of language and communication" (xi). While the Blackwell Handbook might be seen as the bookish instantiation of contemporary modular theories of language, the John Benjamins' undertaking quite explicitly challenges the view that pragmatics is a module that mops up the residue left behind by other, more central, modules.

Now, alongside the John Benjamins Handbook of Pragmatics (1995-2009), we have the John Benjamins Handbook of Pragmatics Highlights series. While the former presents its entries in alphabetical order, the Handbook of Pragmatics Highlights series reprints a selection of around 15-20 entries from the Handbook of Pragmatics in a series of volumes, each under a different

thematic heading.

So far, of 10 projected volumes, five have been published with the rest due out later this year. The thematic headings for these volumes include The Pragmatics of Interaction, Cognition and Pragmatics, Grammar, Meaning, and Pragmatics, Society and Language Use, and the volume under review here, Culture and Language Use.

Each volume represents one of "the most salient topics in the field of pragmatics" (xi), bringing together some of "the most pertinent HoP [Handbook of Pragmatics] entries in its respective field," "intended to make sure that students and researchers alike ... can always have the most relevant encyclopedic articles at their fingertips" (xii). And given the expense of the original Handbook of Pragmatics and its annual Installments (each well over \$100), and the expense of an annual subscription to the Handbook of Pragmatics Online (200 Euros), the Highlights series promises to offer a set of entries targeted at particular areas of interest in an affordable package (each volume sells for just under \$60).

The volume under consideration here, Culture and Language Use, has an introduction that will provide "an up-to-date overview of its field of interest" (xii), followed by 22 entries arranged alphabetically: Aisatsu, Anthropological linguistics, Franz Boas, Cognitive anthropology, Componential analysis, Cultural scripts, Culture, Elicitation, Ethnography, Ethnography of Speaking, Fieldwork, Firthian linguistics, Folk pragmatics, Honorifics, Wilhelm von Humboldt, Intercultural communication, Interview, Bronislaw Kasper Malinowski, Phatic communion, Edward Sapir, Taxonomy, and Benjamin Lee Whorf.

If this volume is designed to offer the "most pertinent" entries on the topic of 'Culture and Language Use,' we might wonder how the above list of topics was drawn up. Are Franz Boas, Bronislaw Kasper Malinowski, Wilhelm von Humboldt, Edward Sapir, Benjamin Lee Whorf, and J.R. Firth really the most pertinent 'Linguistic Scholars' in the field of 'culture and language use'? Why not include, instead, Mikhail Bakhtin, Karl Bühler, Charles Sanders Peirce, and Erving Goffman, each of whom has, arguably, more influence on current studies of 'culture and language use'? (And why are there no entries in the Handbook of Pragmatics for Roman Jakobson, Raymond Williams, Pierre Bourdieu, John Gumperz, William Labov, Dell Hymes, Hilary Putnam, Willard van Orman Quine, Uriel Weinreich and Einar Haugen, to name a few who would be welcome additions to this volume?)

The other topics included raise similar questions. In moving from Aisatsu, a named discourse genre in Japan, to Culture, one wonders who the audience for this reference work might be. Of course, some entries had to be excluded in a book that can contain at most 20-odd entries. And some entries from the Handbook of Pragmatics that would fit well in this volume of Highlights, no doubt fit just as well in other volumes and will be included there. But then, does this book really offer the "affordability, topical organization and selectivity" (xii) that is claimed for it? Perhaps, it would just be cheaper to get an online subscription.

Though the theme 'culture and language use' may appeal to many potential readers, a surprising number of entries have little to say about one or the other (or both) of these key terms. By my count 10 of the entries including the introduction (Introduction, Anthropological Linguistics, Franz Boas, Cognitive anthropology, Componential analysis, Culture, Wilhelm von Humboldt, Edward Sapir, Taxonomy, and Benjamin Lee Whorf) take up what is commonly termed the Sapir-Whorf hypothesis and elements of its legacy. This is surprising given that the Sapir-Whorf hypothesis as discussed in these entries is not a hypothesis involving language use, but one involving grammatical categories coded in linguistic form. And the ethnosemantic developments of and challenges to the Sapir-Whorf hypothesis discussed in many of these entries tend to focus not only on grammatical form as opposed to language use, but on purported cognitive universals as opposed to culture, at least as that term is commonly used to delimit non-universal characteristics of human groups.

If many entries in this book do not focus on topics concerning 'culture and language use,' what do they focus on? The first line of the introduction offers a clue: "Anthropology is the discipline which is centrally concerned with the concept of culture, and linguistics is the discipline which is centrally concerned with language, languages and how their speakers use them" (1). While I doubt that there is anything like universal agreement about these claims, if we substitute linguistics for 'language use' and anthropology for 'culture' we get a better appreciation for why certain entries were selected for this volume.

Indeed, we can now see why Boas, Sapir, and Whorf, and even Malinowski and Firth are included, while Bakhtin, Goffman, Jakobson, et al. are not. The former are generally considered anthropologically minded linguists or linguistically minded anthropologists, while the latter are not.

Interdisciplinarity, more than any thematic concern with language use and culture, is what underlies the selection of a number of topics in this book.

Editors: Gunter Senft, Jan-Ola Östman and Jef Verschueren

Publisher: John Benjamins

Review: Language Acquisition

'Language Acquisition' is an edited volume on language acquisition research in its broadest sense -- that is, it presents perspectives on the development of syntax, morphology, phonology and

pragmatics, of comprehension and production, of spoken and manual language learning, and of first, second and bilingual language learners and learners with linguistic and physiological impairment. The aim of this wide-scoping presentation is not to introduce the novice to the background themes of this field but rather to inspire the advanced scholar of language development -- postgraduate and research students and potentially also advanced undergraduate students -- to continue work in this field. This book is intended to provide a snapshot of the state of the art in language acquisition research. As such, it should also be of interest to more experienced researchers seeking insights into other areas of language acquisition.

The volume consists of 13 papers in three sections: Explaining Language Acquisition; Windows on Language Acquisition; Language Acquisition Culture and Diversity. These are prefaced with an introduction by the editor, Susan Foster-Cohen, who gives an overview of language acquisition research, discussing the major themes and questions that have dominated and divided the field, as well as the variety of disciplines and associated approaches that have pursued language acquisition research. Foster-Cohen provides a refreshingly open-minded discussion of the strengths and weakness of approaches that sit on opposing sides of well-established divides. The introduction sets a multi-disciplinary tone and highlights some of the themes and ideas that connect the papers of the three subparts and occasionally that link papers across the whole collection.

The remainder of this review is divided into a brief description of the papers in the three sections, followed by a critical evaluation of the collection.

Part One: 'Explaining Language Acquisition'

Part Two: 'Windows on Language Acquisition'

Part Three: 'Language Acquisition Culture and Diversity'

Matters of style aside, in my opinion this book rises to the challenge of providing a broad overview of the field of language acquisition that will inform and inspire students and researchers alike. It certainly meets the aim of providing a wide-ranging collection of ideas that will motivate the reader to think and challenge existing theories. It draws together a varied range of research based on very different populations, techniques and a wide variety of languages. Many key ideas in language acquisition research are covered, such as the nature of the initial state, mechanisms for learning, the role of input and social factors, the influence of cognitive development. It is refreshingly unbiased in its choice of subjects, crossing the usual dividing lines typical of the field, and leaving the reader to decide which provides the most convincing account of language development. The book as a whole embodies a key point, that progress in the field relies on and therefore should embrace interactive and multi-disciplinary research.

Though the papers are targeted at the advanced student or researcher and as such assume a certain level of knowledge of linguistic and developmental terminology and concepts, most of the chapters are in fact written in a very accessible style and do provide broad overviews of their subject area which will give the reader a comprehensive understanding of the background of their topic. Most chapters present a discussion of the background literature on their subject, coverage of up-to-date research and provide suggestions for future research.

Thus, the volume provides an interesting collection of research that should indeed inspire language acquisition students and researchers to new directions.

However, given the effort to cover such a broad scope of language acquisition research, readers may find that something of interest has not been covered -- of course, only so many topics can be covered in 13 chapters. Nonetheless as the goal was to provide a snapshot of developmental linguistics at the beginning of the twenty-first century, one might expect to see a chapter on research made possible by recent technological advances, such as within neuroscience -- particularly since Foster-Cohen hints at this direction in the introduction. Yet no papers discuss research based on neuroscientific methods (ERP, fMRI) nor are other recent methods of investigation represented, such as computer modeling of language development or methods of examining on-line language processing like eye-tracking.

Naturally for an edited collection of papers, the style and tone of each paper varies and I felt that some chapters were more successful (in particular the chapters by Saxton and by Gass) at presenting a clear and broad-minded overview of their subject than others. A nice feature of the collection is that the editor sometimes provides notes within chapters guiding the reader to other chapters of the volume that discuss the same subject matter; it's only a shame that, though this occurs quite frequently within the first part, it rarely occurs in later chapters.

A minor criticism of this book is purely editorial: chapter titles, sub-headings and author names are written all in lower case, an unattractive formatting choice that is fortunately not maintained throughout the text of the articles.

On the whole, I found this to be a thoroughly interesting and enjoyable collection which was for the most part well-written and accessible. It provides informative background to various disciplines within language acquisition as well as promoting ideas for future research.

Publisher: Palgrave Macmillan

Review: Optimality Theory and Phonetics-Phonology Interface

"Optimality Theory and Phonetics-Phonology Interface" provides an account of Hungarian vowel harmony within the framework of Optimality Theory (hereafter OT; Prince & Smolensky 2004). Benus' approach to vowel harmony, and phonology in general, incorporates articulatory data of Hungarian vowel production and the dynamic formalism of Articulatory Phonology (Browman & Goldstein 1995, Gafos 2002, Gafos & Benus 2006).

Chapters 1, 2, and 3 provide introductions to phonology, OT, and articulatory dynamics, respectively. The scientific heart of the book, however, is Chapter 4.

There Benus presents word sets outlining the general patterning of vowel harmony in Hungarian, phonetic data regarding vowel articulation in different harmonic environments, and an OT analysis. Benus keeps much of his analysis focused on the Hungarian vowels that are transparent to harmony: /i/ and /i:/, and to some degree /e/ and /e:/. He argues that these vowels are transparent because 1) they can be retracted phonetically with minimal change to their perceptual characteristics, and 2) this retraction does not push them into the perceptual space of other vowels. Based on these generalizations, he proposes OT constraints that specify the articulation of Hungarian vowels. A class of AGREE markedness constraints requires vowel harmony within the stem and across suffixes. These interact with IDENT faithfulness constraints that require uniformity of vowel perception and articulation from underlying to surface representation.

The most exciting section of the book is the review of past formal analyses of vowel harmony. The basic finding running through previous research is that transparent vowels do not participate in harmony on a perceptual level but do at an articulatory level: Articulation of the vowel changes with the harmonic environment, but the percept remains constant (Bakovic & Wilson 2000, Gafos 1999, Kaun 1995). In other words, /i/ in Hungarian may participate in harmony at an articulatory level but not at a perceptual level. The non-high vowel /e/ has less wiggle room with respect to its percept, however, which is why it appears to be less transparent.

The OT account Benus provides is internally consistent. Markedness constraints push morphologically complex forms to harmonize their vowels while faithfulness constraints preserve the contrasts we see on the surface. Nevertheless, the marriage between OT's parallel architecture and the inherently time-dependent nature of Articulatory Phonology's dynamic specification seems contradictory.

Ultimately, the book does not explain how articulatorily specified whole words are evaluated by a set of constraints, and the reader is left to wonder how this tricky theoretical task is accomplished.

This dilemma is obscured to some degree in the book because the constraints are presented as if they are evaluated at a single point in time. The argumentation goes something like this: If vowel articulation at some point is at such and such position, no violation; if the articulation is at some other point, one or more violations. Presumably, however, words in the lexicon are not timeless transcriptions but instead gestural scores, or records of articulatory placement over time. So, for the OT grammar to evaluate a candidate, it must evaluate the temporally specified gestural score rather than a set of phonemes. Benus (personal communication) argues that the gestural score consists of "parameters such as stiffness, initial position, target location, etc." which can be evaluated by an OT grammar without respect to time. However, this specification is not detailed in the book, so it is difficult to understand how this evaluation will work.

Another concern raised by the analysis is that it treats non-contrastive articulatory differences as phonological. As mentioned above, the analysis allows for transparent vowels such as /i/ to have multiple articulatory specifications while maintaining a constant percept. The problem is that the analysis implies that the different articulations of /i/ are themselves goals, similar to allophones. This creates a problem with respect to multiple /i/

vowels: If all the vowels are specified for position, the number of /i/ vowels should not change which suffixes are permitted. This turns out not to be the case. Compare, for example the alternating *azpirin-ban/ben* (aspirin-in) to *kabin-ban/*ben* (cabin-in). Why would combinations of transparent vowels be less transparent (i.e., allow for the fronted suffix *-ben*) than single transparent vowels? This fact is most readily explained if articulation of transparent vowels is the result of coarticulation, as others have suggested (Gordon 1999, Valima-Blum 1999), which would allow later /i/ vowels in a word to maintain a nominally fronted articulation. Benus essentially adopts this coarticulation analysis for stems with multiple transparent vowels, but he does not provide an account that makes predictions for why transparency effects are the result of coarticulation in some places but not in others.

With respect to future work, it seems essential that a better explanation be given for how Articulatory Phonology can be incorporated into an OT framework.

The present analysis, while suggestive, is far from complete. Furthermore, additional articulatory data may clarify the relationship between vowel transparency and coarticulation. If Benus is right to adopt the view that transparency does occasionally involve perceptually indistinct articulatory goals, further evidence is necessary, particularly in terms of explaining when coarticulation accounts for apparent cases of harmony and when it does not.

Publisher: Lincom

Review: Second Language Acquisition of Articles

The book under review is a collection of papers addressing the question of how articles are

perceived and acquired in languages, recently the subject of significant interest and research. Previous work has found that languages are divided into two categories: those with overt article marking and those without.

Languages with overt articles can be further classified by whether they code for definiteness, such as English, or for specificity, such as Samoan. The studies in this collection examine the processes at work as a learner acquires articles in a new language. Nine studies consider the question of article acquisition from a variety of perspectives. The research covers issues such as the extent of first language (L1) transfer to the second language (L2), performance vs. competence, as well as semantic, pragmatic, and prosodic considerations.

The volume is divided into two parts: Part I contains five papers that test and evaluate the role of Universal Grammar in article acquisition as proposed by the Article Choice Parameter (ACP), which provides that in two-article language systems, articles will encode either for definiteness or specificity, but not both. These studies also address the question of whether interlanguages "fluctuate" between the two parameter settings, as proposed by the Fluctuation Hypothesis, or if speakers with L1s that encode definiteness will assign L1 values to the L2 grammar without fluctuation, as predicted by Full Transfer Part II consists of four papers that consider other issues involved in the acquisition and use of articles by L2 speakers.

The first paper, "Article choice in L2 English by Spanish speakers" by María del Pilar García Mayo, examines the effect of transfer in article acquisition when the L1 and L2 both have articles that encode for definiteness. According to the Article Choice Parameter, as Spanish encodes articles for definiteness, the definiteness setting for Spanish speakers would already be activated as they begin to acquire English. This study focuses on speakers of Spanish acquiring English and explores what role, if any, fluctuation would have on a learner's interlanguage, or if full transfer would occur, as predicted by the Article Choice Parameter. The authors found strong support for their view that transfer overrides fluctuation, and that where errors are made in article choice, directionality effects produce higher accuracy with the definite article in definite contexts than the indefinite article in indefinite contexts.

The second paper, "L2 English article production by Arabic and French Speakers" by Ghisseh Sarko, explores the acquisition of English articles by speakers of French and Arabic. Although all three languages lexicalize definiteness, each differs in the way articles are assigned. Furthermore, in contrast to English and French, Arabic does not lexicalize indefiniteness. The author presents the fascinating question of whether the absence of an indefinite marker means that, with respect to indefiniteness, Arabic is semantically similar to article-less languages or whether there is an underlying indefinite determiner that is represented by a phonologically null exponent. This has interesting implications for the effects of transfer and fluctuation for Arabic speakers. The author finds evidence from the data from the French and Arabic speakers to support the Full Transfer/Full Access Hypothesis. Additionally, some support for the missing Surface Inflection Hypothesis is found in oral production tasks by the Arabic speakers.

The third paper, "Questioning the validity of the Article Choice Parameter and the Fluctuation Hypothesis" by Marta Tryzna is a response to previous research on speakers of Korean and Russian (article-less languages) and tests conclusions reached in those studies. She reexamines the article system of Samoan (a language that encodes specificity rather than definiteness), which had previously been regarded as support for the Article Choice Parameter. This re-examination of the article system shows that the Samoan non-specific article is always indefinite, while the specific article may be indefinite or definite, thereby providing evidence for a reduced form of the Article Choice Parameter.

The Fluctuation Hypothesis is tested in a study that examines the acquisition of articles by speakers of two different article-less languages (Polish and Mandarin Chinese). If the Fluctuation Hypothesis is correct, similar results would be expected in experiments with other article-less languages, as learners are expected to make predictable types of errors, but this was not the case in this study. In fact, Chinese speakers had a much higher accuracy rate in supplying articles than the Polish speakers in general, and particularly in non-specific indefinite contexts. Additionally, the author demonstrated that although Chinese and Polish do not have articles, they have other means of encoding definiteness. The results suggest that a cross-linguistic generalization rather than a parameter may be appropriate.

The fourth paper, "The processing role of the Article Choice Parameter" by Lucy Kyoungsook Kim and Usha Lakshmanan, presents a study measuring the article acceptance rate of Korean participants in both a self-paced online reading task and an off-line semantic acceptability rating experiment. Some evidence was found to support their prediction that students at the intermediate level would not have selected the definiteness setting of the Article Choice Parameter and would incorrectly interpret "a" as nonspecific, rather than indefinite. The online task showed a strong association of the article "the" with specificity rather than definiteness. The learners performed more target-like on the offline semantic acceptability task, suggesting that given enough time to think about the task, the learner is able to perform with higher accuracy. The authors find evidence in the results of the two tasks to show support for the idea of a developmental progression in terms of article acquisition in which the specificity setting is initially selected, and then as L2 input increases, the definiteness setting is eventually selected. The fifth paper, "Accounting for patterns of article omissions and substitutions in second

language production" by Danijela Trenkic, treats of the nature of articles and their semantic and pragmatic complexity. She argues that while English lexicalizes the notions of definiteness and indefiniteness, such concepts exist even in languages without such lexicalization, but they are simply realized differently within the language. The fact that English, unlike many other languages, no longer marks case is addressed. This, together with the pervasive lexical ambiguity that exists in English between nouns and verbs, necessitates the use of noun markers for semantic clarity. A variety of substitution and omission error patterns with L2 learners of English is discussed. The author argues that some production tasks require more processing resources than others, and where there is competition for resources, complex expressions will be omitted in favor of the simpler forms. This pattern is noted in the tendency to drop articles as the saliency of the referent increases.

Other patterns of omission and substitution errors are considered, such as prosodic transfer (e.g. Turkish), the misanalysis of articles by learners as adjectives, and the interpretation by learners that the definite article is used for objective identifiability, rather than definiteness. These observations argue for a predictable pattern of development in L2 learners, which often persists even as proficiency increases.

The sixth paper, "Article use and generic reference" by Tania Ionin and Silvina Montrul, examines the parallels between languages with articles and how they differ with respect to generic reference of plural noun phrases (NPs). The authors discuss how languages such as Spanish require an article marker before plural nouns, which can have a specific or generic meaning, whereas in English the article denotes specific reference and bare nouns denote generic reference.

For languages with articles, there appear to be two competing grammars with respect to plural article marking: one such as English that only lexicalizes definiteness, and other languages such as Spanish that lexicalize both definiteness and kind reference. The results with speakers of Korean suggest a general development pattern that learners from an article-less L1 may, at early stages of language acquisition, tend to adopt the "Spanish" type article system with respect to plural NPs.

The seventh paper, "Variability in the L2 Acquisition of Norwegian DPs" presents a study of the production of determiner phrases (DPs) by English L1 and Chinese L1 learners of Norwegian. It examines the variation in the acquisition rate of Norwegian, a language with DP agreement in gender, number and definiteness between speakers of languages without an article system and those whose languages only encode definiteness. Error analysis of the two groups provided some support for the Failed Functional Features Hypothesis (FFHA) in that each group consistently produced errors with L2 syntactic features that were not present in the L1. The authors recognize some limitations of the study, including a relatively small number of participants and test items, and the fact that the Chinese learners in the study had some proficiency in English prior to learning Norwegian.

The eighth paper, "Articles in Turkish/English interlanguage revisited" by Heather Goad and Lydia White focuses on the prosodic elements in Turkish and English that can affect the production of articles in L2 English. The authors expand on previous work arguing that Turkish speakers generally adopt one of two representations from the L1: an independent prosodic word (PWd) structure and an affixal clitic structure. Prosodic word structure and its relation to stress and vowel harmony is explored. English article production by Turkish speakers was examined and a third representation involving vowel harmony was discovered. This representation occurs in DPs where the article is unstressed and does not contain an adjective. Of note, however, is the fact that in this representation the subjects in the study employed a PWd-internal structure that is not appropriate for either Turkish or English. Additionally, the subjects employing this representation did not do so exclusively; evidence of competing grammars is seen from the use of more than one prosodic representation of articles.

The last paper in this volume, "Article choice and article omission in the L3 German of native speakers of Japanese with L2 English" by Carol Jaensch, studies the effect of a second language on the acquisition of articles in a third language. In this study, L3 German production errors by native speakers of Japanese with varying levels of English and German proficiency were examined. As the subgroups for language proficiency consisted of a rather small number of participants, a clear pattern of L2 influence did not emerge from the study. A pattern that did emerge however, was that articles were omitted significantly more frequently when an attributive adjective was present than when it was absent. Most notably, the coordination of multiple features (definiteness, gender and case) appeared to significantly affect article suppliance and omission. The study showed that where non-target forms are used, there is a tendency to choose the default or featurally less-complex forms.

The volume under review contains a very detailed and comprehensive collection of well-written and provocative studies that investigate article acquisition from various perspectives. Multiple languages are examined and discussed; semantic, prosodic and syntactic elements are considered; and a wide variety of test items and methods was employed. The wide scope of studies presented in this collection offers meaningful insight into the processes involved in the acquisition of articles, while at the same time becoming a catalyst for further study. Research into this very specific topic in language acquisition has far-reaching implications for second

language acquisition research in general.

The results of the studies in this collection suggest that the issue of article acquisition is too complex to be neatly explained by the ACP. If there were any limitation to this collection, it would be that studies of languages encoding specificity were limited to Samoan. It would be valuable to see further studies with other languages in this category, especially because of the ambiguity of the Samoan specific article as it relates to definiteness.

Editor: Maria del Pilar Garcia Mayo and Roger Hawkins

Publisher: John Benjamins

Review: The Contrastive Hierarchy in Phonology

Ch. 1, 'Introduction'. Rather than 'phonetic contrast' as in phonemic theory, contrast here is 'pattern alignment' somewhat in the sense of Sapir 1925, what D (2; bare numbers in parentheses are pages of the book) terms 'the arrangement of the phonemes of a language, their place in the phonological system'. D reviews some highlights of the theory of contrast in phonology, with the conclusion that modern phonology should 'reconnect with its roots' and 'establish phonological contrast as a central principle of phonological theory' (8). Finally, chapter 1 presents the plan of the book by chapters.

Ch. 2, 'The logic of contrast'. There is a connection to phonemic analysis in the generative grammar sense: how the minimal feature specifications of phonemes (phonemic contrast by phonological features) are discovered. D's idea is that this should be done by 'the Successive Division Algorithm' (16), not by 'the Pairwise Algorithm' (14). Here it must suffice to say that the former involves sorting the phonemes by features in a succession of top-down splits such that feature content may differ depending on the ordering. For example, given /p, b, m/, sorting these first by [voiced] then [nasal] leaves /p/ unspecified for nasality, because /p/ was fully distinct as [-voiced]. Sorting first by [nasal] leaves /m/ unspecified for voice, because /m/ was fully distinct as [+nasal].

D's idea is that one or the other ordering will be preferred according to whether [voiced] or [nasal] is more 'active' in the phonology. The rest of the chapter is concerned to show that the pairwise method, making every phoneme pair contrast by at least one feature, doesn't work anyway.

Ch. 3, 'Contrast in structuralist phonology'. Work of Sapir, Trubetzkoy, Martinet, Jakobson and Lotz, and Hockett is surveyed to show that 'issues of phonological contrast were central to their thinking', despite 'absence of an explicit or consistent approach to assigning contrastive features' (71).

According to Trubetzkoy (1969: 100), for example, Artshi consonant rounding is neutralized next to /u, o/, so these 'are placed in opposition with the remaining vowels' /i, e, a/, and must be specified as [+round] rather than [+back, -low], as seems otherwise possible and as in Latin (56-57). If /u, o/ are specified [+back, -low], then [round] is redundant and non-contrastive in them. D concludes from such examples the 'Contrastivist Hypothesis' (74: of Hall 2007: 20): 'The phonological component of a language L operates only on those features which are necessary to distinguish the phonemes of L from one another', such as [round] in Artshi.

Such 'active' features are ordered above others (are higher) in the 'contrastive hierarchy', which renders the others less contrastive / more redundant. 'Active' characteristics of contrastive

(non-redundant) features include a role in conditioning or undergoing alternations and neutralizations, co-occurrence relations, and the adaptation of sounds of other languages (72).

Ch. 4, 'The rise and fall of the contrastive hierarchy'. Jakobson's collaborator Halle, (especially Halle 1959) promoted a contrastive hierarchy significantly inspired by Jakobson's theory of ordered phonological-feature acquisition by children (Jakobson 1941), implemented in grammars as a tree diagram in which

higher(-ranked) features are acquired earlier, for example [+vocalic] and [+nasal] in Russian, which tend to make lower-ranked [voiced] unspecified (91).

Stanley's (1967) influential critique of Halle's approach showed how the unspecified (zero-) values could function as additional, third, values in what had been agreed to be a binary-feature system. D agrees (98), but finds this 'inconsistent with the Contrastivist Hypothesis', in which 'the phonology treats contrastive specifications differently from noncontrastive specifications'; that is, zeroes do function as third values. But while Halle's system assigned zero-voiced to the Russian coronal affricates and /x/, which lack contrastive voiced parallels, in D's system as triggers of voiceless assimilation in obstruent sequences these must be assigned 'active' [-voiced] (95).

Ch. 5, 'Generative phonology: contrast goes underground'. Chomsky and Halle (1968) discontinued Halle's feature hierarchies in favor of a universal but incomplete theory of context-sensitive feature markedness. As D (108) says: 'no well-formed branching tree can model these markedness conventions'. In the 1980s, theories of phonological 'activity' based on contrastiveness reappeared:

in Kiparsky's (1985) Lexical Phonology, and the opposed 'underspecification' theories of Archangeli (1984) and Steriade (1995). Non-contrastive features are inert in Kiparsky's lexical stratum (e.g. typically voice in sonorants), but become active in the post-lexical (allophonic) stratum (where sonorants can assimilate voice). In 'Radical Underspecification' (Archangeli), only the marked value of a feature is lexical, and not even this

if it is derivable, like [+voiced] typically in sonorants, but also all -F if +F is lexical. Feature markedness depends on language-specific feature activity, prominently evidenced by the minimally specified, inactive, vowel. In 'Contrastive Underspecification' (Steriade), both values of a contrastive feature are lexical, e.g. typically [voiced] in obstruents. Non-contrastive (redundant) features are zeroed, e.g. [-high] in /a/ given contrastive [+low]. Unspecified for [high], /a/ may be neutral toward height harmony, but is zeroed as logically redundant (127). In 'Feature Geometry' (cf. Clements and Hume 1995), feature hierarchies are implemented in feature trees in which, in assimilations, specified features spread to nodes unspecified for the features.

Ch. 6, 'Contrast in Optimality Theory'. D surveys and exemplifies Optimality Theory (OT) constraints which optimize language-specific feature hierarchies (in which noncontrastive specifications are absent). These are faithfulness constraints preserving particular features e.g. Max [sonorant], and markedness constraints which disprefer feature combinations e.g. *[round, +low]). Lacking in OT is a constraint type or theory of constraints which might optimize D's theory (161) that the Contrastivist Hypothesis is 'implemented by the Successive Division Algorithm operating on a contrastive feature hierarchy', and 'the phonological component of a language L operates only on' the contrastive and specified features established by the hierarchy.

Ch. 7, 'Evidence for the contrastive hierarchy in phonology'. Five sorts of data for D's theory are examined, concerning vowel harmony, metaphony (regressive vowel-to-vowel assimilation), consonant co-occurrence restrictions, loanword adaptation, and child acquisition. An example of each is mentioned here.

Classical Manchu vowel harmony is said to reflect its contrastive vowel hierarchy according to which vowels participate unexpectedly in assimilations: for example open-/o/ triggers labial harmony but /u/, being contrastively back and unspecified for labial, doesn't; schwa triggers [+ATR] harmony (against [-ATR] /a/) but ATR-noncontrastive /i/ doesn't (177). Pasiago Montañes metaphony is an argument for different contrastive hierarchies in different 'domains' within a language -- here, stem vs. affix vowels (192). Bumo Izon consonant co-occurrence restricts words to either plosive or implosive, except for the plosive and implosive velars, which co-occur with both sets, a result D explains by the implosive velar being labio-velar so arguably unspecified for the implosion (glottalic) feature. Hawaiian and Maori adapt English coronal obstruents differently (Hawaiian as /k/ and Maori as /h/), explained by absence of glottal stop in the latter, with the result that /k/ is the default obstruent in Hawaiian and /h/ in Maori (201). Since Jakobson (1941), phoneme acquisition order has been explained by a feature hierarchy, famously unmarked [a,i] before [u]. Concerning acquisition, against Pinker's (1994: 265) claim that learners have phonemic behavior 'before they produce or understand words', D (205) finds it 'hard to see how infants can acquire phonemes without knowing if two utterances are same or different' (contrast).

Ch. 8, 'Other approaches to contrast in phonology'. Several 'other approaches', all 'advanced in the recent phonological literature', are found wanting to the extent they diverge from D's theory. Included are Dispersion Theory (Padgett 2003), Structured Specification (Frisch, Pierrehumbert and Broe 2004), Clements' (2009) argument for universally determined feature markedness, and appeals to 'minimal contrast ... in the work of a number of contemporary phonologists', which 'arises from the concept of pairwise comparison, which was shown to have fatal flaws in chapter 2'.

Ch. 9, 'Conclusion'. This 2-page chapter reviews main points to conclude that 'the contrastive hierarchy' is a 'pivotal principle of linguistic structure', and 'the Contrastivist Hypothesis is a fruitful approach to phonological theory'.

Especially given D's thorough demonstration of the long history in phonology of deferring the matter, it does seem important, now, to seek principles of contrast in phonological feature analysis. Agreement on the evidence, however, and even on the data, seems sure to prove difficult in the absence of agreement on the feature set, and with D's acceptance of 'abstract' analyses employing unphonetic lexical form. D accepts and employs privative and binary features, some of both, and actually ternary features since he admits zero as a third value in addition to plus and minus; he uses both ATR and RTR; front, coronal, and back; peripheral, vibrant, etc. Schwa is termed non-low in Inuit (165) and low in Classical Manchu (176). Concerning Inupiaq (165), Nez Perce (185), and Yawlumne (=Yawelmani, 208), critical data involve (underlying) contrasts never heard in the languages ('absolute neutralization'). The theory seems to require every language to offer learners decisive evidence for its contrastive hierarchy: phonological 'activity' evidenced consistently if variously (72), contra Hockett (1955: 174, quoted p. 57): 'a given feature or difference turns up in some contexts as of primary relevance, in other contexts as subsidiary'. Regarding the problem of 'abstractness', the Inuit/Inupiaq data (164-7) may be instructive. There are dialects having 'strong' and 'weak' /i/. Strong /i/ 'palatalizes' alveolars and weak /i/ doesn't; the latter, said to be underlying historical schwa, also 'undergoes a variety of assimilation and deletion processes'. Most dialects, however, no longer distinguish 'the two kinds of /i/', and in these /i/ does not palatalize. D's interpretation is that in the latter dialects /u/ is labial and /a/ is low, so /i/ necessarily lacks 'some contrastive

feature that triggers palatalization' (165, footnote).

There is another interpretation: in the palatalizing dialects instead of underlying schwa there is in addition to ordinary /i/ an exceptional, palatalizing, and lexically encoded /i/ (encoded in the manner of /f/s in English which alternate with /v/s as in life/lives). This is indeed the marked vowel, so the alternation has naturally been levelled in the majority dialects in favor of unmarked (probably more frequent) ordinary /i/. Necessarily the result is no palatalization. D's analysis works, but cannot explain why the palatalization-alternation was levelled, except by invoking some principle different from that (preference for one-form, one-meaning) which elsewhere and ordinarily explains levelling (as of the English f~v alternation). (Then there is the problem, mentioned above, of the palatalizing feature -- presumably not [coronal], which is said to be contrastive for 'active' /i/.)

D argues persuasively from a variety of data and with insightful reference to a long history and a breadth of theoretical perspectives. Helpful (if in a longer book) would be data from a single language across the range of phenomena thought to provide consistent evidence of phonological 'activity' supporting a contrastive hierarchy. The most exemplified language of the book, Classical Manchu, unfortunately lacks speakers and acquirers who could provide such data.

(For analyses of this language differing from that presented by D, see Ard 1984.)

Author: B. Elan Dresher

Publisher: Cambridge University Press

Journal: CALR Linguistics Journal

The Centre for Applied Linguistics Research CALR is pleased to announce call for papers for an upcoming special issue of CALR online journal on New Pedagogic Orientations in ELT: local issues and global trends.

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Dissertation: Changing Conceptions of Literacies, Language and Development: Implications for the provision of adult basic education in South Africa

This study aims to contribute to the growing body of knowledge on the circumstances under which adult education, in particular adult basic education, can support and occasionally initiate participatory development, social action and the realisation of citizenship rights. It traces developments in adult basic education in South Africa, and more specifically literacy and language learning, over the years 1981 to 2001, with reference to specific multilingual contexts in the Northern and Western Cape.

The thesis is based on four individual studies, documenting an arc from grassroots work to

national policy development and back. Study I, written in the early 1990s, critically examines approaches to teaching English to adults in South Africa at the time and proposes a participatory curriculum model for the additional language component of a future adult education policy. Study II is an account of attempts to implement this model and explores the implications of going to scale with such an approach. Studies III and IV draw on a qualitative study of an educator development programme after the transition to democracy. Study III uses Bourdieu's theory of practice and the concept of reflexivity to illuminate some of the connections between local discursive practices, self-formation, and broader relations of power. Study IV uses Iedema's (1999) concept of resemiotisation to trace the ways in which individuals re-shaped available representational resources to mobilise collective agency in community-based workshops. The summary provides a framework for these studies by locating and critiquing each within shifts in the political economy of South Africa.

It reflects on a history of research and practice, raising questions to do with voice, justice, power, agency, and desire. Overall, this thesis argues for a reconceptualisation of ABET that is more strongly aligned with development goals and promotes engagement with new forms of state/society/economy relations.

Author: Caroline Susan Kerfoot

Dissertation Director(s): Christopher Stroud

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Book: The Oxford Handbook of Cognitive Linguistics

In the past decade, Cognitive Linguistics has developed into one of the most dynamic and attractive frameworks within theoretical and descriptive linguistics. The Oxford Handbook of Cognitive Linguistics is a major new reference that presents a comprehensive overview of the main theoretical concepts and descriptive/theoretical models of Cognitive Linguistics, and covers its various subfields, theoretical as well as applied.

The first twenty chapters give readers the opportunity to acquire a thorough knowledge of the fundamental analytic concepts and descriptive models of Cognitive Linguistics and their background. The book starts with a set of chapters discussing different conceptual phenomena that are recognized as key concepts in Cognitive Linguistics: prototypicality, metaphor, metonymy, embodiment, perspectivization, mental spaces, etc. A second set of chapters deals with Cognitive Grammar, Construction Grammar, and Word Grammar, which, each in their own way, bring together the basic concepts into a particular theory of grammar and a specific model for the description of grammatical phenomena. Special attention is given to the interrelation between Cognitive and Construction Grammar. A third set of chapters compares Cognitive Linguistics with other forms of linguistic research (functional linguistics, autonomous linguistics, and the history of linguistics), thus giving a readers a better grip on the position of Cognitive Linguistics within the landscape of linguistics at large.

The remaining chapters apply these basic notions to various more specific linguistic domains, illustrating how Cognitive Linguistics deals with the traditional linguistic subdomains (phonology, morphology, lexicon, syntax, text and discourse), and demonstrating how it handles linguistic variation and change. Finally they consider its importance in the domain of Applied Linguistics, and look at interdisciplinary links with research fields such as philosophy and psychology. With a well-known cast of contributors from around the world, this reference work will be of interest to researchers and advanced students in (cognitive) linguistics, psychology, cognitive science, and anthropology.

Editors: Dirk Geaerts and Hubert Cuyckens

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Book: Consonant Structure and Prevocalization

This monograph proposes a new interpretation of the intrasegmental structure of consonants and provides the first systematic intra- and cross-linguistic study of consonant prevocalization. The proposed model represents consonants as inherently bigestural and makes strong predictions that are automatically relevant to phonological theory at both the diachronic and synchronic levels, and also to the phonetics of articulatory evolution. It also clearly demonstrates that a wide generalization of the notion of consonant prevocalization provides a uniform account for many well-known processes generally considered independent - from asynchronous palatalization in Polish to intrusive [r] in nonrhotic English, to vowel epenthesis in Avestan, and to pre-/s/ vowel prothesis in Welsh. Consonant prevocalization has not played a significant role in the development of modern phonological theory to date, and this work is the first to highlight its broad theoretical significance. It develops important theoretical insights, with a wealth of supporting data and a rich bibliography. No doubt, this book will be of great interest to phonologists, phoneticians, typologists, and historical linguists.

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Review: The Interactional Instinct

The 'Interactional Instinct' proposes an alternative theory for the evolution of language, opposed to the Chomskyan notion of universal grammar and a priori hard wiring of linguistic knowledge.

Instead, the authors argue that language emerges on the basis of interaction and that moreover this comes about as the result of the infant's instinct to emotionally entrain itself on caregivers. The instinct thus provides the child with the motivation and the attentional mechanism which ensure language acquisition. The theory is supported by linguistic, evolutionary and biological evidence and the implications for first and second language acquisition are explored. The book is the second to come from UCLA's Neurobiology of Language Research Group; the first being 'The Neurobiology of Learning: Perspectives from Second Language Acquisition' by Schumann and colleagues (2004). This new volume brings together revised versions of chapters from Lee's doctoral thesis, qualifying papers by Mikesell, Joaquin and Mates, and a concluding chapter by Schumann.

The first two chapters, based on Lee's thesis, present the theory of complex adaptive systems and explain why language can best be viewed as such a system, and subsequently set out the evidence for the emergence (rather than determinism) of language. The third chapter, based on Mikesell's work, considers the nature of language from the perspective of interaction, placing conversation and context above any notion of biological instantiation. Chapter 4, led by Joaquin, reviews the literature on early evidence for interaction between infant and caregiver. Mates' chapter then presents the neurobiological research on interaction in great detail. The sixth chapter, prepared by Mates and Lee, discusses the implications of the interactional instinct for first and second language acquisition, observing that the instinct is not available for adult second language acquisition but that high proficiency is achievable given sufficient motivation and aptitude. In the seventh and final chapter, Schumann considers the wider implications of the theory presented here.

The 'Interactional Instinct' is a thought-provoking, timely and satisfyingly interdisciplinary publication which will be of interest to faculty and graduate students in the fields of language evolution, language acquisition, psycholinguistics and neurolinguistics.

The emergentist notion that language is a complex adaptive system is not new (Gell-Mann 1992; Steels 2000; Smith, Kirby and Brighton 2003; Holland et al. 2005; Beckner et al. 2009). Nor is the strategy of examining the interactional aspects of language for insights into its nature (Schegloff and Sacks 1973; Clark 1996; Pickering and Garrod 2004). Out of this interaction, and as opposed to Chomskyan determinism, language patterns are held to emerge from the 'chaos' of language use. The fundamental theory is that -- "Language structure emerges when an aggregate of agents attempt to communicate with one another. In the interactions, individuals create a lexicon and organize it into structures. Then, if the words and structures are efficiently producible, comprehensible, and learnable, their use will spread as a cultural artefact. Language is neither in nor of the brain but is rather an interactional artefact that may develop with each succeeding generation or may lock in structure to form a grammar for the language. The interaction generates the structure and ensures that the forms that ultimately become part of the grammar are those that fit the capacities of the brain. Therefore, the brain does not require a genetically based mechanism or module to specify the structures of a language." (p108).

As an alternative to the various nativist attempts to suggest the existence of some sort of 'language instinct' (Chomsky 1975; Bickerton 1990; Pinker 1994), the 'interactional instinct' is a well-argued and convincing proposition. Much of the argument for a language instinct is founded on the notion that there is 'poverty of the stimulus' -- insufficient input for the complexity of language which children acquire. But once it is accepted that this proposal is based on the complexities of written language -- a skill which is in fact learned later and over many years by children -- that spontaneous spoken language is relatively simple and that children do receive negative feedback, then "nativist theories lose their *raison d'être*" (p64). Language is not seen as transfer of information but as negotiated interaction (p97) and rather than the old performance-competence dichotomy the two are held to be equivalent: 'competence is performance' (p101).

The alternative premise put forward here is that human infants show an immediate desire to interact with conspecifics around them, based on studies of sensory response, facial expression, gesture and movements in neonates, as well as observations of capabilities such as imitation, infant-initiatedness, emotional perception and expression, human specificity, and an understanding of the organisation of interpersonal interaction. The child is thus seen to develop "not as organisms of disembodied cognition, but rather as whole children who develop in a contextually rich and socially infused environment" (Roseberry, Göksun and Hirsh-Pasek 2009: 225).

The research presented in this book is innovative in the sense that it provides evidence for a causal link for the emergence of language based on an innate need and ability to interact with human conspecifics. But the authors have not gone it alone in seeing the potential benefit of this line of work. Their proposition ties in neatly with a groundswell of similar research which combines position papers with empirical data collection and language modelling (O'Grady 2008; Mellow 2008; Beckner et al. 2009). The novel contribution made by the 'Interactional Instinct' is to introduce insight from the field of neuroscience.

The authors firstly present the 'neurobiological reward system' which underpins the affiliative instincts of the infant, moments after birth onwards (p166), and subsequently highlight neural changes which to some extent explain why children have an advantage over adults in language learning: why first and second language acquisition differ so substantially (p186).

To their credit, the authors present so much evidence in support of their theory that their

consideration of relevant research is comparable to the literature review requisite of any PhD dissertation. Unfortunately for the reader, some of the chapters read as just that: a quite dry and dull inventory of brief paper summaries in the style of a literature review. The fourth chapter -- on infant-caregiver interaction -- is in particular culpable in this way. The list of studies cited is vast and the density with which they are packed in to the text is overwhelming at times. It is certainly comprehensive, a quality not to be taken for granted, but nevertheless the chapter might have benefitted from a narrower range of papers and a more focused retelling of these at more than a superficial level.

The 'Interactional Instinct' will be of interest to all researchers of language evolution. It is interesting, well written and accessible for the most part. The one shortcoming in this respect is the fifth chapter, on neurobiology, which is advanced and at times opaque in its technical detail. Nevertheless, there would be no advantage to diluting this advanced level of technicality and so it remains for the reader to accept the challenge of following the argument in these sections of the book. The book itself is challenging as a whole -- to the established order and the just-so notion that homo sapiens evolved some sort of language instinct. It contains statements which are novel, thought-provoking and which need to be said. However, the book at times has the feel of a disjointed patchwork of papers -- something which is understandable given the overt division of labour among the several authors but which resulted in incoherence that could have been resolved with a strong tidying-up conclusion.

Unfortunately, the concluding chapter is brief and disappointing in this respect, choosing to respond to anticipated objections to the interactional instinct rather than offer a final review and reinforcement of the contents of the book. Overall, then, it is an approach which promises much but at present falls short of expectations.

Author: Namhee Lee, Lisa Mikesell, Anna Dina Joaquin, Andrea Mates, and John Schumann.

Publisher: Oxford University Press

Journal: International Journal of Corpus Linguistics

Corpus Studies in Contrastive Linguistics Special Issue of International Journal of Corpus Linguistics volume 15:2

Introduction:

- Stefania Marzo, Kris Heylen and Gert De Sutter 151-156

Articles:

- Believe-type raising-to-object and raising-to-subject verbs in English and Dutch: A contrastive investigation in diachronic construction grammar Dirk Noël and Timothy Coleman 157-182.
- Contingency hedges in Dutch, French and English: A corpus-based contrastive analysis of the language-internal and -external properties of English depend, French dépendre and Dutch afhangen, liggen and zien Bart Defrancq and Gert De Sutter 183-213.
- Cultural differences in academic discourse: Evidence from first-person verb use in the methods sections of medical research articles Ian A. Williams 214-239.
- Cognitive verbs in context: A contrastive analysis of English and French argumentative discourse Anita Fetzer and Marjut Johansson 240-266.
- Mood and modality in finite noun complement clauses: A French-English contrastive study Issa Kanté 267-290.
- Choice of strategies in realizations of epistemic possibility in English and Lithuanian: A corpus-based study Aurelia Usonien and Audrone Soliene 291-316.

[Read more...](#)

Book Review: The Morphology of English Dialects

Anderwald's (henceforth A) monograph is a functionally-oriented treatment of English verbal morphology, focusing especially on a handful of verbs whose dialect history differs from that of Standard English.

Overall A has brought forth a very good account of morphological patterning for some varieties of English. Her argument is strongly set out in the first two chapters, her presentation of verb patterns and their functionality being especially cogent. Additionally, her review of various theories of verbal morphology offers a useful summary. In the main, her theoretical argumentation and findings are convincing. Just a few questions remain, and these do not in any significant way mitigate her overall thesis.

Author: Lieselotte Anderwald

Publisher: Cambridge University Press

Book Review: InterPhases

This book is a collection of thirteen papers on topics related to the syntax-semantics and syntax-

phonology interfaces in the framework of the Minimalist Program, focusing especially on Phase Theory. The contributions are developed from presentations at the 2006 Interphases conference, held in Nicosia, Cyprus, and have undergone critical review.

Although these papers deal mainly with syntactic phenomena and the syntactic component of the grammar, they are informed by - and have consequences for - theories of those components that interface with syntax, namely morphology, phonology, and semantics. Therefore, I have tried to make this review accessible to those (like myself) who do not work primarily in the Minimalist framework, but in intersecting fields that concern theories of the interfaces.

Following an introductory chapter, the volume is divided in three parts, each comprising four papers on loosely similar themes. The papers in Part I (chapters 2-5), 'Conceptual Issues', address questions concerning the architecture of the framework itself. Those in Part II (chapters 6-9), 'Articulatory Issues', add data from phonological phenomena, asking what these say about the theory. Last, those in Part III (chapters 10-13), 'Ordering Issues', explore problems in the ordering of operations and conditions, asking where during the derivation they apply.

Editor: Kleanthes K. Grohmann

Publisher: Oxford University Press

Dissertation Title: The Influence of Computers, the Internet and Computer-Mediated Communication on Everyday English

The dissertation focuses on the use of English in connection with computers and the Internet and on its influences on everyday English. We adapt our language to new technology, in this case computers and the Internet, and we need new words to describe new technology and the possibilities it offers. Moreover, metaphors change and the meaning of some words has shifted from its original meaning to a meaning related to new technologies. In order to assess this influence, two British magazines were analysed for one year, two recent TV shows were tested for features of Computer-Mediated Communication (CMC) in spoken language, and an extensive analysis of 'The Bank of English', a large corpus, was conducted. The collected data is evaluated and shows the scope of influence from CMC, computers and the Internet.

The introduction and hypotheses are followed by some background information about the development and spread of computers and the Internet and about the role that English plays in the use of the Internet. Next, previous studies dealing with computer-mediated communication are presented. This includes Marshall McLuhan's notion of a global village, linguistic studies about CMC, for example, by Naomi Baron, David Crystal and other linguists, and more general studies which deal with new ways of communication via computers and the Internet. The third chapter shows the features of CMC before dealing with different theories to explain CMC. The comparison of the different theories shows how difficult it is to classify CMC. Is it a new register, just a new style, or are there even parallels to the development of pidgins and creoles? In the fourth chapter, the discussion about CMC and its influence on everyday language is presented, showing the different arguments and predictions about the development and influence of CMC. While some fear a deterioration of language, others claim that CMC enriches the linguistic repertoire and facilitates more creativity. In the fifth chapter, the question of how far existing linguistic theories can be applied to the study of CMC and its influence is considered. It shows where the framework of theories is sufficient to explain CMC, its influence and the rise of technology-related language and where new theories are needed or existing theories need to be adapted to explain CMC, for example, theories about language change and networks. In the sixth chapter, the methodology of the analysis is explained including the data sampling and the data examination. The seventh chapter deals with neologisms, new phrases and the shift of meanings in connection with computers, the

Internet and technology in general. Moreover, it presents metaphors in relation with computers and the Internet and analyses them. In the eighth chapter, the influence of CMC, computers, and the Internet on everyday language is analysed based on data collected from magazines, book, TV shows and 'The Bank of English'. In chapters nine and ten, the results of the study are evaluated and the hypotheses motivating the study are reconsidered.

Author: Sandra Greiffenstern

Dissertation Director(s): Peter Lucko

Conference: 16th Annual Conference of the International Association for World Englishes

Date: 25 to 27 July 2010

Location: Vancouver, British Columbia, Canada

Contact: [Suzanne K. Hilgendorf](#)

The 16th Annual Conference of the International Association for World Englishes (IAWE 16) is being hosted by Simon Fraser University at the Morris J. Wosk Centre for Dialogue in Vancouver, Canada from July 25 to 27, 2010.

Conference theme:

World Englishes Today: A Critical Reevaluation of Theory, Methodology, and

Pedagogy in Global Contexts.

[Read more...](#)

Book Review: Why Writing Matters

"Why Writing Matters" is a festschrift in honour of Roz Ivani? comprising 22 contributions written by colleagues and students on the themes Creativity and Identity, Pedagogy, and Methodology. Each of the three parts, in turn, includes three brief reflections and four chapters. The three parts are outlined in the Introduction by the editor most concerned with research in the respective area of writing.

The 12 chapters are united by varying social practices perspectives (xvi) and the threefold purpose (xvii) of celebrating Roz Ivani?, indicating how she inspired individuals through her thinking, teaching and research, and recording the projects that developed from what she initiated - especially as far as the theme of writing and identity is concerned.

Editors: Awena Carter, Theresa Lillis, and Sue Parkin

Publisher: John Benjamins Publishing Company

Workshop: Relational Text Coherence and Text Comprehension

Date: 23 to 25 February 2011

Location: Göttingen, Germany

Contact: [Renate Musan](#)

Important dates:

Deadline for abstract submission: 15 August 2010

Notification of acceptance: 15 September 2010

Provisional program: 15 December 2010

DGfS Conference: 23-25 February 2011

Relational coherence is a core property of texts and is rendered by means of relations (e.g. causal, temporal, adversative) that hold between its parts. Relations can either remain implicit or be marked in explicit terms by connectors such as but, because, therefore. Whether implicit or otherwise, intended relations that make a text coherent must be established by the recipient during text comprehension in order to generate a 'correct' and 'in-depth' representation of text meaning that can be viewed as adequate.

The focus of the workshop is placed on text comprehension and relations that create coherence, taken from a semantic, text-linguistic and psycholinguistic viewpoint. Areas of interest include - semantic questions that relate to preferred readings of the means used in marking cohesion, both with respect to their scope as well as the factors underlying observed reading preferences; -empirical findings and methods of analysis in text comprehension studies that concern contrasts between implicit versus explicit markers of comprehension, the role of factors such as background knowledge or the complexity of the text; -the application of findings in contexts such as the improvement of school text books, as well as the development of comprehension with regard to coherence relations in both first and second language acquisition.

The workshop will be of interest to scholars working in the area of semantics, text linguistics as well as text comprehension. It is part of the 33rd annual meeting of the Deutsche Gesellschaft für Sprachwissenschaft (DGfS).

Call For Papers

Submission of abstracts:

Please send your anonymous one-page abstract to both of the following emails: renate.musan@uni-osnabrueck.de, angelika.becker@uni-osnabrueck.de.

The abstract should be in plain text or in PDF format, and it should be in English only. Please include the following information in the body of the email: author's name(s), affiliation, email address, title of the abstract. The normal time allotted for presentation is 20 minutes plus 10 minutes for discussion. Please note if you would be interested in a longer time-slot.

Conference: Conference on the Linguistics of Contemporary English

Date: 19 to 23 July 2011

Location: Osnabrueck, Germany

Contact: [Alexander Bergs](#)

The attention devoted to the linguistics of the English language has resulted in a broad body of work in diverse research traditions. The aim of the ICLCE conference is to encourage the cross-fertilisation of ideas between different frameworks and research traditions, all of which may address any aspect of the linguistics of English. Previous ICLCE conferences were held in Edinburgh (2005), Toulouse (2007) and London (2009) along the same lines. We aim for the

Osnabrueck conference to build on the success of those events.

Confirmed Plenary Speakers:
 Daniel Schreier (University of Zurich)
 Peter Stockwell (University of Nottingham)
 Graeme Trousdale (University of Edinburgh)
 Jessica de Villiers (University of British Columbia)
 Rachel Walker (University of Southern California)
 Gert Webelhuth (Goethe Universität Frankfurt am Main)

[Read more...](#)

Conference: International Society for the Linguistics of English 2

Date: 17 to 21 June 2011
 Location: Boston, Massachusetts, USA
 Contact: [Eugene Green](#)

The theme of the conference will be Methods Past and Current. Recent studies in corpus linguistics, varieties and typologies, dialects and Standard English, as well as pragmatics prompt examination of methods found conducive to promising results.

2nd Call For Papers: deadline 30 September 2010

Workshop Proposals:
 The New England Committee invites workshop proposals that address approaches applicable to one or more fields of linguistic analysis.

This call for proposals aims at continuing the tradition of excellence established in Freiburg, 2008. The workshops at ISLE1 had clear themes, almost all the talks offered complementing one another. For example, the workshop on Linguistic Methodology included approaches to corpora and text: techniques for compilation, quantitative analyses, lexical sampling, identifying phrasal units, and framing patterns of pragmatic exchange. The group of eight talks for this workshop also sparked many questions and ideas for further study across genres, dialects, varieties, both current and past. ISLE2 plans to offer a platform for on-going explorations in methodology, generated at ISLE1 or elsewhere.

[Read more...](#)

Review: English Pronunciation Models: A Changing Scene

The book under review is a collection of papers presented at the 2003 and 2004 Pozna Linguistic Meetings. It addresses a number of current issues for pronunciation teaching and learning, in particular the Lingua Franca Core (LFC) introduced by Jenkins (2000). Contributions are arranged into five parts: part one is concerned with the issue of standard accent models; part two addresses the LFC model directly; part three explores learners' perspectives; part four deals with intonation; and part five focuses on issues concerning dictionaries and teaching materials. Editors: Katarzyna Dziubalska-Koaczyk and Joanna Przedlacka

Publisher: Peter Lang AG

Book: Contending with Globalization in World Englishes

This book engages with English in globalisation, re-examining and re-interpreting the contemporary contexts of its acquisition and use. The chapters contained in this book weave together four inter-related themes that define the role of English in the global context: the 'centrality of structure', 'relationships of interdependence', 'social constructions of difference' and 'reproduction of inequality'. These themes enable the authors to draw attention to the dynamics of the contemporary realities of the 'English-speaking' and 'English-using' nations, especially as they compete for cultural, social, economic and symbolic capital in global networks. In engaging World Englishes with the sociolinguistics of globalisation, the authors raise some fundamental questions about the status, structure, and functions of World Englishes. Editors: Mukul Saxena and Tope Omoniyi

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Book: The Economics of the Multilingual Workplace

This book proposes a path-breaking study of the economics of multilingualism at work, proposing a systematic approach to the identification and measurement of the ways in which language skills and economic performance are related. Using the instruments of economic investigation, but also explicitly relating the analysis to the approaches to multilingualism at work developed in the language sciences, this interdisciplinary book proposes a systematic, step-by-step exploration of the issue. Starting from a general

identification of the linkages between multilingualism and processes of value creation, it reviews the contributions of linguistics and economics before developing a new economic model of production in which language is taken into account. Testing of the model using data from two countries provides quantitative estimations of the influence of multilingualism on economic processes, showing that foreign language skills can make a considerable contribution to a country's GDP. These findings have significant implications for language policy and suggest strategies helping language planners to harness market forces for increased effectiveness.

Authors: François Grin, Claudio Sfreddo and François Vaillancourt

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Book: Design Literacies

Design Literacies: Learning and Innovation in the Digital Age explores new ways of meaning making by examining the practices, stories, and products of new and digital media producers with the goal of understanding the logic of marketplace production.

Based on interviews with thirty new media and digital technology producers, including designers of video games, community activists and marketers of digital technologies, *Design Literacies* looks at the shared patterns and common themes and offers a window into contemporary out-of-school practices, a language to describe these practices and a pedagogy that better meets students' needs in this new media and digital age.

With a foreword by Gunther Kress and an afterword by James Gee, *Design Literacies: Learning and Innovation in the Digital Age* will be of interest to postgraduate and graduate students of applied linguistics and education.

Authors: Mary P. Sheridan and Jennifer Rowsell

[Read more...](#)

Conference: 16th Annual Conference of the International Association for World Englishes

Date: 25 to 27 July 2010

Location: Vancouver, British Columbia, Canada

Contact: Suzanne K. Hilgendorf iawe2010@sfu.ca

The 16th Annual Conference of the International Association for World Englishes (IAWE 16) is being hosted by Simon Fraser University at the Morris J. Wosk Centre for Dialogue in Vancouver, Canada from July 25 to 27, 2010. The conference theme is: World Englishes Today: A Critical Reevaluation of Theory, Methodology, and Pedagogy in Global Contexts. The following plenary speakers will address the conference. The general topics of their talks are noted in parentheses.

- Dr. Braj B. Kachru, University of Illinois at Urbana-Champaign, USA (focus: theory; English in Asian Contexts)
- Dr. Sue Wright, University of Portsmouth, UK (focus: English in Europe)
- Dr. Nkonko Kamwangamalu, Howard University, Washington, D.C., USA (focus: English in Africa)

In addition, focus lectures will be given by:

- Dr. Yamuna Kachru, University of Illinois at Urbana-Champaign, USA (focus: theory; Communication across Cultures in Englishes)
- Dr. Murray Munro, Simon Fraser University, Vancouver, Canada (focus: L2 Applied Phonetics)
- Dr. Elizabeth Martin, California State University, San Bernardino, USA (focus: World Englishes and Advertising; English in France)
- Dr. Jamie Shinhee Lee, University of Michigan-Dearborn (focus: World Englishes and the Media; English in Korea and Japan)

For further information regarding the conference, i.e., the Call for Papers, registration, accommodations, please visit the IAWE 2010 Conference website.

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Workshop: Workshop on Theoretical Morphology 5

Date: 25 to 26 June 2010

Location: Lutherstadt Wittenberg, Germany

Contact: [Jochen Trommer](#)

The Workshop on Theoretical Morphology (WOTM) seeks to provide a platform for researchers from different frameworks such as Paradigm Function Morphology, Distributed Morphology, Minimalist Morphology, and Optimality Theory with a focus on theoretical and formal aspects of morphology. WOTM 5 and the 6th meeting of the Network [Core Mechanisms of Exponence](#) will be organised as one joint event on June 25+26, 2010. For specific network presentations there will be an overarching topic ('Non-standard approaches to exponence'), but this is in no way obligatory for other speakers. All presentations and events are open to the public.

Invited Speakers:

- Chris Golston
- Daniel Harbour
- Sharon Inkelas

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Book: Language, Technology, and Society

This book traces the history of language technology from writing - the first technology specifically designed for language - to digital speech and other contemporary language systems. The book describes the social impact of technological developments over five millennia, and addresses topics such as the ways in which literacy has influenced cognitive and scientific development; the social impact of modern speech technology; the influence of various printing technologies; the uses and limitations of machine translation; how far mass information access is a means for exploitation or enlightenment; the deciphering of ancient scripts; and technical aids for people with language disabilities.

Richard Sproat writes in a clear, readable style, introducing linguistic and other scientific concepts as they are needed. His book offers fascinating reading for everyone interested in how language and technology have shaped and continue to shape our day-to-day lives.

Author: Richard W Sproat

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Book: The Lesser-Known Varieties of English

This is the first ever volume to compile sociolinguistic and historical information on lesser-known, and relatively ignored, native varieties of English around the world. Exploring areas as diverse as the Pacific, South America, the South Atlantic and West Africa, it shows how these varieties are as much part of the big picture as major varieties and that their

analysis is essential for addressing some truly important issues in linguistic theory, such as dialect obsolescence and death, language birth, dialect typology and genetic classification, patterns of diffusion and transplantation and contact-induced language change. It also shows how close interwoven fields such as social history, contact linguistics and variationist sociolinguistics are in accounting for their formation and maintenance, providing a thorough description of the lesser-known varieties of English and their relevance for language spread and change.

Editors: Daniel Schreier, Peter Trudgill, Edgar W. Schneider and Jeffrey P. Williams

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Book: Complex Predicates

Complex predicates are multipredicational, but monoclausal structures. They have proven problematic for linguistic theory, particularly for proposed distinctions between the lexicon, morphology, and syntax. This volume focuses on the mapping from morphosyntactic structures to event structure, and in particular, the constraints on possible mappings. The volume showcases the 'coverb construction' a complex predicate construction which, though widespread, has received little attention in the literature. The coverb construction contrasts with more familiar serial verb constructions. The coverb construction generally maps only to event structures like those of monomorphemic verbs, whereas serial verb constructions map to a range of event structures differing from those of monomorphemic verbs. The volume coverage is truly cross-linguistic, including languages from Australia, Papua New Guinea, Southeast Asia, the Indian subcontinent, East Africa and North America.

The volume establishes a new arena of research in event structure, syntax, and cross-linguistic typology.

Editors: Mengistu Amberber, Brett Baker and Mark Harvey

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Book: Teaching Languages Online

Novice and experienced educators who have considered moving some or all of their language courses online will find this text an invaluable starting point and resource throughout the process. In non-technical prose with emphasis throughout on excellence in pedagogical practice, the text takes both the new and experienced language instructor through the nuts and bolts of online teaching practices and uses multiple examples of online instructional conversations to illustrate these practices. Teaching in asynchronous written, asynchronous aural, synchronous written, synchronous aural and combinations of these environments are discussed and exemplary practices provided for each. An excellent place to both begin and augment language teaching online.

Authors: Carla Meskill and Natasha Anthony

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Book: Telling Stories

Narratives are fundamental to our lives: we dream, plan, complain, endorse, entertain, teach, learn, and reminisce through telling stories. They provide hopes, enhance or mitigate disappointments, challenge or support moral order and test out theories of the world at both

personal and communal levels. It is because of this deep embedding of narrative in everyday life that its study has become a wide research field including disciplines as diverse as linguistics, literary theory, folklore, clinical psychology, cognitive and developmental psychology, anthropology, sociology, and history.

In *Telling Stories* leading scholars illustrate how narratives build bridges among language, identity, interaction, society, and culture; and they investigate various settings such as therapeutic and medical encounters, educational environments, politics, media, marketing, and public relations. They analyze a variety of topics from the narrative construction of self and identity to the telling of stories in different media and the roles that small and big life stories play in everyday social interactions and institutions. These new reflections on the theory and analysis of narrative offer the latest tools to researchers in the fields of discourse analysis and sociolinguistics.

Editors: Deborah Schiffrin, Anna De Fina and Anastasia Nylund

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Journal: *Lingua*

Publisher: Elsevier Ltd

Volume Number: 120

Issue Number: 7

Issue Date: 2010

Subtitle: Optional Ergative Marketing

1. Optional ergative marking and its implications for linguistic theory

William B. McGregor, Jean-Christophe Verstraete

Articles

2. Optional ergative case marking systems in a typological-semiotic perspective

William B. McGregor

3. Animacy and information structure in the system of ergative marking in Umpithamu

Jean-Christophe Verstraete

4. 'Optional' ergativity and the framing of reported speech

Alan Rumsey

5. From discourse to syntax and back: The lifecycle of Kuuk Thaayorre ergative morphology

Alice Gaby

6. Ordering arguments about: Word order and discourse motivations in the development and use of the ergative marker in two Australian mixed languages

Felicity Meakins, Carmel O'Shannessy

Regular Articles

7. Invisible Last Resort: A note on clefts as the underlying source for sluicing

Jeroen van Craenenbroeck

8. Must in Singapore English

Zhiming Bao

9. Reference assignment in Dutch: Evidence for the syntax-discourse divide

Petra B. Schumacher, Maria M. Piñango, Esther Ruigendijk, Sergey Avrutin

10. In support of broad subjects in Hebrew

Edit Doron, Caroline Heycock

11. The landscape of additive particles?with special reference to the Cantonese sentence-final particle *tim*

Peppina Po-Lun Lee, Hai-Hua Pan

12. How different are expletive and referential pronouns? A parsing perspective

Yicheng Wu, Stephen Matthews

13. On the cross-linguistic avoidance of rhotic plus high front vocoid sequences

T.A. Hall, Silke Hamann

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Book: *Plautdietsch Grammar*

The stimulus for this project arises out of the realization that the Nether Saxon Low German dialect, *Plautdietsch* (a dialect, among others, of *Niederdeutsch*), is in dire danger of extinction. In the author's childhood (in the 1930s and 40s) the dialect was still widely spoken in Central Kansas and in various areas of Canada. Today there is a great need for help for many people whose parents spoke the dialect but did not pass it down to the next generation. This brief grammar seeks to help fill that need.

The work consists of 15 lessons, beginning with the smallest units of language, the letters of the alphabet and their sounds, moving from there to words, individual lessons on each of the parts of speech and their uses. Next come lessons on the combination of words in their proper relationships in the construction of sentences, and finally the combination of sentences into texts as the largest unit of language. The final two lessons cover the areas of times and numbers. Each lesson consists of 1) grammatical material, 2) a vocabulary, 3) a brief narrative to be read, and 4) two sets of exercises, one in English and one in

Plautdietsch.
Author: Eldo Neufeldt

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Conference: LSSA 2010

For more information about the up and coming conference, please go to our 2010 conference page.

Call for papers now open.

[Read more...](#)

Conference: Free Linguistics Conference

Date: 09 to 10 October 2010

Location: Sydney, New South Wales, Australia

Contact: Veronica Wagner veronica@freelinguistics.org

The aim of this conference is to provide an open and widely accessible forum to researchers, scholars, and postgraduate and undergraduate students, with research issues from all fields of Linguistics and TESOL. The main feature that distinguishes this conference is its focus on freedom: Freedom from linguistic sub-field divisions;

Freedom from an established and rigid theme for presentations; Freedom from fees!

Authors are invited to submit abstracts for papers, colloquia, poster presentations, or hot topics.

[Read more...](#)

Book: Elements of the Comparative Grammar of the Indo-Germanic Languages

Those who have impartially followed the development of comparative philology in the last twenty years will be aware of the great progress it has made in this interval. In both the scope and the nature of its work it has shown all the elasticity and creative vigour of a science that is still young in spite of its seventy years. That its diverse and scattered details need to be once again brought together under one systematic arrangement will hardly be doubted by any competent judge. The first edition of Schleicher's excellent 'Compendium' appeared in 1861, and was since twice published in a revised form by the author, the second time shortly before his death. When it was edited finally in 1876 with very few changes indeed, the two editors were already of opinion that it required complete remodelling. Thus I feel sure that the 'Elements', the first volume of which is now before the reader, meets a real need (from the introduction of 1888 edition).

Contents: Definition of the science of the Indg. languages - Differentiation of dialects (The Aryan branch - The Armenian branch - The Greek branch - The Albanian branch - The Italic branch - The Keltic branch - The Germanic branch - The Baltic-Slavonic branch) - Phonology - The sounds of the indg. primitive language - History of the separate Prim. Indg. Sounds (vowels as sonants, vowels as consonants, nasals, liquids, ablaut, explosives, spirants) - Other combinatory sound changes - Accentuation.

Author: Karl Brugmann

[Read more...](#)

Book: Conversational Narrative

This book investigates the forms and functions of storytelling in everyday conversation. It develops a rhetoric of everyday storytelling through an integrated approach to both the internal structure and the contextual integration of narrative passages. It aims at a more complete picture of oral narrative through analysis of a wider range of natural data, including personal anecdotes told for humor, put-down stories told for self-aggrandizement, family stories retold to ratify membership and so on, as well as marginal stories and narrative-like passages to delineate the boundaries of conversational storytelling and to test the analytical techniques proposed.

Using transcriptions of stories from everyday talk, Norrick explores disfluencies, formulaicity and repetition as teller strategies and listener cues alongside global phenomena such as retelling and narrative macrostructures. He also extends his analysis to narrative jokes from conversation and to narrative passages in drama, namely Shakespeare's "Romeo & Juliet" and Beckett's "Endgame".

Author: Neal R Norrick

[Read more...](#)

Conference: 15th International Lexical Functional Grammar Conference

Date: 18 to 20 June 2010

Location: Carleton University, Ottawa, Canada

Contact: [Ash Asudeh](#)

Fifteenth International Lexical Functional Grammar Conference

Registration is open on the LFG 2010 website, which also contains information

about accommodation, local information, activities, etc.

[Read more...](#)

Book: Constraints in Discourse 2

Text is highly structured, and structured at a variety of levels. But what are the units of text, which levels are at stake, and what establishes the structure that binds the units together? This volume, just as the predecessor a spin off of one of the workshops on constraints in discourse, contains the most recent, thoroughly reviewed papers by specialists in the area that try to give answers to such questions. It helps deepening the understanding of a multiplicity of mechanisms and constraints that are at work during production and comprehension of well-formed discourse. Researchers from linguistics, both formal and psycholinguistics, artificial intelligence, and cognitive sciences will appreciate this book as a valuable resource for information and inspiration.

Editors: Peter Kühnlein, Anton Benz and Candace L. Sidner

[Read more...](#)

Conference: 19th International Congress of Linguist

Date: 22 to 27 July 2013

Location: Geneva, Switzerland

Contact: [Jacques Moeschler Fabienne Reboul](#)

Geneva has been selected by the Comité International Permanent des Linguistes as the venue for the next International Congress of Linguists. The general focus of the 19th ICL is a look at the future of linguistics: Linguistics on the brink of its second century: The Language-Cognition Interface. Our proposal for the Congress concentrates on the cognition-language relationship. The provisional choice of ten parallel sessions will provide ample opportunity to explore this topic, in sessions such as Origins of Language and Human Cognition, Experimental Approaches to Pragmatics and Discourse, Acquisition and Pathologies of Language, and Language and the Brain. Traditional areas of linguistics will also be represented (Diachronic Linguistics, Phonology and Morphology, Theoretical and Comparative syntax, Lexical Semantics and Pragmatics, and Computational Linguistics), but the general orientation will be the relation between language and cognition. A retrospective look at the history of linguistics and the contribution of Saussure will be offered in a parallel session (The Saussure-Chomsky Connection: The Thread of Modern Synchronic Linguistics).

Book: Handbook of Language and Ethnic Identity

This volume argues that language, ethnicity, and identity are defined by the circumstances under which they are created. The foundational chapter by Joshua A. Fishman describes how language, ethnicity, and identity are variable and changeable. The essays in the first part of the Handbook view language and ethnic identity through the lenses of sociolinguistics, psychology, anthropology, politics, and economics. These essays address important topics such as diasporic languages, language and ethnic identity near state borders, and the education of Indigenous peoples, language minorities, and the Deaf. The second part of the Handbook views language and ethnic identity through a regional perspective, embarking on a journey through Europe, the Americas, Africa and the Middle East, and Asia and the Pacific. Drawing on both historical and up-to-date accounts, these chapters examine the relationship between constructions of language and ethnic identity and constructions of nation-states.

Although the volume offers considerable sophistication in the treatment of language, ethnicity and identity, it has been written for the non-specialized reader, whether student or layperson. Written by well-known scholars in their fields, the contributions offer a list of reference to steer readers to crucial further readings, as well as questions for further reflection and inquiry.

Authors: Joshua Fishman and Ofelia Garcia

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Annual Meeting: Linguistic Society of America: 85th Annual Meeting

Date: 06 to 09 January 2011

Location: Pittsburgh, Pennsylvania, USA

Contact: [David Robinson](#)

85th Annual Meeting of the Linguistic Society of America. Online submission of abstracts from June 1 through July 30, 2010. Online meeting registration and hotel reservations begin September 1, 2010. Deadlines for receipt of abstracts: Friday, 30 July 2010. Technical support for abstract submission will not be available after 5:00 p.m. EDT on 30 July 2010.

All abstracts and completed Abstract Submission Forms (available on-line from the Annual Meeting site after June 1) must be submitted to the LSA website by the deadline. Late abstracts will not be considered, whatever the reason for the delay.

The Program Committee requires that the subject matter be linguistic, that the papers not be submitted with malicious or scurrilous intent, and that the abstract be coherent and in accord with published specifications. In 2011, there will be no more than six (6) simultaneous sessions

of regular papers in each time block. As in the past, there is no upper limit on the number of papers in any subarea. Each abstract will be reviewed by members of the Program Committee and by expert external reviewers. On the basis of the ratings assigned by the reviewers and their own collective judgment, the members of the Program Committee discuss the ratings and make decisions about acceptances and rejections. The Program Committee then meets to assemble the final program, arrange each paper and poster session, and select session chairs.

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Book: Noam Chomsky and Language Descriptions

The general aim of the Senshu University Project The Development of the Anglo-Saxon Language and Linguistic Universals is investigation of structural characteristics common to the Germanic languages, such as English, German and Norwegian, and of works on and in the tradition of Generative Grammar founded by Noam Chomsky in the 1950s. The central idea of Generative Grammar, that the nature of natural-language syntax can be captured by a finite set of rules which are able to produce an infinite set of well-formed structures has been highly evaluated and influential even in related fields such as biolinguistics, philosophy, psychology and computer science. Noam Chomsky and Language Descriptions is a collection of articles that focus on the earliest but essential linguistic theory proposed by Noam Chomsky and articles that discuss specific topics pertaining to the study Germanic languages, in particular English and German. It is divided into two parts: Genesis of Generative Grammar and current Issues in Language Descriptions. The present book will be of general interest to linguists who seek to understand the original idea of Generative Grammar and nature of the Germanic languages.

Editors: John Ole Askedal, Ian Roberts and Tomonori Matsushita

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Book: Storied Conflict Talk

Narrative analyses routinely investigate autobiographical and interview data. This book examines narratives-in-interaction co-constructed by participants in formal mediation sessions, by asking how many of the five cases in the videotaped data display the adversarial narrative pattern pervasive within the interpersonal conflict literature, and secondly what other narrative patterns may be present, and how do they work? Focusing simultaneously at the utterance level and the macro-levels present within the larger dispute context, this book reveals situated communicative practices by which interlocutors interactively construct, resist, reproduce, and intertextually transform adversarial narratives to produce outcomes consonant with their underlying interests. In contrast to the dramaturgical model traditionally used in narrative research, this book illuminates the emergent, microgenetic character of narrative development.

Authors: Katherine A. Stewart and Madeline M. Maxwell

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Book: Movement Theory of Control

Natural languages offer many examples of "displacement," i.e. constructions in which a non-local expression is critical for some grammatical end. Two central examples include phenomena such as raising and passive on the one hand, and control on the other. Though each phenomenon is an example of displacement, they have been theoretically distinguished. Movement rules have generated the former and formally very different construal rules, the latter. The Movement Theory of Control challenges this differentiation and argues that the operations that generate the two constructions are the same, the differences arising from the positions through which the displaced elements are moved. In the context of the Minimalist Program, reducing the class of basic operations is methodologically prized.

This volume is a collection of original papers that argue for this approach to control on theoretical and empirical grounds as well. The papers also develop and constrain the movement theory to account for novel phenomena from a variety of languages.

Editors: Norbert Hornstein and Maria Polinsky

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Book: Phase Theory

This book provides a detailed and up to date review of the framework of phases (Chomsky 2000 and subsequent work). It explores the interaction between the narrow syntactic computation and the external systems from a minimalist perspective. As has sometimes been noted, Phase Theory is the current way to study the cyclic nature of the system, and 'phases' are therefore the natural locality hallmark, being directly relevant for phenomena such as binding, agreement, movement, islands, reconstruction, or stress assignment. This work discusses the different approaches to phases that have been proposed in the recent literature, arguing in favor of the thesis that the points of cyclic transfer are to be related to uninterpretable morphology. This take on phases is adopted in order to investigate raising

structures, binding, subjunctive dependents, and object shift (word order) in Romance languages, as well as the nature of islands.

Author: Ángel J. Gallego

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Workshop: INTERSPEECH Workshop on Second Language Studies

Date: 22 to 24 September 2010

Location: Tokyo, Japan

Contact: [Mariko Kondo](#)

INTER_SPEECH 2010 Satellite Workshop on 'Second Language Studies: Acquisition, Learning, Education and Technology' jointly organised by AESOP, SLaTE and LSSRL will be held at the International Conference Center of Waseda University in Tokyo, immediately before the main conference.

This is the final call for papers for INTER_SPEECH 2010 Satellite Workshop on 'Second Language Studies: Acquisition, Learning, Education and Technology' jointly organised by AESOP, SLaTE, NICT and LASS. The Workshop will be held at the International Conference Center of Waseda University in Tokyo immediately before the main INTER_SPEECH conference.

We are also pleased to announce that there is a special symposium on 'Primary School English Education in Asia' on 21 September 2010, the day before the workshop; admission to the symposium is free.

The main topics for the workshop include:

- a) Spoken and written L2 acquisition and learning
- b) Perception and production of L2 speech
- c) Phonetics and phonology of L2
- d) Psycholinguistics
- e) Language education and learning theories
- f) Data collection methods and corpus design
- g) Development of speech recognition and speech synthesis techniques for education
- h) Development of natural language processing techniques for education
- i) Practical and educational applications using speech and language technologies
- j) Intelligent tutoring systems using speech and language technologies
- k) Other topics related to L2 studies

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