

## 1. General

The four books discussed in this section can be broadly divided into two groups: two introductory texts on using statistics for linguistic research and two books focused on theory.

Both *Statistics for Linguists: A Step-by-Step Guide for Novices* by David Eddington and *How to do Linguistics with R: Data Exploration and Statistical Analysis* by Natalia Levshina offer an introduction to statistics and, more specifically, how it can be applied to linguistic research. Covering the same basic statistical concepts and tests and including hands-on exercises with answer keys, the textbooks differ primarily in two respects: the choice of statistical software package (with subsequent differences reflecting this choice) and the scope of statistical tests and methods that each covers. Whereas Eddington's text is based on widely used but costly SPSS and focuses on the most common statistical tests, Levshina's text makes use of open-source software R and includes additional methods, such as Semantic Vector Spaces and making maps, which are not yet mainstream.

In his introduction to *Statistics for Linguists*, Eddington explains choosing SPSS over R because of its graphical user interface, though he acknowledges that 'in comparison to SPSS, R is more powerful, produces better graphics, and is free' (p. xvi). This text is therefore more appropriate for researchers and students who are more comfortable with point-and-click computer programs and/or do not have time to learn to manoeuvre the command-line interface of R. Eddington's book also has the goal of being 'a truly basic introduction – not just in title, but in essence' (p. xvi) and thus focuses on the most mainstream statistical tools available for linguistic analysis. This is reflected in the length of the book, which is divided into nine chapters: the first ('Getting to Know SPSS') introduces the reader to the basics of SPSS; the second ('Descriptive and Inferential Statistics') contains some of the basic concepts of statistics-based research, and the last seven chapters each focus on a particular statistical test (ch. 3, 'Pearson Correlation'; ch. 4, 'Chi-square'; ch. 5, 'T-Test'; ch. 6, 'ANOVA (Analysis of Variance)'; ch. 7, 'Multiple Linear Regression'; ch. 8, 'Mixed-Effects Models'; ch. 9, 'Mixed-Effects Logistic Regression'). A number of hands-on exercises are included for practice, and readers are referred to the author's website for answer keys and data sets for some of the exercises; it is odd, though, that these documents are not made available through the publisher's website. Moreover, the webpage itself is quite basic, with a simple alphabetical list of the documents, which are not named for the relevant chapter, but it is still easy enough to access the necessary documents. Two nice features of the text are how chapters 3 to 9 start and end. Each chapter starts by clearly stating what kinds of questions the test can be used to answer and what kind of data is appropriate for the test – this makes it easy to use the book as a quick statistical reference. Moreover, near the end of each chapter, the author provides a 'recipe' for the statistical test – a step-by-step guide to the application of the statistical test. The lay-out of the text, however, is plain and at times a bit difficult to follow.

Levshina's *How to do Linguistics with R* not only offers an introduction to the more common statistical tests but also includes more specific linguistic approaches such as the measure of associations between words and constructions. It is divided into nineteen chapters that can be broadly divided into four parts. The preparatory section of the book includes chapter 1, which introduces statistics in research as well as some basic statistical concepts, and chapter 2, which provides a clear and gentle introduction to R, whose command-line interface might initially intimidate those with no or only a limited background in programming. The next two chapters continue with basic statistical concepts, including the first descriptive analysis of quantitative (chapter 3) and qualitative (chapter 4) variables. Chapters 5 through 14 explain the main statistical tests and analytical statistics: *t*-test (chapter 5), correlational analysis (chapter 6), linear regression (chapter 7), different types of ANOVA (chapter 8), various association measures (chapters 9-11), logistic regressions (chapters 12-13), and conditional

inference trees and random forests (chapter 14). The final chapters focus on various exploratory multivariate methods: distributional approaches to semantics (chapters 15 and 16), Multidimensional Scaling (chapter 17), Principal Components Analysis and Factor Analysis (chapter 18), and Simple and Multiple Correspondence Analysis (chapter 19). All of the study questions and hands-on exercises with keys are available on a dedicated webpage through the publisher that is easy to access and navigate. Some useful features of the text are its lay-out and formatting (it includes blue textboxes with useful additional information that can be skipped, if necessary) and its description of how to report the various statistical tests in research – the information you should include for each test and a template for reporting the data.

Evelien Keizer's *A Functional Discourse Grammar for English* is the first textbook on Functional Discourse Grammar [FDG], a typologically based theory of language structure and the recent incarnation of and elaboration on Simon Dik's Functional Grammar. Clearly and accessibly written, the book focuses on outlining FDG and showing how it can be used to analyse the most important grammatical features of PDE while also including several examples from various languages so as not to lose sight of FDG's typological orientation. Keizer presents the theory in a detailed and structured way over its seven chapters. Chapter 1 ('Why Functional Discourse Grammar?') introduces the basics of linguistic theory in general, contrasting functional and formal approaches, before going into more detail about FDG specifically, including the relevance of each of the components of the name to the theory and its underlying assumptions. Chapter 2 ('The general architecture of FDG') briefly outlines the basic concepts of FDG and its hierarchical structure. The four levels of representation are each fleshed out in the following chapters 3 to 6: 'The Interpersonal Level', 'The Representational Level', 'The Morphosyntactic Level', and 'The Phonological Level'. Three concrete and elaborated applications of the theory to analyses of sentences in English are demonstrated in chapter 7 'Sample Representations'. Each chapter includes short questions throughout that engage the student while reading and ends with exercises that challenge students to apply the theory to new data.

Edited by Jonathan J. Webster, *The Bloomsbury Companion to M. A. K. Halliday* is a collection of essays exploring the life, influences, and theory of Halliday, the founder of Systemic Functional Linguistics [SFL]. Aimed at a professional audience, this comprehensive volume contains nineteen contributions divided into four sections representing different periods in Halliday's life and the development of his theory of language. The single essay in Part I ('Halliday's Life') by Jonathan J. Webster begins the entire collection by succinctly outlining Halliday's life in a brief biography. Part II ('Halliday: The Making of a Mind') includes five chapters, each of which deals with a particular influence that shaped Halliday and his ideas about language, ranging from politics ('The Influence of Marxism' by M. A. K. Halliday), to general trends in science ('The "History of Ideas" and Halliday's Natural Science of Meaning' by David G. Butt), to more specific linguistic influences ('Halliday in China: Legacies and Advances from LUO, WANG and Beyond' by Peng Xuanwei; "'Socially Realistic Linguistics": The Firthian Tradition' by Braj B. Kachru; 'Systemic Functional Linguistics: Halliday and the Evolution of a Social Semiotic' by Ruqaiya Hasan).

The eight chapters in Part III ('Halliday: Ideas about Language') examine in more detail various phenomena that Halliday has explored through the lens of his theory, re-inforcing how strongly grounded in language use his theory is. The two chapters by Christian M.I.M. Matthiessen, 'Halliday on Language' and 'Halliday's Conception of Language as a Probabilistic System', lay down the basics of SFL and elaborates more fully on Halliday's idea of language as a probabilistic system. 'Language Development in Early Childhood: Learning How to Mean' by Jane Torr outlines Halliday's research into child language development, primarily based on a detailed analysis of his son Nigel's linguistic transition. J.R. Martin offers an introduction to Halliday's view on grammar from a pedagogical

perspective in 'Halliday the Grammarian: Axial Foundations'. In 'Intonation', Bradley A. Smith and William S. Greaves provide an account of Halliday's description of intonation: what it is, how to study it, and how it is used in English grammar. Focusing on Halliday's call for descriptions of texts, Jonathan J. Webster discusses the notion of 'text' and its importance within SFL in 'Text Linguistics'. 'Halliday as an International Educator' by Geoff Williams presents some of the key educational concepts Halliday has introduced and how they have influenced educational practice. Related in subject matter to the chapter 'Text Linguistics', Annabelle Lukin explores Halliday's approach to language in literature in 'A Linguistics of Style: Halliday on Literature'; she advocates using the same method to analyse literary texts as any other text, though acknowledging that grammar can be used as an aesthetic resource.

Part IV ('Directions of Development from Halliday') brings together five contributions that demonstrate the breadth and versatility of Halliday's ideas through its extension to other fields both inside and outside of linguistics. These include music and painting ('Halliday's Three Functions and Their Interaction in the Interpretation of Painting and Music' by Michael O'Toole), multimodal analysis ('Multimodal Semiosis and Semiotics' by Kay L. O'Halloran, Marissa K.L.E. and Sabine Tan), translation ('Halliday's Contributions to a Theory of Translation' by Erich Steiner), typological studies ('Halliday in Relation to Language Comparison and Typology' by Kazuhiro Teruya and Christian M.I.M. Matthiessen), and computational linguistics ('Computational Linguistics: The Halliday Connection' by John Bateman and Mick O'Donnell).

## 2. History of English Linguistics

The history of English linguistics has received a fair amount of attention in the year 2015. In the monograph *Grammar, Rhetoric and Usage in English: Preposition Placement 1500-1900*, which is based on her PhD thesis, Nuria Yáñez-Bouza describes in great detail the precept and the usage of the competing linguistic features called preposition stranding and pied piping in the ModE period. The monograph consists of six chapters and a conclusion. The Introduction spells out the linguistic features in some detail and outlines the theoretical framework in which the study is couched, notably that of language standardization and normative linguistics. Chapter 2, 'Methodology', describes the two corpora that serve as the basis of the investigation, i.e. (a) a precept corpus that consists of grammar books, as well as other works that include grammar sections such as letter writing manuals and dictionaries, and (b) a usage corpus, which are two standard diachronic multi-genre corpora, namely the *Helsinki Corpus* (HC) and *A Representative Corpus of Historical English Registers* (ARCHER). Chapter 3 is dedicated to the precept corpus and in particular the attitudes expressed towards the linguistic features throughout the eighteenth century; this allows the author to determine the development of prescriptive and proscriptive comments. Chapter 4 focuses on the actual usage development of the two competing linguistic features. A thorough analysis of syntactic and genre variation reveals that preposition stranding was already around at the beginning of the period investigated, i.e. around 1500, and that the feature declined in the late eighteenth century. The latter development thus indicates that the stigmatization of the feature in precept works is unlikely to have developed during the same time period. The issue of stigmatization is then the main focus of chapter 5 'Grammar, Rhetoric and Style', where Yáñez-Bouza determines the beginnings of the stigmatization by discussing grammatical correctness in early English grammars and their Latin models. Chapter 6 'Latent Awareness' is concerned with the role of John Dryden and other individuals in relation to the emergence and development of language norms. Finally, in the conclusion all major findings are revisited and links to present-day and contemporary attitudes on preposition stranding are being made. All in all, this thorough and well-researched monograph makes a significant contribution to the history of English linguistics as well as related fields such as historical sociolinguistics.

The volume *Letter Writing and Language Change*, edited by Anita Auer, Daniel Schreier and Richard J. Watts, also contains a few contributions that are of relevance for the linguistic history of English. Notably, the chapters by Tony Fairman on ‘Language in Print and Handwriting’ (pp. 53-71) and Anita Auer on ‘Stylistic Variation’ (pp. 133-55) briefly mention the role that grammars play – or do not play – in relation to schooling of different social layers of society. More attention to the normative role of grammars is given in Stefan Dollinger’s contribution ‘Emerging Standards in the Colonies: Variation and the Canadian Letter Writer’ (pp. 101-13). He focuses on early grammars in Canada and, in particular, on the precept of first person *shall* and *will* in those works. This precept is then viewed in comparison to actual letter-writing data. Based on this investigation, Dollinger concludes that ‘grammar books in widespread circulation in Ontario at the time offered no clues for the heterogeneous practice in early Canadian letters’ (p. 112).

Transatlantic views on grammar writing are also presented in the volume *Transatlantic Perspectives of Late Modern English*, edited by Marina Dossena, which is based on talks given at the 5<sup>th</sup> Late Modern English conference (University of Bergamo, 2013). The volume consists of an ‘Introduction’ by the editor and ten chapters written by different scholars, of which several contribute new findings to the history of English linguistics. For instance, Carol Percy’s ‘Political Perspectives on Linguistic Innovation in Independent America. Learning from the Libraries of Thomas Jefferson (1743-1826)’ (in Dossena, ed., pp. 37–53) sheds light on the linguistic views of the politician and scholar Thomas Jefferson by way of scrutinizing book catalogues of his libraries as well as related correspondence. On a linguistic level, Percy focuses particularly on American neologisms in order to determine the relationship between the ‘linguistic tradition in Britain and [...] political affiliations in America’ (p. 37). In fact, she finds that Jefferson neither supported the imposition of new linguistic standards, nor the founding of an academy. Ingrid Tieken-Boon van Ostade’s ‘Five Hundred Mistakes Corrected. An Early American English Usage Guide’ (in Dossena, ed., pp. 55-71) takes a close look at the usage guide *Five Hundred Mistakes Corrected* (1856) by an anonymous author. She focuses particularly on the contents of the work and possible sources of the discussed mistakes. A comparison to British usage guides makes Tieken-Boon van Ostade conclude that early usage guides had different functions in Britain and America, i.e. they were of use for the socially mobile at the time of the Industrial Revolution in Britain while they served as useful books for immigrants from Europe in mid-nineteenth-century America. Usage guides are also the focus of Ulrich Busse’s contribution ‘Transatlantic Perspectives on Late Nineteenth-Century English Usage. Alford (1864) Compared to White (1871)’ (in Dossena, ed., pp. 73-97). While Alford’s *The Queen’s English* (1864) has been published in Britain, White’s *Words and Their Uses* (1871) is an American usage guide. Busse argues that both handbooks can be seen as ‘early specimens of prescriptive guides’ (p. 73). The comparison of both usage guides in terms of contents and ideological approach reveals that while both authors seem to be concerned with similar uses, White is clearly more conservative in his views in that he opposes innovation. Both authors see language use and morality as closely linked. The chapter ‘“Provincial in England, But in Common Use with Us”, John R. Bartlett’s Dictionary of Americanisms and the *English Dialect Dictionary*’ by Javier Ruano-García, María F. García-Bermejo Giner and Pilar Sánchez-García (in Dossena, ed., pp. 99-116) is concerned with the adoption and inclusion of American words in Joseph Wright’s *English Dialect Dictionary* (1898-1905). While Wright relied on several American sources, John R. Bartlett’s *Dictionary of Americanisms* (1848) served as a particularly important source. The authors ‘determine the proportion of terms taken from this source’ (p. 99) as well as Wright’s application of usage labels, comments and quotations.

A special issue on the sense of place in the history of English (*ELL* 19.ii[2015]), edited by Karen P. Corrigan and Chris Montgomery, which celebrates the work of Professor

Emeritus Joan Beal, also contains a few contributions that are concerned with the history of English linguistics. Nuria Yáñez-Bouza and David Denison discuss ‘Which Comes First in the Double Object Construction’ (*ELL* 19[2015] 247-68), or more precisely, in the pronominal pattern of the double object construction as in *Jim gave it him*, particularly in relation to the indirect object before direct object construction as in *Jim gave the driver £5*. This study is based on a range of contemporary and historical corpora and databases such as the Penn-Helsinki parsed corpora, the Salamanca Corpus, and the Corpus of Late 18<sup>th</sup>-Century Prose. Apart from investigating the double object constructions in usage corpora, the authors also shed light on the construction’s development as regional and social markers as reflected in early normative grammars. They show, for instance, that the V-O<sub>d</sub>-O<sub>i</sub> *give it me* has not been marginalized by prescriptive works in the ModE period, but appears to be on its way to become enregistered in specific areas, notably the North of England, at present (more on this in section 5). A comparison between usage and precept approach is also taken in Ingrid Tieken-Boon van Ostade and Viktorija Kostadinova’s contribution ‘Have Went – An American Usage Problem’ (*ELL* 19[2015] 293-312). The authors based their investigation on a usage-guide corpus, attitude studies (questionnaire and face-to-face interviews), as well as British and American corpus data, both diachronic and synchronic. Their findings show that *have went* is considered a usage problem in AmE while being perceived as a non-standard dialectal feature in BrE. Most importantly, the authors report that the forms *have went* and *have gone* are seen as differing in meaning by North Americans with different socio-demographic backgrounds.

Another study published in 2015 is Ute Tintemann’s ‘The Traditions of Grammar Writing in Karl Philipp Moritz’s (1756-1793) Grammars of English (1784) and Italian (1791)’ (*HL* 42[2015] 39-62). As the title already indicates, the author is concerned with grammar-writing traditions of the English and Italian vernaculars and, in particular, the influence that the Latin model had on these traditions. The study reveals that the author relied extensively on the work of other authors that he translates from, e.g. James Greenwood’s *Royal English Grammar* (1737) for his English work and Benedetto Rogacci’s *Pratica, e compendiosa istruzione circa l’uso emendato, ed elegante della Lingua Italiana* (1711) for his Italian grammar. ‘Senses of “Grammar” in the Eighteenth-Century English Tradition’ (*ES* 96[2015] 913-43) is the focus of one of Nuria Yáñez-Bouza’s articles, in which she tries to determine the meaning of the term ‘grammar’ in eighteenth-century England. To this purpose, she bases herself on Ian Michael’s seminal work on English grammar writing and the so-called ECEG (Eighteenth-Century English Grammars) database. More precisely, she critically examines divisions into primary constituents such as orthography, etymology, syntax, etc. ‘and the subsidiary content that accompanies the main parts of grammar’ (p. 913) as for instance punctuation and irregular verbs. Her investigation reveals that the primary parts appear to be fairly uniform, while the additional content is extremely varied. Thomas Godard, in ‘A New Grammar by Joseph Priestley (1733-1804)’ (*Lang&H* 58[2015] 1-23), applies approaches from attribution studies in order to determine that the grammar Joseph Priestley wrote is the anonymous grammar that is prefixed to the *Vocabulary, or Pocket Dictionary* (1765). In order to do so, he bases himself on biographical evidence, on the one hand, and on plagiarism software for grammar content comparisons, on the other. Apart from being able to show that great parts of the 1765 grammar ‘anticipated word for word the second edition of Priestley’s *Rudiments of English Grammar* (1768)’ (p. 1), Godard also shows that some of the most important innovations of the latter grammar, such as the definitions of parts of speech as well as the use of sourced examples, can already be found in the hitherto anonymous prefixed grammar.

### 3. Phonetics and Phonology

The publication of *The Handbook of English Pronunciation* edited by Marnie Reed and John M. Levis seems to be the major event of 2015 when it comes to books on English phonetics and phonology. The volume is a comprehensive source of reference for language researchers and teachers alike, covering a wide array of issues related to English pronunciation. Part I, presenting the subject matter from a historical perspective, is devoted to such issues as phonological changes that occurred in the language, the emergence and role of accent as a social symbol, as well as the history of teaching English pronunciation. The next section of the work focuses on the description of PDE segmentals and prosodic features, such as syllables, stress, rhythm and intonation. The relation between discourse and pronunciation constitutes the centre of discussion in the third part of the book. Here readers can find information about connected speech phenomena in English, and the effect that discourse has on intonation and other prosodic features of the language. Another part of the handbook provides material about pronunciation features of the major varieties of the language, including North American, British, Australian, New Zealand, South African, and Indian English (see also section 10 below for more research on the phonetics and the phonology of other Englishes). Part V of the book focuses on the acquisition of English pronunciation both in L1 and L2. The concluding and longest section of the volume contains an extensive discussion related to pronunciation teaching. A wide selection of the presented topics makes *The Handbook of English Pronunciation* a valuable source of information and an interesting read.

Voice onset time (VOT) does not cease to arouse interest among phoneticians and phonologists. Measurements of this parameter in spontaneous Scottish English speech provided an array of observations to Jane Stuart-Smith, Morgan Sonderegger, Tamara Rathcke, and Rachel Macdonald in 'The Private Life of Stops: VOT in a Real-Time Corpus of Spontaneous Glaswegian' (*LabPhon* 6[2015] 505-49). The authors provide a thorough overview of previous studies on VOT, which constitutes a solid background to the research questions asked in the paper. The investigators set out to discover the factors that influence the values of positive VOT in stressed syllable-initial stops (e.g. in *people*, *ten*). Additionally, the study is a search for evidence that positive VOT values changed over time in Scottish English. The results show that the stop's place of articulation exerts a significant effect on voice onset time. Similarly, it was attested that increasing local speaking rate results in the shortening of VOT in stops. Moreover, phrase-initial position of the plosive in comparison to phrase-medial one was found to be linked to a slight but significant increase in VOT. Trends related to the influence of the word's frequency and the height of the following vowel were also noticed. Regarding the change of VOT values in Glaswegian over time, the findings suggest that VOT in both voiced and voiceless stops became longer in the twentieth century.

New insights into the relation between voice onset time, onset fundamental frequency and phonological voicing categories were delivered by Olga Dmitrieva, Fernando Llanos, Amanda A. Shultz, and Alexander L. Francis in 'Phonological Status, Not Voice Onset Time, Determines the Acoustic Realization of Onset  $f_0$  as a Secondary Voicing Cue in Spanish and English' (*JPhon* 49[2015] 77-95). Their experiments showed that English stops belonging to different phonological voice categories displayed dissimilar onset  $f_0$  values. In the case of phonologically voiceless stops, the onset value of the fundamental frequency was significantly higher than in stops with the phonological feature [+voice]. Moreover, phonetic voicing did not seem to affect the value of onset  $f_0$  in English stops that belonged to the same phonological voice category, even though their VOT characteristics differed (short lag VOT and lead voicing VOT). On the grounds of these observations, the authors postulate that the covariation between VOT and onset  $f_0$  values aims at enhancing phonological distinctiveness and aiding auditory perception of the consonants.

Uriel Priva in his thorough article 'Informativity Affects Consonant Duration and Deletion Rates' (*LabPhon* 6[2015] 243-78) answers the question why some consonants become reduced

or deleted while others do not. In a corpus study of AmE, the author considers such information theoretic properties of segments as frequency, probability, predictability and informativity. The presented analysis indicates that low average (rather than local) segment predictability, contributing to its high informativity, is related to longer consonant duration and reduced likelihood to delete, which explains, for example, the existence of the process of /d/-deletion in words, such as *order* or *sudden*.

The pronunciation of Australian children's /l/ was scrutinized by Susan Lin and Katherine Demuth and presented in 'Children's Acquisition of English Onset and Coda /l/: Articulatory Evidence' (*JSLHR* 58[2015] 13-27). Examination of ultrasound images confirmed previous findings that /l/ is acquired later in the coda position than in the onset. Moreover, perceptual judgements of the lateral in syllable-initial positions did not always match articulatory data because the majority of highly variable /l/ productions were judged perceptually as adult-like. Based on this finding, the authors stipulate that articulatory norms should be formulated in conjunction with perceptual norms.

American children did not escape attention in 2015, either. In the article titled 'Development of Phonetic Variants (Allophones) in 2-Year-Olds Learning American English: A Study of Alveolar Stop /t, d/ Codas' (*JPhon* 52[2015] 152-69), Jae Yung Song, Stefanie Shattuck-Hufnagel and Katherine Demuth examined if children learn to produce canonical variants of phonemes first and then discover how to produce their allophones, or whether they begin by articulating the phonetic variants of sounds in specific contexts and grasp that these variants are realizations of the same phoneme only later. Acoustic and perceptual analyses of alveolar plosives revealed that children were more likely to articulate the consonants in the canonical manner rather than in the form of unreleased, flapped or glottalized variants, as their mothers did. The text ends with a detailed discussion about the implications of these results for early phonological representations in children.

Georgia Zellou and Rebecca Scarborough in 'Lexically Conditioned Phonetic Variation in Motherese: Age-of-Acquisition and Other Word-Specific Factors on Infant- and Adult-Directed speech' (*LabPhon* 6[2015] 305-36) argue that the speakers of English are by no means self-centred. Their corpus analysis of utterances directed towards infants and adults indicates that interlocutors articulate certain words in a way that enhances the perceptibility of the speech signal. It appeared that mothers talking to their infants were likely to hyper-articulate vowels and increase the amount of co-articulatory nasalization (features that facilitate better perception) in lexical items that are characterized by lower frequency of occurrence or are reported to be acquired by children at later stages than earlier-learned and more frequent words. When communicating with adults, vowel hyper-articulation and greater nasality was attested in words with low frequency and high phonological neighbourhood density (words that are phonologically similar to many other lexical items). On the basis of these findings, the authors assert that speakers assess word difficulty and take the type of interlocutor into consideration and adjust their articulation accordingly.

The subject of the relevance of phonological neighbourhood density in English was challenged by Susanne Gahl, who reveals in 'Lexical Competition in Vowel Articulation Revisited: Vowel Dispersion in the Easy/Hard Database' (*JPhon* 49[2015] 96-116) that the increased dispersion of vowels in words with greater recognition difficulty does not necessarily result from the drive to ensure intelligibility. Having examined vowels and their consonantal context in a previously described dataset, Gahl points out that the more peripheral vowel productions may be attributed to co-articulatory effects exerted by flanking consonants.

The question whether phonotactic constraints help users of BrE discover word boundaries was raised by Katrin Skoruppa, Andrew Nevins, Adam Gillard, and Stuart Rosen in 'The Role of Vowel Phonotactics in Native Speech Segmentation.' Their experiments involving the segmentation of nonsense syllable sequences revealed that vowel phonotactics exert an influence on English listeners' segmentation of speech. Specifically, it was shown that the

constraint on the appearance of lax vowels syllable-finally displayed a small but robust effect on the participants' segmentation of nonsense words.

Margaret E. Renwick and Caitlin N. Cassidy revisited the phenomenon of palatalization in BrE in 'Detecting Palatalization in Spontaneous Spoken English' (*POMA* 23[2015] 1-10). Their study of word-final /s/ in pre-/j/ contexts, as in *miss you*, consisted in analysing acoustically spontaneous speech recordings gathered from the Audio BNC Corpus. The results showed that [s], in the examined context and dataset, does not acquire the acoustic properties of the post-alveolar fricative <sh>. The measurements of the spectral centre of gravity revealed that the fricative segment before the palatal glide [j] was intermediate between <s> and <sh>. Moreover, Renwick and Cassidy confirmed previous conclusions that the strength of palatalization is related to lexical frequency of word pairs involved in the process and observed that the /s/ in low-frequency word pairs was realized in a longer manner with [s]-like characteristics, while the examined consonants in high-frequency tokens were shorter and displayed spectral properties more similar to those of <sh>. The outcomes of this analysis compel the authors to assert that palatalization in BrE is best classified as a process of gestural overlap, which becomes stronger in word pairs of high frequency, in fast or casual word conditions.

#### 4. Morphology

Two articles explore the semantics of derivational affixes in PDE. Marion Schulte's 'Polysemy and Synonymy in Derivational Affixation— A Case Study of the English Suffixes *-age* and *-ery*' (*Morphology* 25[2015] 371-90) investigates the semantics of the two suffixes in the title based on corpus data from the BNC. Proposing a new version of the semantic map method, Schulte shows that although there is an overlap in the range of semantic readings of the derivatives of these suffixes, *-age* and *-ery* are not entirely synonymous, as previously proposed. The second article is Marios Andreou's 'Lexical Negation in Lexical Semantics: The Prefixes *in-* and *dis-*' (*Morphology* 25[2015] 391-410). Andreou investigates the semantics of the negative prefixes *in-* and *dis-*. He describes the range of meanings for both, specifically the different types of negativity they express (e.g. contrary, as in the pair *clear-unclear*, or contradictory, as in the pair *animate-inanimate*) in combination with different types of bases (nouns, adjectives and verbs). He then proposes an analysis in terms of Lieber's framework of lexical semantics.

Chris P. Palmer in 'Measuring Productivity Diachronically: Nominal Suffixes in English Letters, 1400-1600' (*ELL* 19[2015] 107-29) addresses the problem of determining the productivity of suffixes in earlier periods of English and argues that this can only be done using a combination of different measures, rather than just one (such as new occurrences only, or hapaxes). He analyses five suffixes (native *-ness* and borrowed *-ity*, *-cion*, *-age* and *-ment*) in the Corpus of Early English Correspondence, looking at absolute frequencies, new combinations per subperiods, transparency, and hybrid formations, and then presents a ranking of these five suffixes in terms of their productivity.

#### 5. Syntax

##### (a) *Modern English*

In *The Syntax of Yes and No*, Anders Holmberg explores a hitherto largely neglected area, the syntax of the response particles YES and NO. Holmberg argues that far from being syntactically inert adverbial fragments, YES and NO represent the initial element of full clauses, with IP-ellipsis. He argues that this explains the distribution of various types of responses across a range of languages. The basic insight is that different types of questions elicit different types of responses. The outline of Holmberg's main argument is as follows: he argues that bare YES is



felicitous in response to neutral questions, because the polarity of the question and the response do not differ. In such cases, according to the author, the IP in the response is syntactically identical to its antecedent in the interrogative and can therefore be ellipsed. However, he distinguishes two types of negative yes/no questions, each of which elicits different responses. Holmberg claims that inner-negation questions such as *Is John not here?*, in which the negation scopes within the proposition ('is it the case that John is not here') can be answered YES. In these, YES affirms the negative proposition. These responses are full clauses with ellipsis of the IP under identity with the IP in the interrogative antecedent ['Yes, John is not here']. On the other hand, in outer-negation questions where negation scopes over the proposition ('Is it not the case that John is here?'), Holmberg claims that a simple YES answer is insufficient arguing that ellipsis is not possible in response to these questions because the IP in the response and the antecedent question are not identical; one is positive, the other negative. Instead, responses to these questions in PDE take the form of a clause in which the IP is spelled out and only the vP is ellipsed. These clauses may optionally be introduced by YES (Q: *Isn't John coming?* – A: *(Yes), he is*). Other languages exhibit a similar distinction, Holmberg discusses Finnish in detail as an example of this. Cross-linguistically, the availability of inner- and outer-negation questions correlates with the position negation in the clause. English is somewhat unusual, in having both inner and outer-negation questions, and their two distinct responses. Throughout, the monograph exhibits very careful and detailed scholarship, linking a formal syntactic analysis of responses to their semantics. The resulting account boasts wide empirical reach, explaining cross-linguistic differences in response systems in a database of 132 languages, not solely European languages. The analysis presents interesting implications not only for the syntax of responses but the syntax of clauses more generally, providing strong arguments in favour of a polarity operator within the CP layer of all clauses. Without this, Holmberg's findings are difficult to explain.

Several new undergraduate textbooks on English Linguistics appeared, either for the first time, or in revised editions in 2015. Roger Berry's *From Words to Grammar: Discovering English Usage* takes a novel approach to English grammar by discussing individual words from a usage-based perspective. The words chosen are some of the most frequently occurring in English corpus data, those which are deemed representative of a word class, or that exhibit interesting grammatical properties. The grammatical description is bottom-up, based on data drawn from English corpora, primarily the BNC and COCA. The analysis is data-driven: through data and exercises students are encouraged to make linguistic generalizations on the basis of the data presented. The kind of words chosen introduce students to issues around categorization and subcategorization, determiners and reference, modification, verbal argument structure and phrasal verbs, auxiliaries and modals. The data and exercise format used throughout makes students participants in doing linguistics – discovering grammatical patterns and generalizations which the author then explains. While this works well, the pedagogical value of the book could be enhanced by exercises directing students to gather and analyse their own examples from linguistic corpora. The data and exercise format works well, and while this book might not be a first choice for an introduction to grammatical structure, given its lack of syntactic formalism, it provides a useful set of exercises to test students' knowledge of key concepts around categorization, complementation, argument structure and the like. More importantly, it engages students with the process of doing corpus linguistics in a way which makes them more active participants in learning grammar than with many more traditional textbooks. To those of us who teach introductory grammar, it provides a clear demonstration of how a corpus-based approach to teaching grammar can work.

Ingo Plag Sabine Arndt-Lappe, Maria Braun and Mareile Schram's *Introduction to English Linguistics* is a new edition of a book first published in 2009. It provides an overview of phonetics, phonology, morphology, syntax, semantics and pragmatics appropriate for a first-year undergraduate module. It has breadth rather than depth on any of these individual topics,

but provides a clear explanation of the key foundational concepts in each of these linguistic domains, for example phonemes and allophones, morphological structure, constituency and X'-theoretic phrase structure. Useful exercises and bibliographies are provided for each chapter. While the discussions of phonology and morphology succeed in conveying the basic concepts well, the discussion of semantics (chapter 5) is very brief, raising more questions about word and sentence meaning than it in fact answers. With the exception of chapter 6, which discusses pragmatics, the book focuses on the formal structural aspects of language, rather than on language use. Chapter 7 acknowledges issues of language variation and change, but does little more than outline issues for further study. As such, the book does not provide a comprehensive introduction to linguistics, and additional materials will be required to introduce students to core concepts and issues in sociolinguistics (such as the sociolinguistic variable), and in historical linguistics. However, the book is clearly structured, systematic in its approach, and written in a way that addresses the reader directly, raising questions on the basis of linguistic data. The discussion of these data is very detailed: for example the discussion of phonemes and allophones in chapter 2 is extensive. The authors state in the introduction that the book may be used for undirected study. While the book will prove easy for most students to follow independently, some direction may be required, particularly to understand the phonetics and phonology sections. The second edition of this book continues to provide a highly detailed, data- and issue-driven exposition of key linguistic concepts, and as such remains a useful teaching tool.

2015 also saw the fourth edition of Sidney Greenbaum and Gerald Nelson's *Introduction to English Grammar*. This book takes a somewhat different approach to English grammar. Its focus is less on formal syntactic theory, more on a functional description. As in previous editions, it contains a particularly detailed discussion of word classes and sentences, without overwhelming students with syntactic theory. One particular advantage is the discussion of what the authors call 'usage problems' (chapter 6) – in fact aspects of language variation or change in PDE. The fourth edition expands this chapter, including data from the survey of English usage and its associated corpora (the Diachronic Corpus of Present-day Spoken English). A discussion of register variation is presented in chapter 8, and it is now good to see that this includes discussion of various recent forms of computer-mediated communication. This is an area of interest to many students. Teaching grammar through these aspects of variation in English usage, the book remains a useful source of detailed linguistic data and description.

Louise Mullany and Peter Stockwell's *Introducing English Language: A Resource Book for Students*, now in its second edition, provides an introduction to English linguistics that is much wider in breadth than Plag et al. or Greenbaum and Nelson. The book assumes readers have no knowledge of linguistics, beginning at a very basic level, but provides less detailed discussion of linguistic data than Plag et al.. The discussion of concepts also comes across as rather fragmented, for example a rather cursory description of phonetics is followed by a rather cursory description of morphology in chapter 3. The brevity with which key concepts are described is particularly problematic for the discussion of grammatical constituents and phrases – phrase structure tree diagrams are introduced with little explanation. As a consequence, it is difficult to see how this book could be adopted as a course-book on an introductory linguistics course, although it would offer very useful additional reading, provided students are directed to relevant sections. The way the book is organized into introductory, intermediate and advanced material lends itself to this kind of use. The most valuable aspect of the book is section D, which collects together several key papers on a number of linguistic topics. These expose students to a number of different issues and, more importantly, methodological approaches to linguistics.

*The Verb Phrase in English: Investigating Recent Language Change with Corpora*, a volume edited by Bas Aarts, Joanne Close, Geoffrey Leech and Sean Wallis, already appeared as a hardcover edition in 2013, but because it was not featured here before, we discuss the 2015

paperback version. In chapter 1, 'Introduction' (pp. 1-13), the editors describe the 'recent language change' from the title as an 'exciting emerging research area', which involves investigating changes 'over decades rather than centuries' (p.1). The fourteen remaining chapters in the book all deal with changes related to the VP in contemporary English. All studies are based on corpus analyses, and methodological issues receive ample consideration. Bas Aarts, Joanne Close and Sean Willis, in, 'Choices Over Time: Methodological Issues in Investigating Current Change' (in Aarts et al., pp. 14-45), argue that corpus linguists should carefully establish those cases where there is true variation between alternative options, and eliminate as many other factors as possible that may also influence the choice, such as what they call 'knock-out' contexts. To support this methodological point, they explore two case studies in a corpus of spoken English between 1960 and 1990: the use of the progressive and variation between *shall* and *will*. In 'Recent Shifts with Three Nonfinite Verbal Complements in English: Data from the 100 Million Word TIME Corpus (1920s-2000s)' (in Aarts et al., pp.46-67), Mark Davies comments on the tradition in English linguistics to use relatively small corpora and highlights the advantages of larger-scale corpora with his analysis of three cases of verbal complementation in the *Time Magazine* corpus: *We [talked] Bill into staying, He started [to walk/walking] down the street, and I'd really like (for) them to leave now*. For these three cases, the corpus provides many examples which, Davies shows, challenge existing views on the development of these complementation patterns. The authors of 'Verb Structures in Twentieth-Century British English' (in Aarts et al., pp.68-98), Nicholas Smith and Geoffrey Leech, use one of these 'smaller' corpora for their research, the so-called Brown family. They make a case for these corpora providing more reliable results – at least for the more frequent constructions – because more of the annotation has been checked manually and the corpora have been compiled to represent English as a whole rather than focusing on one genre. They present data which provide more details on the development of *not*-contractions, modal verbs, the progressive and the passive between 1931 and 2006. Douglas Biber and Bethany Grey, in 'Nominalizing the Verb Phrase in Academic Research Writing' (in Aarts et al., pp.99-132), investigate a corpus of various types of informational writing between 1700 and 2005, with a particular focus on science research writing in the twentieth century. Their data confirms earlier assumptions that there is a large increase in nominal structures, but they also show that there is only a small decrease in verbal structures, for which they provide a further analysis in terms of the phrases that have replaced these verbs. Sali Tagliamonte's 'The Verb Phrase in Contemporary Canadian English', (in Aarts et al., pp. 133-54), focuses on changes in the VP in CanE, based on the *Toronto English Archive*, the compilation of which, based on fieldwork, is described in detail in the chapter. She investigates the increase of *have to* over *must* and *have got* to express deontic modality, the increase in *have* over *have got* for stative possession, the use of *be going to* over *will*, and the increase in the use of *be like* for quotatives. For each of these, she provides frequencies differentiated for sex and age, providing an interesting insight in changes that are currently underway, some of which seem to be taking place at a great speed. In 'Recent Change and Grammaticalization' (in Aarts et al., pp. 155-86), Manfred Krug and Ole Schützler argue that the construction *the idea is*, followed by a clausal complement, is going through a grammaticalization process and becoming an intention marker, similar to *want to* or *be going to*. Based on data from the *Time* magazine corpus and phonological factors, they show that there are several signs of grammaticalization, such as syntagmatic fixation and phonological specialization. Magnus Levin's 'The Progressive Verb in Modern American English' (in Aarts et al., pp. 187-216), analyses progressive verbs in the *Time* corpus, focusing on the 1920s, 1960s, and 2000s, compared against multi-genre contemporary corpora of AmE. He especially focuses on the increase in the use of two forms: *be being* [adjective] (*I was being facetious*) and the progressive with private verbs (*believe, wonder*). He explains this increase with reference to concepts commonly used to explain changes in the twentieth century such as democratization and subjectification. Meike Pfaff, Alexander Bergs and Thomas Hoffmann, in

*'I Was Just Reading this Article - On the Expression of Recentness and the English Past Progressive'* (in Aarts et al., pp. 217-38), continue with the topic of the progressive but focus on one specific form, the past progressive. Based on data from the BNC and COCA, they propose that the past progressive was commonly used to mark the introduction of a new discourse topic, but is being reanalysed as a marker of recent past time because of the high frequency of recent past with these topic introductions, a change they refer to as 'context-induced reinterpretation'. Marcus Callies's 'Bare Infinitival Complements in Present-day English' (in Aarts et al., pp. 239-55), presents corpus data from the BNC and COCA on the occurrence of bare infinitives after a range of verbs (*help them make vs help them to make*), showing that they are more common than previously thought and occur with more verbs. He discusses various factors that may be involved in their use such as analogy and complexity, and suggests that this 'erosion' is part of larger trend of deletion of function words, especially in AmE. The contribution by José Ramón Varela Pérez, 'Operator and Negative Contraction in Spoken British English: A Change in Progress' (in Aarts et al., pp. 256-85), examines full forms of *not* against operator contraction (*you're not*) and negation contraction (*you aren't*) in two spoken corpora of BrE between 1950 and 1990. The data show that *be* behaves differently in all periods in preferring operator contraction, while *have*, *will* and *would* move towards a pattern where they almost exclusively appear with negative contraction, like other auxiliaries. Gunther Kaltenböck in 'The Development of Comment Clauses' (in Aarts et al., pp. 286-317) investigates comment clauses, focusing on *I think*, when used as a type of epistemic marker. Based on data of spoken English between 1960 and 1990, he discusses signs of further grammaticalization, an increase in some related forms (e.g. *I'm thinking*), and finally proposes a construction grammar analysis in an attempt to explain their formal and functional characteristics. Jill Bowie, Sean Wallis and Bas Aarts also investigate spoken English in the second half of the twentieth century in 'The Perfect in Spoken British English' (in Aarts et al., pp. 318-52). Using a variety of frequency measures, during which they discuss many methodological issues, they question an initially observed increase in the present perfect but show there is a decrease in infinitival perfects (*may have seen*) and the past perfect (*had seen*), for which decline they suggest several factors, such as American influence and simplification. Christopher Williams, in 'Changes in the Verb Phrase in Legal English' (in Aarts et al., pp. 353-371) analyses three corpora of legal documents between 1970 and 2010, one UK, one Australian and one UK corpus, and shows that even though legal texts are generally seen as conservative, there is a great change in the use of *shall*, largely due to the influence of prescriptive rules (the plain language movement). The short and final contribution to this volume, 'Modals and Semi-modals of Obligation in American English' (in Aarts et al., pp. 372-380) is a written-out version of the presentation by the late Stig Johansson at the symposium on which the book builds. He investigates *must*, *have to*, *have got to* and *need to* in the COCA, and shows how in recent years the decrease in *must* continues and the previously found increase in *have to* stabilizes. He ends with a cautionary note on the risks of basing every linguistic investigation on corpus research only.

Continuing with the theme of verbal syntax, Johanna Gerwin in *Ditransitives in British English Dialects* (2014), examines dialectal variation in patterns of dative alternation (*John gave a book to Mary – John gave Mary a book*). The dative alternation is subject to several linguistic constraints and Gerwin, in this published version of her doctoral thesis, argues that patterns of dialect variation in dative alternation are more complex and subtle than supposed hitherto, and that diatopic variation interacts with linguistic constraints. The level of detail provided offers a new diachronic and diatopic perspective on dative alternation. The study demonstrates how new data from the Freiburg English Dialect corpus (FRED) inform our understanding of dialectal variation in morphosyntax. Chapters 5 and 6 present the FRED data in great detail. It is particularly welcome to see Gerwin discuss synchronic variation in the context of patterns of diachronic change in chapter 6. Overall, Gerwin argues that dative

alternation varies according to the particular ditransitive verb. Data from the FRED involving pronouns as in *She gave it him* are typically associated with varieties of BrE from the Midlands, whereas northern varieties tend to employ canonical double object constructions (*She gave him it*) and southern varieties prepositional constructions (*She gave it to him*). The book explores a number of independent variable constraints upon dative alternation and it clearly presents a very thorough analysis of new corpus data. However, the quantitative analysis is limited to distributional analysis of individual variable constraints. The obvious question is how linguistic and extra-linguistic constraints interact, and whether linguistic constraints pattern the same way in all dialects. While some of the datasets are small, some regression analysis of the dialect data might have at least begun to address this question. Similarly, regression analysis would have enabled Gerwin to examine patterns of change in greater detail, perhaps even change in individual constraints.

(b) *Earlier English*

Several individual papers also address ditransitive verbs but from a diachronic perspective. Ludovic De Cuypere's 'The Old English *to*-Dative Construction' (*ELL* 19[2015] 1-26) investigates frequency and ordering effects of the *to*-dative (e.g. *gave the books to Mary*) in OE. He finds that the *to*-dative, compared to the Double Object Construction (*gave Mary the books*), is not rare, as previously claimed. He also finds that in the variation between the two orders with *to* (*gave the books to Mary* vs. *gave to Mary the books*) similar factors determine the order as in PDE (such as length and definiteness). Finally, he argues that the development of *to* from a Goal to Recipient marker already has its origins in OE. Another article investigating ditransitive verbs is Nuria Yáñez-Bouza and David Denison's 'Which Comes First in the Double Object Construction?' (*ELL* 19[2015] 247-68). They investigate variation in ditransitive verbs from ME to late ModE, focusing on the less frequent pattern of the double object construction (*gave it him*), compared against the prepositional variants (*gave the book to him*, *gave him the book*). Their analysis concentrates on pronominal variants, as these particularly allow the *gave it him* order, which they finally account for in terms of a CxG version of prefabs, i.e. 'ready-made multi-word strings' (see also section 2 above).

On the topic of OE and ME word order, there is Øystein Heggelund's 'On the Use of Data in Historical Linguistics: Word Order in Early English Subordinate Clauses' (*ELL* 19[2015] 83-106). He re-examines evidence from the literature which was used by David Lightfoot as support for his degree-0 theory of language acquisition, which built on the lack of evidence for SV/VO orders in subordinate clauses as evidence that children use data from main clauses to acquire word order, and he also presents his own data of OE and ME clauses. He concludes that there is more evidence for VO order in subordinate clauses than previously assumed, that the changes are more gradual than previously indicated, and that the development of main and subordinate clauses is in fact quite similar (although the numbers differ). Also dealing with issues of syntax on the transition from OE to ME, there is Caitlin Light and Joel Wallenberg, who in 'The Expression of Impersonals in Middle English' (*ELL* 19[2015] 227-45) investigate a hypothesis previously proposed in the literature that the English uses passives more extensively due to the loss of V2. They use sixteenth-century Bible translations to compare English against Icelandic and German, and use translations of the *Rule of St Benedict* to investigate English at different stages and from different regions. They suggest that varying rates of passivization are not linked to the presence or absence of V2, but rather to the presence or absence of alternative impersonalization strategies, most notably *man*.

Investigating early ME syntax, Nynke de Haas and Ans van Kemenade address 'The Origin of the Northern Subject Rule'[NSR] concentrating on 'Subject Positions and Verbal Morphosyntax in Older English' (*ELL* 19[2015] 49-81) Based on a detailed corpus study, the authors identify a core area for the NSR around Yorkshire in early ME, where both the subject type and adjacency of verb and subject determines the ending on the verb (*they sing* vs *birds*

*sings* and *they always sings*). In other Northern and Northern Midlands areas, the adjacency condition was weaker. They then provide an account for the rise of the NSR based on an analysis of multiple subject positions, for which they find new evidence in the Northern ME data.

Moving to studies of eModE syntax, there is an article by Hendrik De Smet and Evelyn Vancayzeele, 'Like a Rolling Stone: The Changing Use of English Premodifying Present Participles' (*ELL* 19[2015] 131-56). They investigate premodifying present participles (as in *a rolling stone*) and propose a classification of functions of these participles in PDE. Based on an analysis of eModE corpus data (mostly fiction), they then show that there is a decrease in identifying uses (*the following evening*) and type-oriented uses (*a talking dog*), while there is an increase in situation-oriented uses (*a passing car*). They propose that this change is an example of 'clausalization', which can be described as those participles relating more to the event described in the main clause than the actual noun they premodify.

Functional perspectives on grammaticalization continue to be a fertile area for new work, particularly exploring the notions of subjectification and intersubjectification. Two books from last year deal with the topic of intersubjectification: Lobke Ghesquière *The Directionality of (Inter)Subjectification in the English Noun Phrase* [2014]; and Lieselotte Brems, Lobke Ghesquière and Freek Van de Velde, eds., *Intersubjectivity and Intersubjectification in Grammar and Discourse* [2014].

Ghesquière focuses on change within a functional-cognitive model of the English NP, in which changes in the syntactic distribution of modifying elements within the NP correlate with changes in their interpretation. She argues that a structural model in which there is a linear progression from objective to subjective meanings is too simple to account for the different developments that individual pre-modifiers undergo. She puts forward the idea of textually intersubjective meanings in which linguistic elements direct the interpretation by the hearer/reader. Chapter 5 examines pathways by which nominal pre-modifiers of completeness such as *complete*, *total* and *whole* become intensifiers, with (inter)-subjective meanings, expressing (inter)speaker judgements or evaluations. Chapter 6 extends the argument to the specificity modifiers *specific* and *particular*. Chapter 7 is devoted to intensifier uses of *such* and *what*. Throughout, Ghesquière presents carefully analysed data from diachronic corpora to test different models of change. She identifies two prevalent pathways of change: from description to noun intensification, and from identification to noun intensification, and identifies both the triggering contexts for, and the cognitive mechanisms involved within these two types of (inter)subjectification. The book is both empirically detailed and well-grounded in cognitive linguistic theory. It advances our understanding of the development of the English NP. More importantly though, it provides detailed evidence of what (inter)subjectification is, and clear empirical evidence to determine its role in language change.

Brems et al. is a collection of papers that was first published as a special issue of the journal *English Text Construction* in 2012. In 'Intersubjectification and the Clausal Periphery' (in Brems et al., pp. 7-28) Elizabeth Traugott seeks to define and operationalize intersubjectification in such a way that it is distinct from subjectification and identifiable in written historical corpus data, where we do not have access to native speaker construal of the text or to paralinguistic cues for interpretation. She demonstrates, using as case studies the development of English *no doubt* and *surely*, that subjective and intersubjective meanings can be distinguished. She concludes that subjective and intersubjective meanings are not always encoded in different positions within clausal structure: *no doubt* is subjective at both the right and left periphery, whereas *surely* is intersubjective in both these domains. In 'Beyond Intersubjectification' (in Brems et al., pp. 29-52), Heiko Narrog shows that there is a shift in English modal constructions from subjective through intersubjective to textual meanings, which focus on marking relationships between propositions within the text or discourse. Narrog argues that concessive *may* is one such element in PDE, and that the diachronic appearance of these

textual meanings is subsequent to the development of more generalized intersubjective meanings in the earlier history of English. He then adduces further evidence for a similar development in Japanese concessives, arguing that the development of textual meanings represents the end point of a change from descriptive > subjective > intersubjective > textual meanings. In ‘Notions of (Inter)Subjectivity’ (in Brems et al., pp.53-76), Jan Nuyts usefully summarizes different definitions of intersubjectivity, arguing that these definitions in fact describe different processes, and therefore should be regarded as distinct. He concludes that Traugott’s and Langacker’s definitions of intersubjectivity are not mutually exclusive and that they often do not describe the same phenomenon. In ‘Intersubjectivity in Newspaper Editorials’ (in Brems et al., pp. 77-100) Geoff Thompson applies notions of intersubjectivity to the analysis of the relationship between newspaper editorials and their intended audiences. Through an analysis of two British newspapers, he argues that different newspapers use intersubjectification strategies such as modality, to construe their audiences in different ways that reflect the different demographics of their readerships. Similarly, in ‘“What I Want You to Remember Is...”: Audience Orientation in Monologic Academic Discourse’ (in Brems et al., pp. 101-128), Annelie Ädel examines the way academic and pedagogical texts construe their audience and manage audience orientation. The paper presents a detailed corpus-study of English for Academic Purposes textbooks, focusing on uses of 2nd person *you* in the texts. She concludes that by identifying audience orientation strategies in academic discourse, her work shows how better audience orientation and interaction could be achieved in academic discourse. The final paper by the editors themselves, ‘Intersubjectivity and Intersubjectification: Typology and Operationalisation’ (in Brems et al., pp. 129-154), highlights the volume’s contribution to the literature on (inter)subjectivity in three noteworthy areas: first, by addressing some of the issues as to how intersubjectivity is defined, in particular how different and apparently competing definitions relate to each other; second, by showing how to operationalize subjectivity and identify it in written (particularly historical) corpus data; and third, by emphasizing the diachronic relationship between subjectivity, intersubjectivity and textual meanings in processes of change. The book succeeds, particularly in the first two areas, but more work remains to be done concerning change.

Continuing the theme of usage-based approaches to morphosyntactic variation and change, Yuri Yerastov, in his article ‘A Construction Grammar Analysis of the Transitive *Be* Perfect in Present-day Canadian English’ (*ELL* 19[2015] 157-78), analyses the use of *be* with a perfect meaning such as in *I am finished my homework*, examples which occur with the verbs *do*, *finish* and *start* only, in several L1 varieties of English, including CanE. He reviews the properties of this perfect in comparison to related construction and then presents a CxG analysis of this phenomenon, which contains a lexical component (some more details on this can be found in section 9 below).

Another development of interest to diachronic linguists is the spread of the study of recent and ongoing morphosyntactic change from BrE and AmE into the varieties of New Englishes, as found in the volume *Grammatical Change in English World-Wide* edited by Peter Collins. Most contributions here focus on changes that have already been identified in BrE or AmE, for example the replacement of modals by semi-modals, extension of the progressive into punctual contexts. The papers build up a broader picture of these changes across several varieties and facilitate cross-variety comparison, allowing us to pose the question of why a change may take different forms across varieties, or why it may happen in one variety and not another, while at the same time they inform our understanding of earlier periods of English as well. For example, in the same way that those interested in typology and language phylogeny adduce common ancestors for related languages on the basis of perceived similarities between them, patterns of variation or change that are common to several English varieties might suggest that these patterns of variation and change are already established in earlier periods of English. This extends our understanding of variation and change, particularly in spoken varieties, for

which corpus evidence is lacking until the mid-20th century. The papers in this volume take great care to situate patterns of variation and change in this historical context. The volume thus adds to our understanding of early English grammar and change within it. (A full discussion of the individual papers included in the volume can be found in section 8 below). 2015 saw the publication of several new textbooks, including two particularly good works on historical linguistics and language change. In *Language Change*, Joan Bybee provides a very comprehensive account of functionalist theories of language change, suitable for an advanced undergraduate audience. Her scope is ambitiously wide: unlike many books on language diachrony, which focus on the histories of particular languages, Bybee is more concerned with principles, theories and mechanisms of language change; and their place within a usage-based theory of linguistics. Bybee's case studies and examples come from a wide range of different languages, with English contributing many case studies. While the book is clearly written and argued throughout, it assumes good knowledge of phonology, morphology and syntax on the part of the reader. The book divides into three sections: sound change, grammaticalization and syntactic change; although it also addresses how these different types of change intersect. The discussions of sound change and grammaticalization are particularly thorough, presenting an impressive number of case studies, although these case studies are often treated rather briefly (for instance, discussion of the English Great Vowel Shift receives three pages). Unsurprisingly, given her research paradigm, Bybee's approach is largely usage-based. Her explanations of changes often appeal to functional factors and semantic change. This approach lends itself particularly well to the description of grammaticalization in chapters 6 and 7. The discussion here integrates a large number of case studies, though it seems odd that negation (the Jespersen Cycle) is not among them. Bybee highlights the need for a book presenting grammaticalization research to an undergraduate audience as one of her reasons for writing. The present volume presents one of the most comprehensive and up to date summaries of grammaticalization research since Hopper and Traugott (2003, 2<sup>nd</sup> ed.), at least from a usage-based perspective. Chapter 8 discusses syntactic change. Here, it is important to bear in mind here that Bybee's approach to syntax is construction-based, rather than generative; hence generative theories of syntactic change, are addressed only very briefly. Chapters 9-11 describe lexical change, typology and historical reconstruction, and causes of change. These chapters are less detailed, and while it is important to discuss these topics within a comprehensive account of language change, they do not receive such detailed or comprehensive treatment as either sound change or grammaticalization do here. Overall though, this is a very impressive textbook, one that will be extremely useful particularly to those teaching sound change or grammaticalization to advanced level undergraduates. Challenging concepts are presented clearly, and incrementally, with suggestions for further reading on each topic clearly made throughout. The reference list itself represents a hugely useful directory of recent research. However, certain sections of the book may be more useful than others. The sections on sound change and particularly on grammaticalization constitute excellent surveys of recent research in those areas, and as such fill a gap in the existing pedagogical literature on language change.

Bettelou Los's *A Historical Syntax of English* is mostly aimed at advanced students – it presupposes quite a bit of knowledge of linguistic topics (although not necessarily on the history of English) – containing a wealth of detail about all the important syntactic changes in the history of English. In chapter 1, Los discusses three parameters that represent sources for syntactic change, which provide a structuring principle for the remainder of the book. The first parameter, explored in chapters 2 to 4, is the variation between syntactic and morphological expression of functional information. Chapter 2 explores changes in this parameter in a number of specific cases in the nominal domain, which in the history of English mostly amount to losses of morphological marking, such as loss of gender and loss of case endings. Chapter 3 is the first of two chapters looking at verbal categories, specifically the increase in use of *be* and *have* auxiliaries. After an explanation of general notions of tense, aspect and mood, with a focus on



aspect, and alternative ways of expressing aspect (e.g. prefixes and particles), Los looks in detail at the development of the perfect, progressive, and passive. Chapter 4 addresses the topic of the modal auxiliaries. It explains the NICE properties in detail, including their historical development, addressing issues like the loss of V-to-I movement for lexical verbs, the rise of *do*-support, and the grammaticalization process of modals from verb to auxiliary. The second parameter of change is the expression of arguments of the verb, which is addressed in chapter 5. Here, Los focuses on complementation patterns involving verbal complements, such as the question why *set* is followed by an *-ing*-gerund (*The examples here should set you thinking*) but *made* is followed by a bare infinitive *It made Euphrasia think* (p. 125). She then discusses the origins and spread of the gerund, the present participles and the *to*-infinitive as complementation options in detail, providing the historical stages and causes of each of these developments. The third parameter is word order, which is addressed in chapters 6 and 7. Chapter 6 explores issues of word order in subordinate clauses, focusing on the change from O-V to V-O order, and includes a discussion of the role information structure plays. Chapter 7 zooms in on main clauses, addressing the V2 system in OE and tracing its decline from ME onwards, including a treatment of all factors involved in this development, again with an important role for information-structural principles. The book ends with a chapter that explores the expression of discourse functions (i.e. foregrounding, backgrounding, and episode boundaries), providing a more functional perspective on syntactic structures. Each chapter ends with a ‘Summary of points’, a set of exercises and suggestions for further reading.

In *Syntax in three dimensions*, Carola Trips attempts to link the history of grammatical thought with both synchronic comparative syntax and diachronic syntax. The first part of the book (chapters 1-6) provides a detailed history of grammatical analysis from Aristotle and Quintilian to Chomsky’s Minimalist architecture. This is clearly not a textbook of the kind used on introductory undergraduate syntax courses. It assumes basic grammatical knowledge, and thus is more suitable for intermediate students who are ready to apply basic syntactic concepts to more advanced issues of grammar and to the study of languages other than PDE. The second part, on comparative syntax, provides a useful, broader perspective than the earlier narrow focus on English, elucidating concepts such as movement with the help of cross-linguistic data. However, the chapter on syntactic variation (chapter 10) is less successful. It is rather brief in its treatment of complex concepts and case studies (for example double modal constructions), touching on variationist sociolinguistics, but without really establishing clearly the notion of a syntactic parameter within syntactic theory. The third part provides a good overview of the syntax of OE and ME for intermediate level undergraduate students, highlighting issues in morphosyntactic change such as grammatical re-analysis and competition between grammars. This section is by no means comprehensive – for example it has little to say about grammaticalization, and the section on negation does not really address the Jespersen Cycle – but it provides a good introduction for students in conjunction with other introductory texts. A diachronic perspective is a welcome addition to an introductory textbook, given that an understanding of earlier English is useful to interpret some of the quirks of PDE syntax. While the individual sections on the history of grammatical thought and on the syntax of early English are thorough and detailed, it is difficult to see how they fit together coherently. However, this textbook may be a useful one to add to reading lists on intermediate-level syntax courses, as additional reading to extend the curriculum and stretch students who are highly engaged and curious about the foundations of grammatical thought, or about issues of syntactic variation or syntactic change.

## 6. Semantics

The second edition of *The Handbook of Contemporary Semantic Theory*, co-edited by Shalom Lappin, sole editor of the first edition, and Chris Fox, is the result of such a radical restructuring and revision of the previous edition that it can be rightfully considered a new book. The integration of new approaches and achievements did not only take place on the level of the individual chapters, but sometimes required the introduction of entirely new sections. This applies especially to computational approaches to semantics, which were summarized in one chapter in the first edition, but are devoted a whole section consisting of seven chapters in the current one, some of which are concerned with foundational topics in this area such as rich-type theories and proof-theoretical approaches for natural language. Another new direction of research given particular attention in the new edition concerns probabilistic theories of semantics. Somewhat surprisingly, considering traditional assumptions about the semantics-pragmatics division, there is also a chapter devoted to presuppositions and implicatures, which indicates that the editors – probably following recent developments -- do not consider these phenomena to be located entirely within pragmatics. In addition to the range of new topics, the volume distinguishes itself from the previous one in that in the discussion of more established topics, a special effort is made to substantiate theoretical claims with the help of data from controlled experiments and corpus research. The collection consists of five parts. Part I, ‘Quantifiers, Scope, Plurals, and Ellipsis’ consists of chapters discussing ‘Generalized Quantifiers in Natural Language Semantics (pp. 9-39), by Dag Westerståhl, ‘Scope’ (pp. 40-76) by Chris Barker, ‘Plurals’ (pp. 77-113) by Yoad Winter and Remko Scha, and ‘Ellipsis’ (pp. 114-40) by Ruth Kempson, Ronnie Cann, Arash Eshghi, Eleni Gregoromichelaki, and Matthew Purwer. Part II, ‘Modification, Presupposition, Tense, and Modality’, features chapters on ‘Adjectival Modification and Gradation’ (pp. 143-67) by Daniel Lassiter, ‘Presupposition and Implicature’ (pp. 168-202) by Christopher Potts, ‘The Semantics of Tense and Aspect: A Finite-State Perspective’ (pp. 203-36) by Tim Fernando, and ‘Conditionals and Modality’ (pp. 237-70) by Magdalena and Stefan Kaufmann. Part III, ‘Nondeclaratives’ contains a chapter on the ‘Semantics of Questions’ (pp. 273-313) by Andrzej Wiśniewski, and one on ‘the Semantics of Imperatives’ (pp. 314-41) by Chris Fox. Part IV ‘Type Theory and Computational Semantics’ consists of the following chapters: ‘Constructive Type Theory’ (pp. 343-44) by Aarne Ranta, ‘Type Theory with Records for Natural Language Semantics’ (pp. 375-407) by Robin Cooper and Jonathan Ginzburg, ‘Curry Typing, Polymorphism, and Fine-Grained Intensionality’ (pp. 408-28) by Shalom Lappin, ‘Semantic Complexity in Natural Language’ (pp. 429-54) by Ian Pratt-Hartmann, ‘Implementing Semantic Theories’ (pp. 455-92) by Jan van Eijck, ‘Vector Space Models of Lexical Meaning’ (493-522) by Stephen Clark, and ‘Recognizing Textual Entailment’ (pp. 523-57) by Mark Sammons. The final Part V, ‘Interfaces’, includes a discussion of ‘Natural Logic’ (pp. 561-92) by Lawrence S. Moss, ‘The Syntax-Semantics Interface: Semantic Roles and Syntactic Arguments’ (pp. 593-624) by Malka Rapaport Hovav and Beth Levin, ‘Reference in Discourse’ (pp. 625-54) by Andrew Kehler, ‘Probabilistic Semantics and Pragmatics: Uncertainty in Language and Thought’ (pp. 654-86) by Noah D. Goodman and Daniel Lassiter, ‘Semantics and Dialogue’ (pp. 686-713) by David Schlangen, and ‘Semantics and Language Acquisition’ (pp. 714-33) by Eve V. Clark.

Staying with reference works with a more general scope, the advanced textbook *English Historical Semantics*, by Christian Kay and Kathryn Allan aims to familiarize readers with basic distinctions relevant to the study of lexical semantics (sense relations, questions of reference, componential analysis, prototypes, frames), general tendencies in the historical development of the lexicon of English, the meaning change certain selected lexical items have gone through (including the whole domain of English colour terms discussed in a separate chapter authored by C. P. Biggam). Further sections of the book discuss the ways word meaning can change and how it can be studied, emphasizing the role of metaphor and metonymy as triggers for change, as well as the interconnections between language and

culture. Practical sections on the structure and use of dictionaries, thesauruses, as well as a glossary of key terms enhance the utility of the volume for its intended readership (more on this in section 7).

An exceptionally large portion of publications on English and general semantics was devoted in 2015 to theoretical or empirical studies on the semantic interpretation of quantificational and numerical expressions. In *Constraints on Numerical Expressions*, Chris Cummins argues that the most straightforward approaches to the use of number, which work with semantic analyses based on set-theoretic principles in the spirit of Montague grammar (Richard Montague 1970), do not adequately explain how numbers are used and understood in language. He proposes instead an analysis in which the usage of numerical expressions is modelled in terms of multiple constraint satisfaction. According to the author, the set of constraints that affect the choice of numerically quantified expressions, which are both ‘implicated in the speaker’s choice of utterance’ and ‘reflected in the hearer’s interpretation of utterances’ (p. 18), include the informativeness constraint, which requires that the utterance ‘convey the strongest numerical information available to the speaker about the topic’ (p. 22). Further constraints have to do with the criterion of using ‘the appropriate level of granularity’ determined by the context, or of using ‘the simplest quantifier possible’ (p. 30). Other additional constraints require that the numeral used be ‘intrinsically salient’ (p. 35), and that if a numeral or quantifier is ‘primed in the preceding context, it must be used in the utterance’ (p. 40). After motivating the constraints by experimental evidence from the literature or from his own work, the author models their interactions in determining the choice of numerically quantified expressions in a particular context within the formalism of classical OT and its variants. Given the nature of the constraints, the author predicts within-speaker variability across different kinds of prior context. Two chapters are devoted to illustrating the application of the model to comparative and superlative quantifiers, which the author considers to fundamentally differ in complexity due to the fact that they convey the  $\leq$  and  $\geq$  vs. the  $<$  and  $>$  relations, respectively. He argues that the origin of the modal meaning Bart Geurts and Rick Nouwen (2007) associate with superlative quantifiers has a semantic and not pragmatic origin. A further case study derives a novel prediction concerning the ability of comparative quantifiers to give rise to scalar implicature, which are then shown to be confirmed experimentally. Finally, it is shown that ‘corpus-testable’ predictions derived from the model, involving quantifier simplicity and numeral salience, are also borne out by data from the British National Corpus. In ‘Modified Numerals: The Epistemic Effect’ (in Alonso-Ovalle and Menéndez-Benito, eds., *Epistemic Indefinites*, pp. 244-66), Rick Nouwen revisits the issue of the origin of the modal component of *at least n*, but argues that it should be considered an implicature (without postulating that it is equivalent to a disjunction), which arises due to the pragmatic competition of the *at least n* expression with alternatives of the form *exactly n*, *exactly n+1*, and also *at least n+1*, *at least n+2*, etc.

‘What Do Quantifier Particles Do?’ (*Ling&P* 38[2015] 159-204) by Anna Szabolcsi argues that the fact that the same particles that form quantifier words are used as connectives, additive and scalar particles, question markers, or roots of existential verbs across languages motivates a unified semantic approach, which is formulated in the paper in terms of Inquisitive Semantics. Nicholas Fleischer (‘Comparative Quantifiers and Negation: Implications for Scope Economy’ *JSem* 32[2014] 139-71) proposes a new account – synthesising the proposals of Shoichi Takahashi (2006) and Clemens Mayr and Benjamin Spector (2012) – of the scope-taking properties of comparative quantifier phrases [CQP] such as *more than three books* and *fewer than five students*, which explains why they can undergo scopal inversion in object position with negation but not in subject position, unless they occur in an embedded clause selected by a downward-entailing or non-monotone operator. Christopher Kennedy puts forth ‘A “De-Fregean” Semantics (and Neo-Gricean Pragmatics) for Modified and Unmodified Numerals’ (*S&Prag* 8[2015] 1-44), which treats both

superlative-modified numerals and comparative-modified numerals as generalized quantifiers over degrees, and accounts for why the former systematically give rise to ignorance implications about exact quantity but the latter do not.

The contributions to the collection *Quantifiers, Quantifiers and Quantifiers: Themes in Logic, Metaphysics and Language*, edited by Alessandro Torza, cover five topic areas: the study of properties of quantifiers as logical constants, the relevance of quantification theory to the semantics of natural language, Carnap's and Quine's legacy on quantification theory, the role quantification theory has played in reshaping ontology (or more generally, metaphysics), and issues in quantification theory within specific logical systems. Among the papers in the second group, special attention should be paid to 'Quantification with Intentional and with Intensional Verbs' by Friederike Moltmann (also in Torza ed., pp. 141-68), which argues that the compositional analysis of constructions involving 'intentional verbs' such as *think of*, *describe*, and *imagine* rely on positing intentional, nonexistent objects, which are strictly dependent on intentional acts. This approach to the semantics of intentional verbs, which is fundamentally different from that normally assumed for intensional transitive verbs, such as *need*, *look for* and *owe*, is justified by the author on the basis of differences in the semantic properties of their quantificational complements. Ken Akiba's paper on 'Conjunctive, Disjunctive, Negative Objects and Generalized Quantification' (in Torza ed., pp. 73-95) provides a uniform compositional derivation of the truth conditions of sentences containing proper names and quantificational NPs in the same syntactic position such as *Socrates is Athenian* vs. *Somebody is Athenian*. Instead of lifting names to the type of quantifiers, as done in Montague grammar, the theory proposes to lower quantifiers to the type of names and consider them to denote individuals. Nissim Francez and Glad Ben-Avi propose a 'Proof-Theoretic Reconstruction of Generalized Quantifiers' (*JSem* 32[2015] 313-71), which has the advantage over the traditional model-theoretic analysis that it is able to prove the conservativity property of determiners, instead of only postulating it and corroborating it empirically. 'The Interaction of Compositional Semantics and Event Semantics' (*Ling&P* 38[2015] 31-66) by Lucas Champollion presents a new system, 'quantificational event semantics', which makes it possible to integrate the findings of compositional semantic theories on quantification, negation and conjunction into Neo-Davidsonian event semantics. Dylan Bumford's 'Incremental Quantification and the Dynamics of Pair-List Phenomena' (*S&Prag* 8[2015] 1-70) offers an account of distributive universals that derives their interpretation directly from sentential conjunction, which can explain why matrix interrogatives containing them accept pair-list answers; why indefinites and disjunctions in their scope may assume arbitrary functional readings; and why they permit sentence-internal interpretations of comparative adjectives, like *new* and *different*.

Turning now to experimental studies on quantifier interpretation, first Adrian Brasoveanu and Jakub Dotlačil's paper 'Strategies for Scope Taking' (*NLS* 23[2015] 1-19) deserves mention, which investigates the distinct scopal properties of *each* and *every*. Hadas Kotek, Yasutada Sudo and Martin Hackl ('Experimental Investigations of Ambiguity: The Case of *Most*', *NLS* 23[2015] 119-56) discuss new evidence supporting a decompositional analysis of *most* in the spirit of Hackl (2011), which considers it a superlative construction built from a gradable predicate *many* or *much* and the superlative operator *-est*. Paul Egré and Florian Cova are concerned with 'Moral Asymmetries and the Semantics of *Many*' (*S&Prag* 8[2015] 1-45). Four experiments that were used to find out how speakers evaluate sentences containing *many*, indicated sensitivity of the speakers to moral expectations (desirability of an outcome) as opposed to pure estimates of chances.

Adjectives of quantity, such as *many*, *few*, *much* and *little* are also the topic of Stephanie Solt's 'Q-Adjectives and the Semantics of Quantity' (*JSem* 32[2015] 221-73); she takes them to be gradable predicates of sets of degrees or (equivalently) gradable quantifiers over degrees. In 'Measurement Scales in Natural Language' (*L&LC* 9[2015] 14-32), the same

author provides an accessible overview of the ontology of scales, the range of scalar categories in languages, and the results of research on the linguistically relevant structural properties of scales. In ‘Degrees as Kinds’ (*NLLT* 33[2015] 791–828) Curt Anderson and Marcin Morzycki explore the possibility of viewing degrees as kinds of states (and, following previous work, manners as kinds of events) to explain a fundamental connection between kinds, manners, and degrees cross-linguistically. Jessica Rett’s monograph, *The Semantics of Evaluativity*, proposes a novel approach to the semantics of evaluative constructions that makes ‘reference to a degree which exceeds a contextually valued standard’ (p. 1), such as the so-called ‘positive construction’ containing an unmodified or unbound gradable adjective, as in *Adam is tall*. As opposed to previous compositional approaches, including the author’s own, presented in Rett (2007, 2008) that assume a null morpheme (POS or EVAL) to introduce the evaluativity component into the compositional semantics, the current theory treats evaluativity as a conversational implicature, based on parallels between evaluativity and other types of implicatures. In addition to the clarity of the exposition, we should acknowledge the usefulness of the well-written ‘tutorials’ on the history of the treatment of evaluativity, of degree semantics, and implicatures.

Several papers address issues in the semantics of comparison. In ‘Measure Phrase Equatives and Modified Numerals’ (*JSem* 32[2015] 425-75), Jessica Rett proposes a unified approach to the equative morpheme that can account for distributional and semantic differences between ‘measure phrase equatives’ such as *John can dive as deep as 500m*, which prefer an ‘at most’ interpretation, and clausal equatives, such as *John can dive as deep as Sue can*, with a default ‘at least’ interpretation. Alexis Wellwood (‘On the Semantics of Comparison’, *Ling&P* 38[2015] 67-101) argues for the presence of a single morpheme in all comparative sentences, nominal, verbal, and adjectival, which contributes a structure-preserving map from entities, events, or states to their measures along various dimensions. In ‘Same but Different’ (*Ling&P* 38[2015] 289–314) Daniel Hardt and Line Mikkelsen suggest for the first time that the adjective *same* is fundamentally different from *different*, since it imposes a discourse condition on eventualities, while *different* compares individuals. The proposal can also account for the contribution of the definite article that is obligatorily associated with *same*. ‘Sentence Internal *Same* and its Quantificational Licensors: A New Window into the Processing of Inverse Scope (S&Prag 8[2015] 1-52) by Adrian Brasoveanu and Jakub Dotlačil describes the results of self-paced reading studies that tested the interpretation of sentence-internal *same* with four licensors (*all*, *each*, *every*, and *the*); they found no general effect of surface vs. inverse scope.

Rachel Szekely’s monograph *Truth without Predication. The Role of Placing in the Existential There-Sentence* proposes a new philosophical and linguistic analysis of the construction type in the title, which takes as its inspiration Peter F. Strawson’s suggestion in his monograph *Individuals* (1959) that *there*-sentences lack predication, given that they do ‘not contain any expressions that refer to or presuppose, the existence of individuals’ (p. 1), but merely ‘place’ a ‘feature’. One chapter is concerned with the importance of Strawson’s concept of feature-placing in the context of the quest by analytic philosophers for ‘basic’ forms of language, and with the relation of thethetic-categorical distinction to the analysis of *there*-sentences. Three chapters are devoted next to the question of how the interpretation of particular constituents in the *there*-construction can be captured in the feature-placing account. The author proposes a new interpretation for postverbal NPs: they stand for a feature, which is a universal, something that is ‘instantiated in (“present in”) individuals, but cannot be predicated of individuals’, thus, ‘it has a location only in virtue of being instantiated in an item’ (p. 60). The reason why cardinal quantifiers but not strong quantifiers are allowed as postverbal NPs is claimed to be that the former involves the counting of successful placings of a feature-universal, while strong quantifiers require more than counting. A further chapter is devoted to the locative prepositional phrases and similar expressions that are possible in the

'coda', following the NP, which thus seem to be correctly described by the term 'placer'. The role of the verbal element is looked at in a further chapter, where the difference between *there*-sentences with *exist* and *be* as the main verb is discussed. Finally, the role of negation in *there*-sentences is addressed, which are taken to be expressions of cardinality zero rather than expressions containing a negative operator.

*Epistemic Indefinites: Exploring Modality beyond the Verbal Domain*, edited by Luis Alonso-Ovalle and Paula Menéndez-Benito, is a valuable addition to the rapidly growing body of work on non-verbal modality. In their informative introduction ('Epistemic Indefinites: An Overview', pp. 1-27), the editors define epistemic indefinites as 'indefinite determiners or indefinite pronouns that signal ignorance on the part of the speaker, conveying information about her epistemic state.' (p. 2), and provide a concise summary of relevant empirical findings and theoretical proposals in the field. 'A Short History of English Epistemic Indefinites' (pp. 100-13) by Benjamin Slade offers a synchronic and diachronic comparison of English *some* and *some or other*. It is suggested that the former indicates that the speaker is unable to identify the individual in certain ways but he may be able to identify it in other ways, while the latter signals that the speaker is unable to identify the relevant individual by ostension or name (but he may be able to identify it by description). Lisa Matthewson, 'Evidential Restrictions on Epistemic Modals' (pp. 142-60) provides data supporting the claim made by Kai von Stechow and Anthony Gillies (2010) that English *must* and *might* make an evidential contribution. She argues that these expressions require that 'the set of propositions representing the speaker's trustworthy evidence must not contain any single proposition which entails the prejacent' (p. 159), and provides arguments for extending the proposal that epistemic modals quantify over worlds compatible with types of evidence to all languages. 'Certain Properties of Certain Indefinites: An Experimental Perspective' (pp. 183-210) by Tania Ionin looks at experimental evidence concerning the extent to which the indefinites *a certain* and *a* give rise to functional and non-functional intermediate readings. Kyle Rawlins, 'Indifference and Scalar Inferences in Free Relatives' (pp. 267-88) and Cleo Condoravdi, 'Ignorance, Indifference, and Individuation with *Wh-Ever*' (pp. 213-43) both deal with the modal aspect of the meaning of English *-ever* free relatives. Rawlins's paper is concerned with the agent indifference readings of sentences like *Alfonso grabbed whatever tool is handy*, arguing that they arise because the hearer compares the description given with other alternative ways of describing the referent. Condoravdi looks both at agent indifference (indiscriminacy) and speaker ignorance readings, as in *Whoever entered the house first saw what happened*, arguing that both interpretations of *wh-ever* free relatives make reference to alternative descriptions of the individual in question that are more specific than the one provided by the *wh-ever* phrase.

Still on indefinites, Edgar Onea ('Why Indefinites Can Escape Scope Islands', *Ling&P* 38[2015] 237-67) aims to account for the exceptional scope-taking behaviour of these expressions, illustrated by the fact that the NP *some professor* is able to take widest, intermediate and narrowest scope in *Exactly five boys read most books that were recommended by some professor*. He suggests that they should be considered referential expressions, similar to definites, and not plain existential quantifiers. Sela Mador-Haim and Yoad Winter ('Far from Obvious: The Semantics of Locative Indefinites', *Ling&P* 38[2015] 437-76) look at quantificational variability effects in locative sentences containing indefinites with the *a* article, as in *Michael is far from a gas station* vs. *Michael is close to a gas station*, and propose a theory in which indefinites denote properties and are assigned locations similarly to other spatial descriptions.

Further publications relevant to the study of modality include Sarah Moss's paper 'On the Semantics and Pragmatics of Epistemic Vocabulary' (*S&Prag* 8[2015] 1-81), which defends a novel semantics for possibility and necessity modals and indicative conditionals, according to which the semantic values of sentences consist of sets of probability measures

(instead of sets of worlds, as assumed in truth-conditional theories). ‘Neg-Raising and Positive Polarity: The View from Modals’ (*S&Prag* 8[2015] 1-88) by Vincent Homer argues that the reason why the deontic modals *must*, *should* and *supposed to* take scope over clausemate negation – as opposed to *have to* and *required to*, for example – is that the former are (‘mobile’) Positive Polarity Items. ‘The Syntax of Modality and the Actuality Entailment’ (in Jacqueline Guéron, ed., *Sentence and Discourse*, pp. 121-39) by Jacqueline Guéron argues for a predicative analysis of modal verbs that derives aspectual constraints on the modals’ propositional argument from assumptions about the affinity of goal-directedness to open time intervals.

Turning now to studies on verbal aspect, Bridget Copley and Heidi Harley (‘A Force-Theoretic Framework for Event Structure’, *Ling&P* 38[2015] 103-58) propose a new account of dynamic predicates, which views them as forces, ‘functions from an initial situation to a final situation that occurs *ceteris paribus*’ (p. 103). The theory enables a new analysis of non-culminating accomplishment predicates, expressed in English with the progressive (*Mary was painting the dresser black, but she didn’t finish*), offers strictly compositional denotations for the substructures of change-of-state verbs, incremental theme verbs, manner verbs, resultatives, activity and semelfactive predicates, and accounts for certain differences between dynamic and stative predicates in terms of adverbial selection and coercion. Nicholas Asher and Jacqueline Guéron (‘Perfect Puzzles in Discourse’, in Guéron, ed., pp. 162-77) address certain puzzles concerning the combinability of English perfect and pluperfect tenses with certain temporal adverbs (as in *\*We met John last night. He had arrived yesterday.*) arguing for the instrumental role of information and discourse structure in constraining the explanatorily crucial interaction of causal links and discourse relations.

In a target article of *Theoretical Linguistics* (‘Stratified Reference: The Common Core of Distributivity, Aspect, and Measurement’ (*TLing* 41[2015] 109-49), Lucas Champollion proposes an integrated approach to aspect, measurement, and distributivity in terms of the unifying framework of algebraic event semantics. The author argues that ‘[s]ingular, telic, and collective predicates are delimited or bounded in ways that plural, mass, atelic, and distributive predicates are not’ (p. 110), which can be accounted for by attributing a second-order property to all the latter categories. This property, ‘stratified reference’, applies to a predicate that holds of a certain entity or event if it also ‘hold[s] of its parts along a certain dimension and down to a certain level of granularity’ (p. 110-11).

In a special issue of *Synthese* on logical analyses of questions, Ivano Ciardelli, Jeroen Groenendijk, and Floris Roelofsen (‘On the Semantics and Logic of Declaratives and Interrogatives’, *Synthese* 192[2015] 1689-728) argue that whereas inquisitive semantics, as a general approach to meaning, does not require a clear-cut syntactic distinction between declaratives and interrogatives (cf. Groenendijk and Roelofsen 2009; Ciardelli 2009; Ciardelli and Roelofsen 2011), it is compatible with such a distinction, and provide a complete axiomatization of the associated logic. In the same issue, Benjamin Spector and Paul Egré (‘A Uniform Semantics for Embedded Interrogatives: An Answer, Not Necessarily *The Answer*’ (*Synthese* 192[2015] 1729–84) investigate the semantics of attitude verbs that embed both questions and declaratives (referred to as ‘responsive predicates’ by Utpal Lahiri 2002), arguing that the meaning of a verb of the above kind plus its interrogative complement is to be characterized as being in the relation expressed by the former to some potential complete answer to the latter. Still on the topic of question semantics, mention has to be made of María Biezma and Kyle Rawlins’s overview article, which summarizes recent results on ‘Alternative Questions’ (*L&LC* 9[2015] 450-68). Finally, Andreea C. Nicolae looks at ‘Questions with NPIs’ (*NLS* 23[2015] 21–76) and proposes an account of the distribution of NPIs that relates it to the strength of exhaustivity in questions, which is encoded ‘internal to the question nucleus rather than in different answer-hood operators’ (p. 21).

Staying with polarity items, in 'A Fresh Look at the Compatibility between *Any* and Veridical Contexts: The Quality of Indefiniteness is Not Strained' (*Lingua* 158 [2015] 35-53) Patrick J. Duffley and Pierre Larrivé conduct a corpus study on the polarity item *any*. Their findings contradict Anastasia Giannakidou and Josep Quer's (2013) assumptions, according to which *any* is restricted to nonveridical contexts, since Duffley and Larrivé found this expression also in the context of episodic past perfectives, progressives, affirmative existentials and predicates expressing epistemic attitudes, where emphasis is placed on indiscriminacy of reference,

Two questions about infinitival complements are addressed in *Control and Restructuring* by Thomas Grano: What determines the reference of their subject and under what circumstances can they be integrated into their matrix to form a monoclausal unit. One part of the answer given is that syntactic restructuring correlates with exhaustive control as opposed to partial control. What is more, restructuring predicates are shown to correspond semantically to those functions that are represented by functional heads in the scope of tense in the syntactic hierarchy developed by Guglielmo Cinque (1999; 2004). Among these belong volitionals, root modalities, and aspectuals. By contrast, 'higher' functions related to speech acts, evaluations, knowledge and evidence outscope tense, which goes along with a ban on restructuring for the associated control predicates. Grano implements this dichotomy in terms of the status of restructuring vs. non-restructuring predicates as functional vs. lexical heads. In addition, syntactic movement of the subject plus obligatory variable binding is taken to guarantee exhaustive control in the former case. The analysis is further tested against a variety of criteria such as the possibility of substituting the infinitival structure by a finite clause and the flexibility of temporal construal for control infinitives. An entire chapter is devoted to peculiarities of the predicate *want*, whose apparently non-uniform behaviour is accounted for in terms of postulating absence vs. presence of an abstract predicate *have*. Considerable additional space is devoted to enriching and verifying the approach cross-linguistically.

*Use-Conditional Meaning. Studies in Multidimensional Semantics* by Daniel Gutzmann deals with conventional meaning aspects of expressions that cannot be reduced to truth conditions. Among these belong expressive (primarily pejorative) connotations of lexical units, specifications of social speaker-hearer relations conveyed by (pronominal) forms of address, as well as illocution- and discourse-governing contributions by sentence moods and modal particles. Generalizing earlier work by Christopher Potts (2005), the approach pursued here is based on a 'multidimensional' logic of types that systematically interrelates the level of truth conditions and a level of use conditions. Use-conditional propositions are evaluated with respect to their contextual felicity. An important part of the study consists in a classification of varieties of use-conditional items [UCIs] recognizing (i)  $\pm 2$ -dimensional UCIs according to whether or not both truth- and use-conditional content is contributed, (ii)  $\pm$ functional UCIs according to whether or not argument-taking is involved, and, among the +functional UCIs, (iii)  $\pm$ resource-sensitive UCIs according to whether or not the content of an argument is shifted over to the use-conditional level. One of the major strengths of this work lies in the careful and didactic development of the formal compositional machinery supported by numerous tables and graphs as expository devices. In addition to comprehensive case studies of sentence moods and modal particles, a brief final chapter ventures into speculations concerning use-conditionality, language change, and cross-linguistic typology.

A book-length study of free indirect discourse [FID] is undertaken by Regine Eckardt in *The Semantics of Free Indirect Discourse. How Texts Allow Us to Mind-Read and Eavesdrop*. The characteristic 'two voices' of FID, i.e., the narrator's and the protagonist's, are formally captured in terms of the manipulation of two contexts of the kind familiar from the work by David Kaplan. Substantial efforts are made to provide fully explicit rules for the interaction of these contexts, with tense and aspect, discourse particles, and sentence moods such as the exclamative. Likewise, care is taken to account for non-interactions, i.e., the ban



on vocatives and imperatives from FID. The formalism is further embedded in a framework that carefully distinguishes between (ordinary) information and common ground update on the one hand and narration and story update on the other. Also, the author devotes an entire chapter to the discussion of predecessors and alternatives such as the influential approaches by Ann Banfield (1982) and Philippe Schlenker (2004).

The collection *Bayesian Natural Language Semantics and Pragmatics*, edited by Henk Zeevat and Hans-Christian Schmitz, is the first one to apply Bayesian interpretation, a technique in signal processing, to natural language. The underlying assumption is based on Bayes' theorem: the most probable interpretation  $H$  of a signal  $S$  can be calculated from the prior probability of  $H$ , the production probability of  $S$ , and the likelihood of the signal given the interpretation. Zeevat's chapter ('Perspectives on Bayesian Natural Language Semantics and Pragmatics', pp. 1-24) provides a general introduction to Bayesian natural language interpretation; Anton Benz's study ('Causal Bayesian Frameworks, Signalling Games and Implicature of *'More Than n'*', pp. 25-42) shows the application of the framework in explaining data on implicatures arising for *more than n*; Jacques Jayez's 'Orthogonality and Presuppositions: A Bayesian Perspective' (pp. 145-78) aims to account for differences between various presupposition triggers in allowing presupposition suspension, and Grégoire Winterstein's study applies the Bayesian approach to exclusive particles like *only*, ('Layered Meanings and Bayesian Argumentation: The Case of Exclusives', pp. 179-200).

The collection *Experimental Perspectives on Presuppositions* edited by Florian Schwarz addresses the general question of how the different aspects of natural language meaning that supplement truth conditions, the assumed core of linguistic meaning, can be characterized, by looking at presuppositions from an experimental perspective. The contributions address one or more of three issues prominent in the theoretical literature. The first one concerns the way presuppositional content becomes available in online processing, addressed, for example, in 'Presuppositions vs. Asserted Content in Online Processing', by Florian Schwarz (pp. 89-108) and in 'Presupposition Satisfaction, Locality and Discourse Constituency' (pp. 109-34), by Christina S. Kim, as well as potential differences between different classes of presupposition triggers, studied in 'A Cross-Linguistic Study on the Non-Issuehood of Exhaustive Inferences' (pp. 135-56), by Emilie Destruel, Daniel Velleman, Edgar Onea, Dylan Bumford, Jingyang Xue and David Beaver. The second key question concerns ways of modeling projection, i.e., 'the phenomenon that presuppositions introduced in many embedding environments are interpreted outside of that environment' (p. 18). Florian Schwarz's second study, 'Symmetry and Incrementality in Conditionals' (pp. 195-213), looks at presuppositions introduced in the antecedents of conditionals in this connection. The third general question concerns the relation of presuppositions to other types of meanings. Jacopo Romoli and Florian Schwarz ('An Experimental Comparison between Presuppositions and Indirect Scalar Implicatures', pp. 215-40) compares the processing properties of the presuppositional trigger *stop* and the strong scalar item *always* under negation.

Staying with empirical studies on interpretation, Katy Carlson's 'Clefting, Parallelism, and Focus in Ellipsis Sentences' (in Lyn Frazier and Edward Gibson, eds., *Explicit and Implicit Prosody in Sentence Processing*, pp. 63-83) investigates whether the different indicators of semantic focus (i.e. the constituent introducing alternatives, in the sense of Mats Rooth 1992), such as clefts or pitch accents introduce different effects in the course of processing ambiguous ellipsis sentences in cases where the resolution is sensitive to focus. The results suggest that the effect of different focus indicators is similar, but also that they function additively. 'Epistemic Parenthetical Verb Phrases: C-Command, Semantic Scope and Prosodic Phrasing' (in Stefan Schneider, Julie Glikman and Mathieu Avanzi, eds., *Parenthetical Verbs*, pp. 225-56) by Nancy Hedberg and Noureddine Elouazizi reports on corpus findings supporting a transparent scope-prosody mapping for parenthetically used expressions like *I believe* and *I guess*. This consists in joint prosodic phrasing and results in an

operation, i.e., mitigation, affecting the focused material scoped over. In ‘Experimental Evidence for the Truth Conditional Contribution and Shifting Information Status of Appositives’ (*JSem* 32[2015] 525-77) Kristen Syrett and Fedor Koev propose that sentence-final appositive relative clauses can become ‘at issue’, based on the fact that they do become the target of a direct rejection and that whenever an appositive is false, participants judge the entire sentence False. The authors argue for a unidimensional semantics which treats appositives as dynamic conjuncts. ‘Constraints on Donkey Pronouns’ (*JSem* 32[2015] 619-48), by Patrick G. Grosz, Pritty Patel-Grosz, Evelina Fedorenko and Edward Gibson studies the interpretation of so-called donkey pronouns, and argues that they generally prefer an overt NP antecedent that is not part of another word to be present, but an antecedent that is part of another word is potentially also acceptable, depending on salience.

## 7. Lexicography, Lexicology and Lexical Semantics

This section begins with a discussion of publications in the field of lexicography, and goes on to look at work in lexicology and lexical semantics. In each part, the more general publications related to each sub-field will be discussed first, followed by more specialized publications. Research on current synchronic topics will precede historical studies.

Stefan J. Schierholz’s survey of ‘Methods in Lexicography and Dictionary Research’ (*Lexikos* 25[2015] 323-52) describes the procedures and decisions involved in the creation of dictionaries by detailing lexicographical methods and their theoretical underpinnings. At the same time, it outlines practical considerations such as the staffing and management of dictionary projects and the ongoing maintenance of data, and sets out the various fields of meta-lexicography. Several other papers look at specific elements of lexicographical methodology. In ‘From Print to Digital: Implications for Dictionary Policy and Lexicographic Conventions’ (*Lexikos* 25[2015] 301-22), Michael Rundell examines long-established editorial policies, and asks how relevant these are for digital dictionaries and what alternatives might replace them. The paper particularly considers inclusion criteria, definitions, and example sentences, and concludes that although promising innovations have been introduced in some digital resources, the amount of outdated material that is still included by online dictionaries is problematic. Xiqin Liu also considers the possibilities offered by the digital format in ‘Multimodal Definition: The Multiplication of Meaning in Electronic Dictionaries’ (*Lexikos* 25[2015] 210-32), and notes that it is problematic for online dictionaries to think of themselves simply as another incarnation of print dictionaries. Rather, entries which use a number of interacting modes (including, for example, pictures and diagrams and audio material) can overcome some of the problems of verbal definitions, but more research into this area is needed. In ‘The Design of Morphological/Linguistic Data in L1 and L2 Monolingual, Explanatory Dictionaries: A Functional and/or Linguistic Approach?’ (*Lexikos* 25[2015] 353-86), P.H. Swanepoel critically discusses a 2013 article by Henning Bergenholtz and Rufus Gouws which favours a functional theoretical approach over a linguistic approach to lexicography. Swanepoel concludes that, in the presentation of morphological data and more generally, ‘what lexicography needs now is a truly multidisciplinary approach’ (p. 383) rather than an over-simplified version of one theoretical stance. Also worth mentioning here is the publication in paperback of Howard Jackson’s excellent edited volume *The Bloomsbury Companion to Lexicography*, reviewed last year.

Rufus Gouws discusses the role and usefulness of simple and complex collocations, comparing dictionaries of languages including English, in ‘The Presentation and Treatment of Collocations as Secondary Guiding Elements in Dictionaries’ (*Lexikos* 25[2015] 170-90). He argues that the importance and frequency of collocations in everyday language means that their status needs to be elevated in dictionaries, so that they are presented with more

prominence and explained more fully. Geoffrey Williams considers how collocational networks, collocational resonance and lexicographical prototypes can help to make sense of uses of the proper noun *Europe* in ‘Many Shades of Europe’ [in Olga Karpova and Faina Kartashkova, eds., *Life Beyond Dictionaries*, pp. 6-25], and uses data from a range of dictionaries and corpora; the study is part of a project into European identity. Elsabé Taljard’s ‘Collocations and Grammatical Patterns in a Multilingual Online Term Bank’ (*Lexikos* 25[2015] 387-402) discusses the nature of collocation and the value of collocational information for English learners. Taljard explores the difference between empirical collocation, which relates to semantic prosody, and grammatical collocation, and recommends providing explicit information on collocations and listing multiword expressions so that users can access these directly.

In ‘Using an Online Dictionary for Identifying the Meanings of Verb Phrases by Chinese EFL Learners’ (*Lexikos* 25[2015] 191-209), Lingling Li and Hai Xu focus on the *Macmillan English Dictionary Online* in a study involving thirty-two students. Like many earlier studies, the paper concludes that training in dictionary skills would help learners to use online dictionaries more effectively, but in some cases information in dictionaries is deficient and could be improved. Mari Carmen Campoy-Cubillo’s paper ‘Assessing Dictionary Skills’ (*LexAsia* 2[2015] 119-41) similarly considers the role of dictionary skills in language learning. The paper sets out the relationship between language proficiency levels and learner dictionary skills, the role of educational and cultural context, and the different stages in the process of dictionary use, and finally proposes a framework for dictionary skills proficiency levels. The paper ‘A Course in Dictionary Use for Korean EFL teachers’, by Susanna Bae (*LexAsia* 2[2015] 45-69), reports on a twelve-hour course delivered to eighty-five school teachers (in several groups), during which participants were surveyed about perceived training needs. Findings from these courses indicate that even experienced dictionary users benefit from explicit training, since this enables them to discover features that they may not otherwise know about. Also related to learner’s dictionaries, Shin’ichiro Ishikawa considers ‘The Contribution of Learner Corpus Studies for Dictionary Making: Identification of Deviant L2 Vocabulary Use by Asian Learners’ (in Karpova and Kartashkova, eds., pp. 174-84); by ‘deviant vocabulary use’ Ishikawa means the over- and underuse of particular words by comparison with native speakers, and he suggests that dictionaries could incorporate tailor-made usage information for different learner groups on the basis of studies of this kind.

Carolin Ostermann uses monolingual learner’s dictionaries to inform a study which argues for an integration of cognitive semantic theory and lexicographical practice, in *Cognitive Lexicography: A New Approach to Lexicography Making Use of Cognitive Semantics*. The volume focuses on three elements of dictionary content – example sentences, definitions, and the microstructure of entries – and suggests a new cognitive lexicographic way of handling these. The purpose of the volume is set out in a short introduction, and followed by a history of learner lexicography in chapter 2, and description of its principles in chapter 3. Like Anna Wierzbicka, Ostermann criticizes ‘the status of lexicography as a craft lacking theory’ (p. 21), but goes on to note that some of the principles of cognitive linguistics, particularly the perspective it offers on categorization, appear to underlie traditional lexicography. Despite animosity between the disciplines, an emphasis on cognitive processes can better describe the way users process language. Chapter 4 compares cognitive accounts of semantic structure, which emphasize the prototypical nature of category membership, with dictionary entries for entities in the same category, using terms for birds as an example. The core of the volume shows ‘what cognitive lexicography looks like in particular’ (p. 67), by examining three lexical categories: person-denoting nouns are presented with attention to the theory of Frame Semantics in chapter 5; abstract nouns associated with emotion are related to Conceptual Metaphor and Metonymy Theory in chapter 6; and particles are the subject of chapter 7, viewed in light of the Principled Polysemy Approach. In chapters 5 and 6, user

studies which require subjects to match headwords and definitions show that the resulting entries are more successful than entries from established dictionaries, and this is persuasive evidence that cognitive lexicography can produce dictionaries that users can better understand, Ostermann's claim in the final chapters of the volume, which also suggest future directions.

Labels are the focus of Marjeta Vrbinc and Alenka Vrbinc's 'Diasystematic Information in the "Big Five": A Comparison of Print Dictionaries, CD-ROMS/ DVD-ROMS and Online Dictionaries' (*Lexikos* 25[2015] 424-45), which compares the information in monolingual learner's dictionaries and interrogates its intelligibility for users. Vrbinc and Vrbinc argue that the labelling in online dictionaries is deficient in comparison with that of print dictionaries, and learners of English would benefit from more detailed information about what labels mean. 'Phases and Steps in the Access to Data in Information Tools', by Henning Bergholtz, Theo Bothma and Rufus Gouws (*Lexikos* 25[2015] 1-30), considers how those encountering unknown words (or other kinds of symbols) access information on their meaning; there is no single source which integrates linguistic and encyclopaedic information and which is tailored to a specific user's needs, and the authors argue that lexicographers can be instrumental in working towards such a source. Tatyana Taganova focuses on the way that modern dictionaries handle neologisms, with particular attention to the way that professional lexicography interacts with contemporary users and volunteer contributors, in 'Lexicographic Description of New Realia of Culture' (in Karpova and Kartashkova, eds., pp. 143-154).

Sandro Nielsen examines the treatment of specialized terms in general dictionaries, comparing four corpus-based monolingual English dictionaries, in 'Legal Terms in General Dictionaries of English: The Civil Procedure Mystery' (*Lexikos* 25[2015] 246-61). Nielsen questions the exclusion of relatively recent but well-established legal terms, and argues that lexicographers need better electronic corpora if they are to reduce the time lag in the incorporation of useful specialized headwords. Sven Tarp's paper 'On the Disciplinary and Functional Status of Economic Lexicography' (*Ibérica* 29[2015] 179-200) considers specialized dictionaries of various languages including English. After surveying their history, Tarp discusses their contributors and the way in which their design and content meets the needs of their users, and finally he makes a number of recommendations for the future which encourage innovation for authors. Marina Solnyshkina looks at 'Pragmatic Information in LSP Dictionaries and Professional Discourse' (in Karpova and Kartashkova, eds., pp. 65-75), using entries in a range of dictionaries as the starting point for an analysis of the way fixed phrases are defined in a specialized corpus of low-register professional discourse.

A cluster of papers look specifically at the treatment of trademarks in lexicography, and conversely at the use of dictionary evidence in trademark litigation. In 'Trademarks and the Lexicographer in the Digital Age' (*DJDSNA* 36[2015] 88-99), Orin Hargraves looks at the way trademarks have been recorded in dictionaries from the mid-nineteenth century onwards, and describes different approaches to genericized trademarks, arguing that these should be treated as ordinary lexemes to reflect their usage. The late Adam Kilgarriff considers the role of 'Corpus Linguistics in Trademark Cases' (*DJDSNA* 36[2015] 100-14), and describes several legal cases in which he served as an expert witness. In each case, corpus evidence was used to determine whether trademarks registered by one company were 'ordinary words', so that their use by another company could not be considered theft; Kilgarriff details how this evidence can be found and evaluated. Ronald Buttars's 'Using Lexicographical Methodology in Trademark Litigation: Analyzing Similatives' (*DJDSNA* 36[2015] 115-30) considers how helpful dictionaries can be in establishing whether a firm can assert trademark rights to a noun-adjective compound particularly associated with a commercial product or company. The paper examines the evidence for *whisper-quiet*, concluding that dictionaries themselves cannot answer this kind of question, though lexicographical methods may be promising.

Among this year's work on bilingual dictionaries of English and other languages is Sven Tarp's account of the plan for a new English-Spanish dictionary, 'Preparing an Online Dictionary of Business Communication: From Idea to Design' (*Lexikos* 25[2015] 403-23). This work sits somewhere between general and specialized, with a heterogeneous user group. Unlike existing dictionaries it will be composed of two monolingual dictionaries which sit alongside one another, and will therefore offer more detailed entries. Wenge Chen adopts a CDA perspective in 'Bilingual Lexicography as Recontextualization: A Case Study of Illustrative Examples in A New English-Chinese Dictionary' (*AuJL* 35[2015] 311-33). A comparison of different editions focuses on the changing frequency of keywords in quotations, and shows a shift from politically charged terms like *socialism* and *revolution* and their Chinese equivalents to the more neutral vocabulary of science and technology; Chen argues that this reflects different constructions of social reality. Joanna Szerszunowicz's paper 'Lacunarity, Lexicography and Beyond: Integration of the Introduction of a Linguo-Cultural Concept and the Development of L2 Learners' Dictionary Skills' (*LexAsia* 2[2015] 108-18) examines lacunae, linguistic and referential gaps that are found when comparing Polish and English. Szerszunowicz argues that although lacunae are generally a minor topic for foreign language learners, they have great potential as a means to bridge theory-orientated and practice-focused teaching, and can help students improve their use of bilingual dictionaries alongside their linguistic and cultural knowledge. In 'Developing a Dictionary Culture through Integrated Dictionary Pedagogy in the Outer Texts of South African School Dictionaries: The Case of *Oxford Bilingual School Dictionary: IsiXhosa and English*' (*LexAsia* 2[2015] 71-99), Dion Nkomo notes the growing number of South African school dictionaries which are being produced despite a 'patchy dictionary culture' (p.72). This context makes it particularly important that dictionaries incorporate outside matter, material additional to the central word list which integrates dictionary pedagogy into the work, but this should be complemented by explicit teaching of the kinds detailed in the article. Toshiko Koyama focuses on another group of learners who have received training on an online Japanese-English bilingual dictionary, in 'The Impact of E-dictionary Strategy Training on EFL Class' (*LexAsia* 2[2015] 35-44). After an eighteen-week course informed by earlier research, students were found to have benefitted, with better reading comprehension, although Koyama notes that some findings were unexpected and further research is needed. A paper with related interests is Jun Ding's 'A Study of English Majors in a Chinese University as Dictionary Users' (*LexAsia* 2[2015] 5-34), based on a questionnaire completed by thirty-seven first-year students. The results show a predictable preference for digital rather than print dictionaries, but also 'highly complex and individual' look-up patterns (p. 14) often involving multiple dictionaries. Despite this, many informants over-rely on L1 translations, and struggle to identify the appropriate sub-entries for words in context.

The field of historical lexicography sees a particularly important publication this year in Lynda Mugglestone's monograph *Samuel Johnson and the Journey into Words*. Mugglestone explores the context and content of the *Dictionary*, connecting up Johnson's lexicography with his many other roles and his attitudes towards both linguistic and extra-linguistic matters, in a critical and nuanced way. The introduction explains the theme and axis of the book, Johnson's comment that in writing the *Dictionary* he 'sailed a long and painful journey around the world of the English Language' (quoted on p. 2); this metaphor has implications for the way he conceived of and treated many different aspects of the work. Chapter 2 chronicles the beginning of Johnson's lexicographical life, and his intentions for the *Dictionary* in a working 'Scheme' written before his 1747 *Plan*. In 'Excursions into Books' (chapter 3) Mugglestone documents the process of collection Johnson undertook to exemplify his entries: though his methods were selective, and unsystematic by modern standards, annotated books show his thorough engagement with his materials. His ongoing attempts to 'order' his work, and his complicated and evolving ideas about prescription, are explored in

chapter 4, and picked up again in a discussion of his approach to sense discrimination and labelling in chapter 5, titled ‘Meaning, Governance, and the “Colours of Words”’. Chapter 6 goes on to interrogate Johnson’s role in determining his word list, and his approach to French loanwords, in ‘Defending the Citadel, Patrolling the Borders’. His at times ‘strikingly neutral’ attitude to language innovation and change (p. 171), and the way in which the *Dictionary* engages with the history of English, are the focus of chapter 7, and the final chapter documents the reception of the work. This is a fascinating read which answers many of the questions that are often asked of the *Dictionary*, and a welcome addition to existing scholarship.

Elizabeth Knowles focuses on quotations from the eighteenth century and their legacy in ‘Guarding Even Our Enemies and the Triumph of Evil: Actual and Supposed Eighteenth-Century Voices in Twentieth-Century Politics’ (*DJDSNA* 36[2015] 1-16). Using quotations attributed to Edmund Burke and Thomas Paine, the paper asks how best quotation dictionaries can present examples which do not appear to be verbatim and cannot be dated, but which are well-established in later (in this case political) discourse. A pair of papers by David-Antoine Williams consider the ways in which T.S. Eliot and *OED* quote one another. ‘The “Oxford Dictionary” and T.S. Eliot’ (*N&Q* 62[2015] 293-6) shows that Eliot frequently talked about and quoted the ‘Oxford Dictionary’, but in practice he confused the *Concise Oxford Dictionary*, *Shorter OED* and *OED*, and did not appear to understand their differences. The companion paper by the same author, ‘T.S. Eliot in the *Oxford English Dictionary*’ (*N&Q* 62[2015] 296-301), looks at the use of quotations from Eliot in Robert Burchfield’s Supplement to the first edition and the second edition. Eliot is one of the most frequently-quoted authors of his period in the Supplement, including quotations in some dubious cases. The contribution of volunteer readers to *OED* is the focus of Peter Gilliver’s paper ‘The Quotation Collectors: A Conspectus of Readers for the *Oxford English Dictionary*’ (*DJDSNA* 36[2015] 47-71). Readers were recruited even before the Philological Society formally began the dictionary project, and brief but fascinating biographies of a few are detailed along with the attestations they supplied. Philip Durkin also focuses on *OED* in investigating ‘*Mackems*, *Geordies* and *Ram-Raiders*: Documenting Regional Variation in Historical Dictionaries’ (*ELL* 19[2015] 313-26). The paper describes the difficulties of indicating the regional distribution of lexemes, forms or senses, not least a lack of systematic information, then presents case studies of three dialect forms from the north east to show how these difficulties might best be handled (for some more detail on this, see section 9 below). Moving away from *OED*, ‘Language Ideologies and *The American Heritage Dictionary of the English Language*: Evidence from Motive, Structure, and Design’, (*DJDSNA* 36[2015] 17-46), by Michael Adams, examines a dictionary apparently conceived as a prescriptive reaction to more descriptive works of the period. Adams describes the aims and practices of the first edition, and argues that it showed some descriptive tendencies in its design; later editions show some ideological evolution, although it is still normative in many respects.

Several papers from one volume focus on the connection between the lexicography and culture of English, some looking particularly at specific varieties. Susan Rennie opens up ‘*A Kist of Ferlies*: Scottish Culture in Jamieson and the Later Dictionaries of Scots’ (in Karpova and Kartashkova, eds., pp. 32-41). She argues that Jamieson’s work ‘refocused the lens of Scottish lexicography’ (p. 39) by moving from glossaries of Scotticisms to a work that took account of cultural vocabulary in a new way, and his work was an important precursor to the *SND*. Valentyna Skybina’s ‘Australian Diachronic Dictionaries: A Cultural Portrait of Australia’ (in Karpova and Kartashkova, eds., pp. 42-53) begins with a survey of eighteen dictionaries, from the single work published in the nineteenth century to six between 2000 and 2005; it goes on to look at entries for distinctively Australian words, including *bush* and its derivatives, in the *Australian National Dictionary*. Nataliya Bytko looks at the role of *Hobson-Jobson* in the development of IndE in ‘Indian Culture in the Indian English

Dictionary' (in Karpova and Kartashkova, eds., pp.54-64), and presents a selection of words that were considered 'exoticisms' at its time of publication, in lexico-thematic groups. Olga Melentyeva sets out the case for 'Old Words in Chaucer Dictionaries as the Linguistic Heritage of Great Britain' (in Karpova and Kartashkova, eds., pp. 76-90), starting from the claim that author dictionaries offer a rare window into the culture of a particular place and period. The main part of the paper describes and compares past and present Chaucer glossaries and dictionaries. Olga Karpova writes on 'Dictionaries of National Heritage and Culture (with Special Reference to the Dictionary Project *Florence in the Works of World Famous People*' (in Karpova and Kartashkova, eds., pp. 92-104), giving a brief account of this branch of lexicography and then a more lengthy description of the content of this collaborative work. 'Cultural Dictionaries' by Olga Uzhova (in Karpova and Kartashkova eds., pp. 165-71) look particularly at a dictionary compiled specifically for Russian learners of English, and gives examples of the entries for words that refer to aspects of English history.

One of several short papers on etymology, by Ben Parsons, looks at "'Pet" Names in *OED3*' (*N&Q* 62[2015] 370-4). This offers antedatings of terms including *billy goat*, *Grimalkin* and *polly*, with a discussion of the evidence in each case. Kathryn Walls discusses 'OED Add, v. 1. b. "To add faith to": A Problematic Citation' (*N&Q* 62[2015] 22-3), and concludes that a citation from Thomas Becon's 'Sick Man's Salve' does not attest the appropriate sense. John-Wilhelm Flattun finds an antedating for an *OED* entry in 'A Note on Backwords in Thomas Middleton' (*N&Q* 62[2015] 533) and Eric Weiskott discusses 'A Postdating of *Throw* "Time" in *Twelfth Night*' (*N&Q* 62[2015] 421-2), showing that this example of *throw* has been misunderstood by some scholars. Fourteenth-century evidence for 'Middle English \**Gannoken* "To Regrate"' is examined by Keith Briggs, Rosemary Hoppitt and John Ridgard (*N&Q* 62[2015] 531-2), and Alfred Bammesberger considers 'The Meaning of Old English *Ambyrne Wind* and the Adverb *Amberlice*' (*N&Q* 62[2015] 179-80), suggesting 'appropriate wind' and 'appropriately', respectively.

A substantial and hugely useful resource in the field of lexicology and lexical semantics that appears this year is John Taylor's edited volume *The Oxford Handbook of the Word*. This is a collection which is wide-ranging in its interests, with some papers focused more on English than others. Forty-two papers plus an introduction are presented in eight sections as follows: Part I, 'Words: General Aspects', covers topics such as the size of the lexicon, word frequency and length, and collocation; Part II, 'Words and Linguistic Theory', relates mainly to morphology, syntax, and phonology; Part III looks at 'Meanings, Referents, and Concepts'; Part IV, 'Words in Time and Space', has a historical dimension; Part V, 'Words in the Mind', explores topics in psycholinguistics; Part VI is titled 'Words in Acquisition and Learning'; Part VII is devoted to 'Names'; and finally Part VIII, 'Fun with Words', comprises two papers on verbal humour and word puzzles, and is followed by a separate 'Final Word' on the nature of the word. Of interest here are papers that cross over into lexicography, including contributions on thesauri and etymology, and on other topics as diverse as multi-word units, taboo words, borrowing and lexical; these will be described briefly, but the remainder of the volume which relates to other disciplines will not be covered here. Following Taylor's introductory chapter, David Crystal begins with some thoughts on 'The Lure of Words' (pp. 23-8), which introduces some of the issues that will be addressed in a more technical way by the following papers. 'How Many Words Are There?' is discussed by the late Adam Kilgarriff (pp. 29-36) mainly in relation to English; no definitive answer can be provided, but rather further questions necessarily follow, relating to issues such as the difference between general and specialist lexis and how to count borrowed words and formal variants. Marc Alexander surveys the relationship between 'Words and Dictionaries' (pp. 37-52), with attention to the history of lexicography and the nature and roles of different dictionaries, and includes a particularly interesting section on the tension involved in giving an artificial account of naturally occurring language (pp. 49-51). The late Christian Kay's

paper 'Words and Thesauri' (pp. 53-67) similarly gives an account of the history of the thesaurus, and explores the nature of synonym and the necessity of real-world knowledge in classifying semantically related words. Kay refers to *HTOED*, and the paper is a reminder of the legacy she leaves; her various publications in this section show how active she was until her death in 2016 and what a sad loss to the community she is. Joseph Sorell explains statistical techniques for measuring 'Word Frequencies' (pp. 68-88), detailing the contribution of George Kingsley Zipf and others whose work followed his, and examining data from different corpora and the network structure of the World Wide Web. In 'Multi-Word Items' (pp. 120-40) Rosamund Moon looks at more and less fixed strings that can be considered lexical items, and surveys different approaches to their description and study. She discusses particular types, including idioms, proverbs and bi- and trinomials, and argues that these 'point towards phraseological modes for the lexicon rather than atomistic ones' (p. 139). Michael Hoey discusses the semantic and grammatical relationships between collocates in a small *Guardian* corpus and a web-derived mini-corpus in 'Words and Their Neighbours' (pp. 140-53), taking the expression *crude forgeries* as a starting point. The dynamic nature of 'Taboo Words' and their effects are examined by Kate Burridge, who includes sections on strategies for avoiding taboo words, and the taboo nature of names in some cultures. Part III of the volume begins with Nick Riemer's account of 'Word Meanings' (pp. 305-19). Riemer considers the various nature of definitions, internalist and externalist approaches to meaning, and the difference between meaning and reference; he goes on to offer a cognitive perspective on concepts and multiple meanings. Barbara Malt's paper 'Words as Names for Objects, Actions, Relations, and Properties' (pp. 320-33) explores the different options available to speakers and what informs the choices they make, showing convincingly that multiple factors interact to determine the names that are used in any specific context. 'Terminologies and Taxonomies', by Marie-Claude L'Homme (pp. 334-49), looks more specifically at naming conventions in specialized subject fields including zoology, and the difficulties of standardizing these across languages. Christiane Fellbaum describes the nature and range of 'Lexical Relations' (pp. 350-63), including lexical relations such as synonymy and antonymy and relations that might more properly be called conceptual-semantic, such as meronymy and hyponymy. Part of her paper outlines one attempt to organize the lexicon via these relations, WordNet. Two papers take a cross-linguistic approach to meaning: first, Asifa Majid writes on 'Comparing Lexicons Cross-Linguistically' (pp. 364-79), drawing examples from colour terms and body-part terms; second, Cliff Goddard argues for 'Words as Carriers of Cultural Meaning' (pp. 380-98), exploring the notions of semantic primes and cultural keywords, and going on to discuss other culturally important words including terms of address. The final section of the volume that will be reviewed here adopts a historical perspective, starting with Philip Durkin's chapter on 'Etymology' (pp. 401-15). Concentrating on English words, Durkin describes the core methods of etymology, and considers difficult cases such as lexical mergers and splits where word histories show 'messiness' (p. 411). Dirk Geeraerts discusses onomasiological and semasiological mechanisms for lexical change, as well as addressing the question of why words and meanings disappear, in 'How Words and Vocabularies Change' (pp. 416-30). The paper ends by stressing the frequent and typical interaction between mechanisms of change. Anthony Grant's chapter 'Borrowing' (pp. 431-44) looks across languages to consider mechanisms and motivations, and distinguishes different types of borrowing that do or do not involve replacement of existing terms. He goes on to review particularly influential studies that use the Swadesh list to measure the extent to which different areas of lexis borrow. The diachronic and synchronic effects of borrowing are also considered in Margaret Winters's chapter 'Lexical Layers' (pp. 445-61), which concludes this section of the volume by examining different kinds of language contact and their consequences for English and other languages. Philip Durkin's influential work *Borrowed*



*Words: A History of Loanwords in English*, which is published in paperback this year (and reviewed in this section last year) gives a more detailed account of this topic.

Daphné Kerremans's monograph *A Web of New Words: A Corpus-Based Study of the Conventionalization Process of English Neologisms* is a highly significant publication that tracks the earliest appearances of neologisms and their subsequent linguistic 'careers'. Using an innovative software tool to identify and collect new formations on the Web, Kerremans examines their nature and meanings over a two-year period, and uses this data to suggest a conventionalization process with four stages, and to examine the emergence of 'syntagmatic lexical relations', or networks of collocates. After an introduction that explains the aims of the study, the volume begins with a detailed survey of neolinguistics, the study of neologisms, detailing tensions in terminology and established accounts of conventionalization (chapter 2). Kerremans goes on to discuss the theoretical difficulties and practical problems with using the Web as a corpus, in chapter 3. Despite these, the web offers a source of more immediate neologisms, and a much larger amount of data, than any corpus; and the development of the NeoCrawler allows better data collection than other web crawlers. The study focuses on particular types of web sources, including interactive platforms like blogs and discussion forums, which are particularly interesting in the insight they give into speech communities. Chapter 4 gives an account of the process of conventionalization, which Kerremans argues should be seen as a continuum, using data from the study, and considering the effect of potential constraints such as blocking. An important factor which influences this process is the presence of collocations, and this is the focus of chapter 5. Finally, the conclusion in chapter 6 summarizes the findings of the study, comparing the effects of different factors on conventionalization and arguing for the importance of a model that recognizes both social and cognitive factors. This is a beautifully written, highly sophisticated volume which shows great attention to detail and offers new insights into lexical innovation and change.

Another major work is *The Routledge Handbook of Semantics*, edited by Nick Riemer. This covers a range of approaches and perspectives; as Riemer says in the 'Introduction' (pp. 1-10), 'comprehensive' readers 'will hardly fail to be struck by the major contrast between approaches to meaning rooted in formal logic and those rooted in cognitive hypotheses about meaning as mental representation' (p. 8), and some papers in the collection, including the introduction, work hard to show the relationship between these different areas of the discipline. For example, Keith Allan's chapter 3 'A History of Semantics' (pp. 48-68) gives a very helpful account which contextualizes developments in lexical and historical semantics. Chapter 5, 'Cognitive Semantics' by Maarten Lemmens (pp. 90-105), similarly incorporates a survey of relevant work on lexical semantics in a cognitivist context, with sections on conceptual networks and metaphor and metonymy; Michael Stubbs's account of 'Corpus Semantics' in chapter 6 (pp. 106-121) includes material on phraseology, collocation and colligation that will also be of interest to some readers; and Nick Riemer's summary of decompositional approaches to lexical content in chapter 12 'Lexical Decomposition' (pp. 213-32) gives helpful introductions to componential analysis and the theory of Natural Semantic Metalanguage. Only a relatively small number of papers are more directly relevant to this section, though, and these will be outlined here. In the excellent chapter 13, Dirk Geeraerts discusses 'Sense Individuation' (pp. 233-47), explaining the difference between polysemy and vagueness, and between utterance and systemic meaning, and considering how these might be distinguished in practice. He goes on to report recent theoretical and methodological approaches to these aspects of meaning, and sets out some questions that need to be explored further. In chapter 14, Petra Storjohann explores 'Sense Relations' (pp. 248-65), detailing traditional classifications but focusing on more empirically informed and cognitively grounded approaches, specifically to antonymy and synonymy. Finally, John Newman surveys 'Semantic Shift' in chapter 15 (pp. 266-280), concentrating on shifts 'in very ordinary kinds of language activity as happens in our lived experience' (p. 266) and

considering different methods of accounting for this kind of change. Like the rest of the book, this is an interesting and thought-provoking piece, but the whole thing is very little informed by a historical perspective, and this seems like a missed opportunity.

Alishova Ramila Bebir examines verbs denoting life and death in ‘The Scopes of Word Semantics’ (*IJEL* 5:vi[2015] 169-75), and considers the relationship between words and concepts, and different theories of meaning; she concludes that the word is a problematic unit for semantic analysis. In ‘Semasiology and Onomasiology: Empirical Questions between Meaning, Naming and Context’ [in Jocelyne Daems, Eline Zenner, Kris Heylen, Dirk Speelman and Hubert Cuyckens, eds., *Change of Paradigms – New Paradoxes: Recontextualizing Language and Linguistics*, pp. 47-79], Dylan Glynn interrogates a distinction which is theoretically helpful but analytically problematic, via a corpus-based study of the meanings of *over*. He argues that meaning variation results from the interaction between linguistic forms and the contexts in which they occur, so that there is a correlation between contexts of use and semasiological structure. M. Lynne Murphy, Steven Jones and Anu Koskela analyse ‘Signals of Contrastiveness: *But*, Oppositeness, and Formal Similarity in Parallel Contexts’ (*JengL* 43[2015] 227-49), focusing particularly on the role of ancillary antonymy, ‘the use of an established antonym pair to help support and/or accentuate contrast between a less established pair’ (p. 227), in novel lexical contrasts. They use evidence from a range of corpora to measure and compare the contribution of different contrast markers.

Mark Wyatt and Glenn Hadikin’s paper “‘They Parked Two Buses’”: A Corpus Study of a Football Expression (*EnT* 121[2015] 34-41) presents evidence from a number of corpora for a metaphor that has become a cliché within football discourse but is relatively unknown for other speakers. Brian Poole considers a claim by the writer Kenneth Tynan in 1974 that reports of a murder suspect’s absence had a class bias, in ‘Lord Lucan: “Missing” or “On the Run”?’ (*EnT* 121[2015] 10-5), and uses this as a starting point for a discussion of the relationship between lexical choice and social class. In ‘A Little Bit About: Differences in Native and Non-native Speakers’ Use of Formulaic Language’ (*AuJL* 35[2015] 297-310), Hadi Kashiha and Swee Heng Chan compare the frequency with which English and Malaysian speakers use four-word lexical bundles. They find that native speakers use more, and more varied, formulae of this kind, but classifying these by discourse functions reveal more fine-grained differences between the groups. María Luisa Carrió-Pastor and Rut Muñizcalderón discuss the ‘Identification and Causes of Lexical Variation in Chinese Business English’ (*EnT* 121[2015] 10-5), comparing the frequencies of lexical features including calques and abbreviations in an email corpus of speakers from China and Hong Kong. They find that Chinese speakers use more non-standard and more informal English, though point out that their data is limited.

Dilin Liu and Hongwei Zhan present a study which marries synchronic and diachronic perspectives by using both COCA and COHA in ‘The Use of the *-Free* Compound and *Free of* and *Free from* Phrasal Constructions: A Diachronic and Synchronic Study’ (*JEL* 43[2015] 201-26). In the period which is their focus, *-free* and *free of* increase in use, while *free from* decreases in frequency, and the paper considers the semantic and structural functions of each. In ‘Corpus Linguistic Analysis of the Connotative Meaning of Some Terms Used in the Context of “The War on Terror”’ (*IJEL* 5:i[2015] 113-34), Alaa Ghazi Rababah examines the frequency and use of eight terms (and variants) in COCA including *terrorist/terrorism* and *fundamentalist/fundamentalism*, comparing the decade leading up to and the decade following 9/11. The paper shows that the collocation of many of these terms has changed, indicating shifts in connotation towards more clearly negative meanings.

Turning to work with a longer diachronic perspective, *English Historical Semantics*, by Christian Kay and Kathryn Allan, is a textbook aimed at advanced undergraduates and postgraduates, which mainly focuses on structuralist and cognitivist approaches to lexical semantics. After a brief introduction which introduces key terms, the book begins with an

outline of the history of the English lexicon, divided into periods, and goes on to consider categories of meaning. In chapter 4, the authors give a detailed explanation of the information presented in *OED* and what it means; for example, they caution against treating first dates of attestation uncritically. An account of 'How and Why Words Change Meaning' engages with the complications of semantic change, and illustrates different tendencies with detailed examples. A relatively unusual inclusion is a chapter on *HTOED*, which balances a description of the history and nature of thesauruses with a guide to using the resource. Carole Biggam is a guest author for a chapter on 'English Colour Terms', which is an excellent introduction to the field and is followed by a broader consideration of the relationship between language and culture, which considers areas of the lexicon such as kinship terms and ways of expressing time. The penultimate chapter focuses on metaphor and metonymy, and finally a short chapter brings together the preceding material in a discussion of the history and recent meanings of *green*. The book aims to be both practical and accessible; each chapter is accompanied by exercises and further reading, and the glossary should also be a helpful resource.

In 'Testing the Dynamic Model: The Evolution of the Hong Kong English Lexicon (1858-2012)' (*JengL* 43[2015] 175-200), Stephen Evans traces the developmental cycle of an Outer Circle variety, using a 91-million word corpus of Legislative Council proceedings to represent spoken HKE. He concludes that the milestones used by Schneider to divide the evolutionary cycle of the variety into periods are not significant in terms of its lexis, and the 1990s seem more important (see also section 9). Susan Fitzmaurice discusses 'Ideology, Race and Place in Historical Constructions of Belonging: The Case of Zimbabwe' (*ELL* 19[2015] 327-54), in a paper which sits at the intersection between lexical semantics, pragmatics and sociolinguistics. Fitzmaurice examines the importance of key terms in the construction of identity, and concludes that the meanings of these terms are highly unstable, changing with different users and in different periods and contexts. Further back in time, Adam Mearns writes on 'This, That and the Other: Locating the Supernatural Enemy in Old English' (*ELL* 19[2015] 213-26), using prototype semantics as a framework: despite the lexical gap in OE for the meaning 'supernatural' he argues that there is a conceptual category which accommodates monsters and devils and associates them with other alien beings such as foreigners and criminals.

*Mapping English Metaphor through Time*, edited by Wendy Anderson, Ellen Bramwell and Carole Hough, grew out of interest in metaphor facilitated by the 'Mapping Metaphor with the Historical Thesaurus of English' project at Glasgow, a spin-off from the project published on paper in 2009 as *HTOED*. The collection of papers explore different areas of the lexicon across the history of English, many of them using data from these sister projects; like *HTOED*, the collection is structured into three sections, and papers in each will be outlined briefly here. Andrew Prescott's introduction, subtitled 'The Pursuit of Metaphors' (pp. 1-12) explains the motivation for the Mapping Metaphor project and includes images of the revealing and beautiful metaphor maps that can be generated on the project website. Part I, 'The External World', includes six papers on data from the corresponding *HTOED* section, beginning with Carole Hough's paper 'The Metaphorical Landscape' (pp.13-31). This presents several metaphors with LANDSCAPE as either the source or target, identified by polysemous words that appear in this category and another in the Mapping Metaphor data; these include the widely recognized LANDSCAPE IS A BODY metaphor, but also other less studied mappings such as the more specific LANDSCAPE IS A CLOTHED BODY and PEOPLE ARE LANDSCAPE, and illustrate the variety of metaphors associated with a single concept. Judith Paterson compares the metaphorical links to horses and pigs in 'Metaphorical Beasts in the History of English' (pp. 32-46). Though both animals have a long history of domestication, the concepts which they map onto provide fascinating evidence of their different relationships to humans, with more, and far more positive, connections to equines. Carole Biggam's 'Plants

as Metaphorical Headgear in English' (pp. 47-65) examines a perhaps unexpected link between categories: Biggam details plant names featuring *crown*, *hat* and *cap*, including *Crown of the Field* 'Corncockle', *Fairy Hat* 'Foxglove' and *Gentleman's Cap and Frills* 'Lesser Celandine'. Generally these are motivated by the appearance of flowers, and many are PART FOR WHOLE metonymies used to refer to the whole plant. The late Christian Kay focuses on one of the categories that shows the most connections to other Mapping Metaphor categories in 'Food as a Fruitful Source of Metaphor' (pp. 66-78), and notes a particular interest in the hierarchical level at which metaphorical targets appear in the *HTOED* classification. Beth Ralston's paper 'Morbid Curiosity and Metaphors of Death in the History of English' (pp. 79-89) shows the euphemistic nature of metaphors with the target DEATH, but also gives a sketch of DEATH as a source domain, used to talk about targets including EMOTIONS and COMPETITION. In Part II the volume moves to concepts associated with 'The Mental World'. 'The Metaphorical Qualities of Cool, Clear, and Clashing Colours' are considered by Rachael Hamilton (pp. 97-114), who outlines connections between colour and concepts including ill-health, sound and morality, most of which are entrenched to the extent that speakers of ModE probably consider polysemous terms to be non-metaphorical. Wendy Anderson looks at a prototypical but relatively little-studied emotion in 'Waves of Excitement, Waves of Metaphor' (pp. 115-36); though she is hesitant about accepting Gabriela-Alina Sauciuc's claim that 'non-metaphorical conceptualizations may not be possible for emotion concepts' (quoted on p. 134), she notes that there are very few non-metaphorical items in the *HTOED* category Excitement, and the Mapping Metaphor data shows a significant number of mappings. In 'Metaphors of Religious Anxiety in Early Modern England' (pp. 137-51), Kenneth Austin examines metaphors of fear in a historical context, drawing from texts in EEBO, and argues for the value of interdisciplinary research that marries linguistic evidence with close textual analysis. Ellen Bramwell's 'Madness, Sanity, and Metaphor' (pp. 152-64) looks at the large number of links between Mental Health and categories in the three *HTOED* sections, which show mappings in both directions, and observes the patterns that characterize some of these mappings. A convincing and thought-provoking paper by Antonette diPaolo Healey, 'The Importance of Old English *head*' (pp. 165-84) begins by making the case for a lexicography informed by modern theories of linguistics and particularly cognitive semantics, and goes on to give a nuanced picture of the mapping A HEAD IS IMPORTANCE, drawing from a range of sources represented in *DOE*. Finally, the third section of the volume, 'The Social World', begins with 'The Metaphorical Understanding of Power and Authority' (pp. 191-207), in which Marc Alexander examines Mapping Metaphor data which falls into seven clusters including *Large/strong*, *Sight* and *Game*. Each of these is illustrated by textual examples from a semantically tagged version of EEBO and, for the more modern period, the *Hansard Corpus 1803-2005*, supplemented by other recent texts including the scripts of the TV sitcom *Yes Minister*. Fraser Dallachy's 'The Dehumanized Thief' (pp. 208-20) considers data that shows the 'cultural tendency to conceptualize criminals and societal outsiders as in some way less than human' (p. 208), specifically in metaphors with animals as their sources, and Dallachy notes the surprisingly small number of specific animals and birds that are involved in these mappings. Daria Izdebska presents 'Metaphors of Weapons and Armour Through Time' (pp. 221-42), and shows that from OE to the present day these metaphors are prevalent; viewing them diachronically also provides evidence of technological and scientific developments in this field. In 'Silent Reading' (pp. 243-59), Jane Roberts looks at the target concept READING, and notes the different conceptions of the activity across the history of English, for example from 'wise person' to 'scholar'. Lastly, Irma Taavitsainen considers 'The Case of Address Terms' as metaphorical sources (pp. 260-80), detailing the sociolinguistic parameters encoded in different address terms and the ways in which these motivate mappings. In a separate publication, Kathryn Allan gives an overview of 'Education in the *Historical Thesaurus of the*

*Oxford English Dictionary*' (in Daems et al., pp. 81-95), comparing the relatively late-attested noun *education* with partially synonymous competitors across the history of English, and arguing for the inseparability of semasiological and onomasiological approaches to lexical change.

At the popular end of the market, 2015 sees a number of relevant publications. David Crystal's *The Disappearing Dictionary: A Treasury of Lost English Dialect Words* is perhaps the most scholarly of these: he presents a simplified selection from Joseph Wright's *English Dialect Dictionary* with updated etymologies, together with an introduction to Wright's work and the maps he included. Amanda Laugesen of the *Australian National Dictionary* examines the use of slang words by Australian soldiers in WW1, and relates these to different aspects of their experiences, in *Furphies and Whizz-bangs: Anzac Slang from the Great War*. Caroline Taggart's *New Words for Old: Recycling Our Language for the Modern World* is a less academic collection of short notes on 'very common words' (p. 8) ranging from *train* to *emoji*, grouped together under headings such as 'Sex'n'Drugs'n'Rock'n'Roll' and 'A Splash of Colour'. Finally, Graeme Donald gives a similar account of words which are etymologically related in *Words of a Feather: An Etymological Exploration of Astonishing Word Pairs*, including *aftermath* and *mow* and *Alcatraz* and *Albatross*.

## 8. Dialectology and Sociolinguistics

In the field of dialectology and sociolinguistics, for the first time in recent history we have no new textbooks to report on, and only one new edition of an old favourite, Annabelle Mooney and Betsy E. Evans' excellent textbook *Language, Society & Power: An Introduction*, now in its fourth edition (the first edition was from 1999, the third edition from 2011). This new edition now has an added chapter on 'Linguistic Landscapes' (pp. 86-107), which also looks at online 'landscapes' (on YouTube and Twitter), and a chapter on 'Global Englishes' (pp. 198-219), perhaps relevant for the next section. This expands the scope of the book to ten chapters plus one on 'Projects' (pp. 220-32), which should still be well in the scope of a usual university course. Talking of projects, Miriam Meyerhoff, Erik Schleeff, and Laurel MacKenzie will be teaching your students about *Doing Sociolinguistics: A Practical Guide to Data Collection and Analysis*, a book which complements Meyerhoff's *Introducing Sociolinguistics* (with its second edition from 2011), and Meyerhoff and Schleeff's complementary *Reader* (from 2010). This hands-on guide takes students (and junior researchers) through 'Data Collection' (Part I), i.e. how to find a topic, how to design a sample and define the envelope of variation, through questions of ethics and archiving; the authors discuss sampling techniques, how to conduct interviews, or record spontaneous speech, how to use corpora or written surveys, and how to study perceptions and attitudes. The second part is devoted to 'Data Analysis', i.e. how to design your transcription, code and summarize data, to the actual analysis (including some statistics), presenting data (graphically, clearly, honestly), some multivariate analysis, qualitative analysis, up to writing up your research. This short book is replete with actual data and very, very sensible advice, and just as a by-product you get a good sense of the work sociolinguists do, and the methods they use. Staying with methodologies, Eric Friginal and Jack A. Hardy introduce the reader to *Corpus-Based Sociolinguistics: A Guide for Students* [2014] (actually from last year), and as in every introductory book on this matter the question is, what is regarded as sociolinguistics? In this case, the authors report on corpus studies that have investigated regional variation (unfortunately, also including large-scale comparisons of (standard) AmE and BrE here, which are not really sociolinguistic in outlook or method), studies of gender, sexuality, and age (not going much beyond the claim that seventeen-year-old high-school students use more pronouns in blogs than older men), the study of politeness, and workplace discourse. The

section on 'Studying Temporal Change' proposes as a basis for study screenplays, or presidential inaugural addresses. In other words, what is advocated is not a sophisticated concept of sociolinguistics, and the student population might be better served by looking at Meyerhoff et al.'s short chapter on the same topic (pp. 64-70).

It probably has to be said that this year was the year of handbooks. The first one to be mentioned here is *The Oxford Handbook of Historical Phonology*; edited by Patrick Honeybone and Joseph Salmons [more on which in section 3], which is also relevant in this section because it has a part on 'Sociolinguistic and Exogenous Factors in Historical Phonology' (Part VI), where Alexandra D'Arcy shows the implications of Labov's model of 'Variation, Transmission, Incrementation' (pp. 583-602). She distinguishes men and women in their contributions to language change, and discusses at length the initially unexpected peak in apparent time (typically in late adolescence); rather than an 'oddity' (p. 597), she argues that it is in fact a 'general requirement' (p. 591) of changes in progress. Continuing on from D'Arcy, David Bowie and Malcah Yaeger-Dror challenge the old axiom of the critical period for learning languages in 'Phonological Change in Real Time' (pp. 603-18) and summarize the mounting sociolinguistic evidence of speakers changing their language beyond adolescence. Another factor (besides age) influencing language change is mobility, and based on lexical information drawn from census data from the 1940s, R. Urbatsch in 'Movers as Early Adopters of Linguistic Innovation' (*JSoc* 19[2015] 372-90) finds that long-distance migrants in the US are much more likely to adopt innovative linguistic features, too – presumably because they tend to be people with an 'openness to trying out new things' (p. 372). In Urbatsch's study, the 'new thing' is the innovative term *mortician* or *funeral director* over the traditional *undertaker*, but surely the point is a more general one.

Also in quite a general vein, Alexandra D'Arcy and Sali A. Tagliamonte claim that grammar is 'Not Always Variable: Probing the Vernacular Grammar' (*LVC* 27[2015] 255-85). Thus, there are phenomena in English that are consistently variable in writing (the genitive, the dative alternation, the comparative, or relative pronouns), but in the vernacular, a different situation obtains. As the authors claim, 'for each variable there is at least one grammatical factor that splits the system' (p. 267), e.g. animacy and possessor relation for the genitive, syllable length for the comparative, or syntactic function for relatives, making them highly atypical variables in sociolinguistics – presumably due to their status as changes from above.

Another handbook with a section on sociolinguistics is *The Routledge Handbook of Language and Culture*, edited by Farzad Sharifian. Here, Meredith Marra reports on 'Language and Culture in Sociolinguistics' (pp. 373-85), including in particular John Gumperz's work and the newer approach of Communities of Practice. However, it has to be said that even at the end of her article, Marra remains quite vague about what concept of 'culture' she refers to ('exactly what does and does not count is still hard to pinpoint', p. 382 – perhaps indicative of Sharifian's approach more generally), ultimately relying on a rather nebulous notion of culture as something participants are aware of. (In contrast, proper cultural studies have taken a firmer stand in linguistics this year, see Burkette's work below.)

As already indicated by Meyerhoff et al.'s overview of what to study in sociolinguistics more generally, perceptual dialectology is an integral part of the field these days, and many individual contributions this year testify to that status. In a general vein, Dennis R. Preston asks (rhetorically) 'Does Language Regard Vary?' (in Alexei Prikhodkine and Dennis R. Preston, eds., *Responses to Language Varieties: Variability, Processes and Outcomes*, pp. 3-36), 'language regard' being his cover term for language attitudes, metalinguistic beliefs and language ideologies. And indeed a summary of (his and others') studies of perceptual dialectology shows that language regard varies, and interferes with perception and production of speech data, and Preston argues that studies of regard features 'can enhance the understanding of the social embedding of language change' (p. 32). In the same collection, Brandon C. Loudermilk shows experimentally that 'Implicit Attitudes and the

Perception of Sociolinguistic Variation' (pp. 137-56) do indeed influence real-time language processing: speakers with strong stereotypes (about variation) actually perceive less variation. Erez Levon and Isabelle Buchstaller in 'Perception, Cognition, and Linguistic Structure: The Effect of Linguistic Modularity and Cognitive Style on Sociolinguistic Processing' (*LVC* 27[2015] 319-48) show experimentally that not only phonetic variation (e.g. TH-fronting), but also 'higher-level', i.e. morphosyntactic, variation (like the Northern Subject Rule) elicits perceptual reactions and is 'subject to social evaluation' (p. 336) (pace Labov's Interface Principle) – although there may be differences in salience between the two types of phenomena. (For more studies in perceptual dialectology see the regional sections below). Finally, Walt Wolfram makes the general point that as sociolinguists, researchers incur debts to the communities they investigate, and proposes 'Sociolinguistic Engagement in Community Perspective' (in Michael D. Picone and Catherine Evans Davies, eds., *New Perspectives on Language Variety in the South: Historical and Contemporary Approaches*, pp. 731-47) as a remedy. He reports on various projects he and his team have so far undertaken, such as video documentaries, community exhibits, or curricular language materials for use in the schoolroom, but also cautions fellow researchers that their 'specialized language expertise sets up an asymmetrical relationship of authority with respect to language matters' (p. 742) – something that may be quite difficult to overcome, especially when it comes to conflicting beliefs about language (and language varieties).

Moving to more specific contributions to the field, we will first look at an important new(-ish) field in sociolinguistics: historical sociolinguistics. This area now has its own specialized journal devoted to it, the *Journal of Historical Sociolinguistics (JHSL)*. In its first volume, J. Camilo Conde-Silvestre and Javier Calle-Martín investigate the rise of 'Zero *That*-Clauses in the History of English: A Historical Sociolinguistic Approach (1424–1681)' (*JHSL* 1[2015] 57-86). Based on the 'Corpus of Early English Correspondence', they find that zero *that*-clauses rose especially in speech-based text types and became the majority option in the sixteenth and seventeenth centuries, and that this change was 'led by members of the urban non-gentry' (p. 78), quite possibly making it a change from below. Most regional varieties now also have studies devoted to earlier stages of the dialect, and more historical studies will therefore be discussed below.

We will start the regional overview with studies of IrE. Here, the publication of Carolina P. Amador-Moreno, Kevin McCafferty, and Elaine Vaughan, eds., *Pragmatic Markers in Irish English*, has to be mentioned. In it, Raymond Hickey gives an overview of 'The Pragmatics of Irish English and Irish' (pp. 17-36), more specifically of the Irish English discourse markers (DMs) *sure*, *though*, *so*, *then*, *just*, focusing *like*, hedging *now*, approving *grand*, and the attention-capturing *lookit*. He also points out that while originally the influence may have been from Irish on English, today it is actually Irish that is changing, and adopting English DMs. Karen P. Corrigan also takes a wider view, but of Northern IrE, in "'I Always Think of People Here, You Know, Saying 'Like' After Every Sentence": The Dynamics of Discourse-Pragmatic Markers in Northern Irish English' (pp. 37-64), where she looks at initial *och* (not mentioned by Hickey), final *like*, and final *but*, although based on a relatively small sample of speakers. However, there are some interesting developments, such that younger speakers seem to be the main users of initial *ach/och*, female speakers use final *like* more, and both genders use final *but* in quite a similar manner. Corrigan also notes that some DMs that have been described for IrE are absent (such as Irish *arrah*, *musha*, *mar-yah*) or less frequent (such as *so*) in her Northern Irish sample. *Like* and *sure* are taken up by Bróna Murphy in 'A Corpus-Based Investigation of Pragmatic Markers and Sociolinguistic Variation in Irish English' (pp. 65-88), albeit again based on a very small corpus, but one of casual conversations. Like Corrigan, Murphy finds that discourse *like* is used the most by young females (this includes uses as approximator, exemplifier, emphasizer, hedge, focus marker, but also quotative BE LIKE), whereas *sure* shows no age or gender differences, and a smaller

range of functions (as emphasizer or hedge). For both DMs, the hedging function is the dominant one. For *sure*, Carolina P. Amador-Moreno and Kevin McCafferty investigate the historical development in "[B]ut *Sure* its Only a Penny After All": Irish English Discourse Marker *Sure*' (in Marina Dossena, ed., *Transatlantic Perspectives on Late Modern English*, pp. 179-97). Based on several corpora, including emigrants' letters and drama, they find that this DM (used as an appeal for consensus, or a hedge, or a mitigator) rose in frequency until the mid-nineteenth century – a fact they link to the enregisterment of this feature as a marker of IrE. In quite a similar matter, both authors combine the historical trajectory for *like* with *sure* in "'Sure this is a Great Country for Drink and Rowing at Elections": Discourse Markers in the *Corpus of Irish English Correspondence, 1750-1940*' (in Amador-Moreno et al., eds., pp. 270-91). Their results suggest that final *like* was already present in IrE in the nineteenth century, and that it was actually exported to North America. *Sure* is attested even longer (since the 1760s), and its use as a DM seems to set IrE apart from other varieties (as in the title) – in fact *sure* became a linguistic stereotype of IrE speech by the nineteenth century, as they pointed out above. Continuing with *like* for the present day, Mario Serrano-Losada investigates a subset of its functions based on ICE-Ireland in 'Element-Final *Like* in Irish English: Notes on its Pervasiveness, Incidence and Distribution' (in Cristina Suárez-Gómez and Elena Seoane, eds., *Englishes Today: Multiple Varieties, Multiple Perspectives*, pp. 9-31). He finds this discourse marker (as in *he used to race bikes, like*) well-established in IrE, in particular in informal speech, but also occasionally 'crossing into more formal settings' (p. 26). Since it can co-occur with other discourse markers like *you know* or *so* (as also in Corrigan's quotation above), Serrano-Losada proposes a subjective (rather than intersubjective) meaning for clause-final *like*. Still on *like*, Martin Schweinberger conducts 'A Comparative Study of the Pragmatic Marker *Like* in Irish English and in South-Eastern Varieties of British English' (in Amador-Moreno et al., eds., pp. 114-34) and finds that *like* overall is much more frequent in IrE than in BrE, actually in all positions, but of course especially in clause-final position, the hallmark of this IrE DM. Since his analysis is also based on ICE-Ireland, it is perhaps not surprising that he also finds a striking peak in the use of *like* by female speakers in their late twenties, whereas in Britain hardly anyone over twenty-six uses *like*, instead it is 'associated specifically with teenage speakers' (p. 130). Still on discourse markers, John M. Kirk examines '*Kind of* and *Sort of*: Pragmatic Discourse Markers in the SPICE-Ireland Corpus' (in Amador-Moreno et al., eds., pp. 89-113), also as to their prosody. For both DMs, the evidential function dominates (downtoning an infelicitous expression, engendering vagueness, or mitigating uncertainty), but the affective function is also present (negotiating face). It is interesting that Kirk finds a clear geopolitical difference, and *sort of* is by far the dominant DM in Northern Ireland, whereas *kind of* is used much more in the Republic. Jeffrey L. Kallen investigates "'Actually, It's Unfair to Say that I Was Throwing Stones": Comparative Perspectives on Uses of *Actually* in ICE-Ireland' (in Amador-Moreno et al., eds., pp. 135-55), comparing this DM to other ICE corpora. *Actually* occurs at the phrase level (*you were actually a Reid Professor*) and at the clause level (*that's quite a nice meal actually*), but in the shift to clause-marginal uses IrE seems to lag behind other national varieties (although it has to be said that this study only considers synchronic data, and diachronic trends can thus only be speculation).

Away from DMs as such, Michael McCarthy sighs, "'Tis mad, yeah": Turn Openers in Irish and British English' (in Amador-Moreno et al., eds., pp. 156-75), where this is actually quite a distinctive IrE construction. Other differences are the use of *Jesus/Christ/god* as interjections and in continuing turns, reflecting 'the Roman Catholic culture of Ireland' (p. 165), and specific adjectives like *grand* in the same slot as *mad* above that also give turn-openers a distinctive Irish flavour. Anne Barron finds in "'And your Wedding is the Twenty-Second <.> of June Is It?: Tag Questions in Irish English' (in Amador-Moreno et al., eds., pp. 203-28) that what is specific to IrE when it comes to tag questions is the use of *sure* tags (as



in *it doesn't get easier – sure it doesn't*), a use of invariant *is it* (as in the title), as well as a higher proportion of positive polarity tags compared to BrE.

Moving away from pragmatics altogether, Lukas Pietsch links 'Archaism and Dialect in Irish Emigrant Letters' (in Anita Auer, Daniel Schreier and Richard Watts, eds., *Letter Writing and Language Change*, pp. 223-39), in particular archaisms in formulae that were (presumably) handed down by family tradition and thus kept alive 'for decades or even centuries after the demise of their original models' (p. 225). His example is periphrastic *do*, which does not match the dialect distribution of this form (i.e. as a present-tense habitual marker), and which disappeared from written English in the seventeenth century, but is regularly encountered in his Irish emigrant letters from the nineteenth century in quasi-formulaic expressions like *I do assure you* or *she does request*. Marije Van Hattum compares 'May and Might in Nineteenth Century Irish English and English English' (in Peter Collins, ed., *Grammatical Change in English World-Wide*, pp. 221-46) and finds that for subjective possibility, in both varieties 'might lost its ability to signal past time reference throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries' (p. 241), perhaps linked to the grammaticalization of the perfect. However, overall *might* is used more frequently in IrE.

For present-day IrE, Patricia Ronan and Gerold Schneider are 'Determining Light Verb Constructions in Contemporary British and Irish English' (*IJCL* 20[2015] 326-54) automatically – quite a feat, and they find that 'ICE-GB favours fewer high frequency light verbs while ICE-IRE contains more diverse lower frequency light verbs and more passives' (p. 326). Typical Irish light-verb constructions are to *ask (a) question*, *give advice*, *do work*, *give (a) view* and *make (a) decision* (whereas you would *take* a decision in BrE).

John M. Kirk asks, 'The Progressive in Irish English: Looking Both Ways?' (in Collins, ed., pp. 87-118). As is well known, in the Celtic Englishes the progressive is used more frequently than in other British varieties, and Kirk offers an extension of functions as an explanation, since the IrE progressive incorporates 'functions transferred from Irish ... and also functions shared with British English' (p. 87). Some functions are only found in IrE, such as the 'extended-*now* progressive' (*two girls are missing since Saturday*), the 'single-occasion repetitive progressive' (*at the moment I'm thinking about it a lot*), or the well-known habitual progressive with DO BE or *bees*. Other constructions are more frequent than in BrE, such as the progressive with modals (*he may be looking for it*), and the 'WILL as a matter of course progressive' (*I will be thinking of travelling north*), presumably through re-enforcement from Irish source constructions.

Göran Wolf asks, 'Does Present-Day Written Ulster Scots Abandon Tradition?' (in Suárez-Gómez and Seoane, eds., pp. 51-78). During the current 'renaissance' of Ulster Scots, Wolf observes a 'notable growth in literary output in the variety' (p. 53) which differs self-consciously from older dialect literature, and also extends into new domains (such as internet chats, websites, or periodicals), a development Wolf calls 'deliberate detraditionalization' (p. 62), or, in Ulster Scots, 'sell-definition agin the Erse leid' (p. 62).

This already moves us to Scots in Scotland, where Jennifer Bann and John Corbett report on *Spelling Scots: The Orthography of Literary Scots, 1700-2000*. Despite the title, they also include discussions of older Scots consonants and vowels, and their discussion of graphemes found since the 1400s is actually a good introduction to the historical evolution of Scottish sounds as distinct from English, as shown by their discussion of the Great Vowel Shift, the Scottish Vowel Length Rule, etc. They then trace the evolution of Modern Scots orthography, especially linked to the 'Eighteenth-Century Vernacular Revival' of Scots (p. 61-75) across books, broadsides, magazines, journals and newspapers. They also include an overview of orthoepy and activism (chapter 5), i.e. the movement of 'spelling reform with a view to raising the status of Scots and extending its domains of use beyond the literary' (p. 91) that continues until today. Overall, the spelling system of Scots is characterized by much more flexibility (and thus variability) than English English, and in order to investigate the

consistency of authors and their overall comparability, Bann and Corbett also provide cluster analyses (relating to vowel representation, consonant representation, and to lexical items) of Scots poetry and prose that document this variability. They do not conclude with a new suggestion for a unified orthography of Scots, but point out that this would probably 'be undesirable for writers of Modern Scots' (p. 139). Nevertheless, the careful analyses could be taken as a pointer in the direction of consensus spellings, as indicating the 'relations between language, identity and power' (p. 139). On the other hand, James Costa asks, 'Can Schools Dispense with Standard Language? Some Unintended Consequences of Introducing Scots in a Scottish Primary School' (*JLingA* 25[2015] 25-42). Because Scots is not standardized, as Bann and Corbett above have clearly shown (and apparently there is no consensus about what Scots is, and what it isn't), Costa argues that pupils make the indexical link that Scots serves purposes of 'amusement, lack of seriousness', pupils as speakers of Scots are othered, and they are 'locked' (p. 25) in a nonstandard identity. In fact, as Costa criticizes, the Scots language movement 'leaves little room for learning ... since there is no clear definition of what is to be learned' (p. 38).

If you want to look up specific Scotticisms, you may be happy to hear that James A. C. Stevenson and Iseabail Macleod's *Scoor-Oot: A Dictionary of Scots Words and Phrases in Current Use* from 1989 has just been reprinted. Although essentially in dictionary form, entries are ordered thematically into fifteen sections (people, including parts of the body, human attributes and behaviour, health and dress, eating and drinking, communication, movement (including violence), law and administration, education/religion/the supernatural, festivals and local customs, sports and games, countryside, farming and industry, construction and household, and 'grammar words') and these sections make for some interesting socio-cultural reading as well. If you were wondering about the title, *scoor-oot* is 'the custom ... of scattering coins at or after a wedding to be scrambled for by children' (p. 131), but you will also find information on Burns night, tossing the caber, the rules of curling, the history of golf, and how to plant a 'lazy bed' (p. 174), should you be so interested. The question remains, however, how widely-used these 'most widely-used words and expressions' (foreword) still are, more than twenty-five years onwards.

Moving to the few individual regional studies on Scotland this year, Peter Sundkvist and Man Gao take 'A Regional Survey of the Relationship Between Vowel and Consonant Duration in Shetland Scots' (*FoLi* 49[2015] 57-83). These two features are related in Shetland Scots, since typically stressed syllables contain 'a long vowel followed by a short consonant ... or a short vowel followed by a long consonant' (p. 57) – a pattern that can be traced back to Norn. Perhaps not surprisingly, therefore, this correlation is strongest in the northern part of the Shetlands where Norn survived the longest. Back on the mainland, Sydney Kingstone provides a perceptual dialectology survey of "'Scottish", "English" or "Foreign": Mapping Scottish Dialect Perceptions' (*EWV* 36[2015] 315-47) based on fifty-one informants from Buckie (northeast Scotland). She found the 'clearest example of urban Scots stigma' (p. 338) for Glasgow (which is seen as the least pleasant, and the least correct), whereas Edinburgh was considered 'posh' or 'proper', but not very Scottish. The Borders region was (falsely) perceived as being influenced by English, whereas Inverness was very positively associated, also with correctness, and Kingstone suggests that these northern speakers 'might be looking ... to the neighbouring Highlands for a speech model' (p. 27). Speaking of Glasgow, Jane Stuart-Smith, Tamara Rathcke, Morgan Sonderegger, and Rachel Macdonald conduct 'A Real-Time Study of Plosives in Glaswegian Using an Automatic Measurement Algorithm: Change or Age-Grading?' (in Eivind Torgersen, Stian Hårstad, Brit Mæhlum, and Unn Røyneland, eds., *Language Variation: European Perspectives V*, pp. 225-37). What the authors investigate is the voice onset time (VOT) of plosives in data from the 1970s and the 2000s, since ScE is reported to have shorter aspiration phases than English English. They find that 'a change in the phonetic realization of the stops may have been in progress since the

middle of the 20<sup>th</sup> century, specifically a lengthening of aspiration for /p/ and /t/, and a trend to a longer release in their voiced counterparts' (p. 225), which may be due to the spread of SSE into Scots, and shorter VOTs today probably index more vernacular speech.

Warren Maguire characterizes Scotland as 'The North above the North: Scotland and Northern English' (in Raymond Hickey, ed., *Researching Northern English*, pp. 437-57) and investigates the complex relationship between these northern varieties through time. While historically, Northern English dialects (above the Humber-Ribble line) and Scots were grouped together by a bundle of traditional features, 'most of the traditional dialect isoglosses ... are now irrelevant to speakers of English in Scotland and Northern England in the late twentieth and early twenty-first centuries' (p. 449). Instead, due to supra-regionalization and the increasing importance of the political border, Scottish StE has become significantly different from Northern England accents, which in turn have come to resemble Midlands and Southern English dialects more.

This already moves our focus to the North of England, an area that is very well documented this year, mainly due to contributions in Raymond Hickey, ed., *Researching Northern English*, a collection that represents the state of the art in regional dialect studies in that it contains synchronic as well as diachronic studies, on the phonology and lexis as well as dialect grammar, ranging from perception and enregisterment to smaller-scale regional descriptions. The first part, 'The North of England: Language and Culture', sets the scene rather broadly, and Joan C. Beal and Paul Cooper trace 'The Enregisterment of Northern English' (pp. 27-49) to the Late Modern English period, although an awareness of Northern speech as 'other' is documented earlier (but this is not linked to specific linguistic features yet). Also on a historical note, Hilary Prichard discusses 'The Great Vowel Shift in the North of England' (pp. 51-70), based on the SED data, and finds 'regular patterns that aid our understanding of the structure and chronology of the shift' (p. 52). In particular, she argues that diphthongized outcomes of ME /u:/ are due to secondary diffusion of Southern forms (rather than independent, spontaneous developments) to an area north of the Lune-Humber line where /o:/ was fronted (preventing the regular shifting of /u:/). In addition, she also documents ME /i:/ developing beyond /ai/ to backed variants and even monophthong /a:/ in some places. Isabelle Buchstaller and Karen P. Corrigan in a much less convincing contribution give an overview of 'Morphosyntactic Features of Northern English' (pp. 71-98), where they lament the 'dearth of knowledge' on morphosyntactic features and their regional distribution. However, their proposed surveys of acceptability judgments are highly unlikely to really remedy the situation, and this overview chapter does not really add to the sources (and methods) we are already familiar with. Julia Fernández Cuesta by contrast can offer some new insights into 'The History of Present Indicative Morphosyntax from a Northern Perspective' (pp. 99-130). She shows how the Northern 3sg <s> competed with the supra-regional <th> and proceeded through the paradigms, interacting with the Northern Subject Rule [NSR], a phenomenon the author calls 'one of the most resilient features of Northern English' (p. 110), which also spread considerably beyond the North (for more on the NSR from a diachronic point of view, see section 5(b) above). Javier Ruano-García, Pilar Sánchez-García, and María F. García-Bermejo Giner report on 'Northern English: Historical Lexis and Spelling' (in Hickey, ed., pp. 131-57), in a way harking back to Beal and Cooper above, since they trace the literary representation of the North from 1500 to 1900. There they find the representation of features such as lack of rounding, or /o:/-fronting, but also lexemes like LAD, LASS, GANG ('go'), NOWT ('nothing'), or BAIRN ('child').

The second part of Hickey's collection describes a wide range of 'Locations within the North: Variation and Change', including some that have not been described comprehensively before. Contributions provide some sociohistorical and geographical background, report on the linguistic investigations conducted so far, and then give an overview of the phonology and sometimes dialect grammar, and even discourse features; these contributions alone would

already have made for a valuable collection. Thus Adam Mearns reports on 'Tyneside' (p. 161-81), pointing out for phonetics, morphosyntax and lexis as well as discourse features that traditional features (such as unshifted ME /u:/ or /i:/ in HOUSE or NIGHT, the NURSE-NORTH merger, or *divn't* for *don't* and *wor* for *our*) are becoming more tied to working-class, male speakers, whereas other, supra-regional features are spreading, such as /e:/ and /o:/ for FACE and GOAT, or T-glottaling. Tyneside is also the subject of a number of other studies, all by Carol Fehringer and Karen Corrigan. They look at three morphosyntactic features in more detail: modals, GOING-TO future, and stative HAVE. Thus they claim that "'You've Got to Sort of eh hoy the Geordie Out": Modals of Obligation and Necessity in Fifty Years of Tyneside English' (*ELL* 19[2015] 355-81), in the example illustrated in the title that semi-modal HAVE GOT TO (but also HAVE TO and NEED TO) has been replacing MUST. However, it has to (!) be said that even in their materials from the 1960s, MUST was already a minority variant used in less than 10 per cent of all cases. In all periods, HAVE GOT TO and HAVE TO dominate the field of obligation, but NEED TO seems to be gaining ground. In a second contribution, Fehringer and Corrigan report on 'The Rise of the *Going To* Future in Tyneside English: Evidence for Further Grammaticalisation' (*EWV* 36[2015] 198-227), 'further' relating to internal constraints (clause type, subject type, verb type, imminence of event) that have been proposed as distinguishing GOING TO from WILL. Even though in their data WILL is still the majority variant (if only by a sliver for the most recent period), GOING TO 'has steadily increased from the 1960s ... to the 2010 sub-corpus' (p. 214), probably due to being generalized to distal time reference, non-animate subjects, and motion verbs, and thus becoming a true equivalent of WILL. Finally, Fehringer and Corrigan claim that "'The Geordie Accent has a Bit of a Bad Reputation": Internal and External Constraints on Stative Possession in the Tyneside English of the 21st Century' (*EnT* 31[2015] 38-50). In their data, HAVE GOT is used in the majority of cases, but strangely its dominance seems to be decreasing, in favour of the older variant (stative HAVE, as in the title), which seems to be gaining ground again, but there is no link to a difference in prestige the authors could discover – perhaps a development to look out for in other dialect areas too.

Isabelle Buchstaller looks at the use of BE LIKE in Newcastle, in 'Exploring Linguistic Malleability Across the Life Span: Age-Specific Patterns in Quotative Use' (*LSoc* 44[2015] 457-96), which has increased in overall quotative use from 6 to over 20 per cent in the 2010s. There seem to be two conflicting trends: the more general trend sees speakers 'move away from this ongoing community-wide trend as they leave adolescence behind' (p. 464), and actually reduce their use of BE LIKE, since clearly it is still frowned upon in academic and professional contexts. However, her data from six speakers in their sixties shows some occurrences of BE LIKE too, especially in working-class speakers and in one speaker with much contact to young people, indicating some small-scale change over the life time of speakers is going on here, too.

The dialect area closest to Newcastle (and often amalgamated with it by outsiders, much to the chagrin of its inhabitants), is Sunderland, and Lourdes Burbano-Elizondo describes the rivalry between the two areas (and of course football club supporters) in her contribution on 'Sunderland' (we are now back in Hickey, ed., pp. 183-204). Especially after the county reform in 1974, the local identity of Sunderlanders changed, and Burbano-Elizondo traces this in a number of phonetic variants that distinguish the 'Mackems' from the 'Geordies'. ('Mackem' comes from 'make 'em' and illustrates the distinctive /a/-vowel in FACE lexemes, where Geordie speakers would have /e/). Speaking of these terms, Philip Durkin's paper (outside the collection) is relevant, since he reports on '*Mackems, Geordies and Ram-Raiders: Documenting Regional Variation in Historical Dictionaries*' (*ELL* 19[2015] 313-26). Tying in quite well with Burbano-Elizondo above, Durkin shows that these three lexical items (plus *pet*) have different status(es): *Mackem* has been current only since the 1980s, signalling Sunderland or Wearside identity and is only used within the northeast, especially to contrast

supporters of Sunderland FC with their Newcastle counterparts; *Geordie* is widely known (and used), also to designate northerners more widely (as Burbano-Elizondo also stressed), *pet* (a term of endearment) does not even originate in the northeast, but 'its use can act as a highly compressed index of such an identity both within the region and beyond' (p. 315), whereas *ram-raid* (also current since the 1980s), despite being a local term, has no regional salience whatsoever (and in case you were wondering: it means to 'use a car to ram a window, door, or wall as part of a smash-and-grab robbery' (p. 322). A bit further south, Carmen Llamas investigates voiceless stops in 'Middlesbrough' (again in Hickey, ed., pp. 251-70), specifically whether the glottalized Newcastle variants have had any recent influence. She finds that especially glottal (t) has become almost categorical for young speakers, which can be linked to the 'shifting identity of Middlesbrough' (p. 265), i.e. from belonging to Yorkshire to being 'Middlesbrough' since the county reform of 1974.

Over in the northwest, Sandra Jansen reports on an area rarely investigated so far, 'Carlisle and Cumbria' (in Hickey, ed., pp. 205-25). Perhaps it is not surprising that the only urban variety, Carlisle, 'has lost many of the traditional features of Cumbrian English' (p. 214), such as unshifted /u:/ in MOUTH, traditional /iə/ in FACE, or aspirated /ɹ/. One traditional feature, the lack of H-dropping, is coming back, but presumably this has to do with the fact that it is also the StE variant. In a different collection, Jansen in addition provides a more detailed study on 'A Century of Change in Prevocalic (r) in Carlisle English: Internal Constraints in a Levelling Process' (in Torgersen et al., eds., pp. 129-43). She finds that the local form (tapped R) is being replaced by the supra-regional prestige form [ɹ]. Although only three young female speakers in her sample use it, the innovative labiodental approximant [v] is also documented, surely something to keep track of in future studies.

A bit further south, Katie Finnegan introduces readers to 'Sheffield' English (in Hickey, ed., pp. 227-50), more specifically to middle-class variants of FACE and GOAT. While her speakers use the traditional local variants less and less, converging (perhaps like Jansen's speakers in Carlisle for H) on the StE diphthongs, Finnegan can also document the emergence of one new variant, fronted [ø] in GOAT, which seems to be led by young females and seems to index for them a modern Yorkshire identity. Another vowel feature is discussed by Sam Kirkham in 'Intersectionality and the Social Meanings of Variation: Class, Ethnicity, and Social Practice' (*LSoc* 44[2015] 629-52). Kirkham looks at the HAPPY-vowel in Sheffield English, which varies between a (more working-class) hyper-lax and a (more middle-class) tense realization. As Kirkham points out, these sociolinguistic categories often erase ethnicity, in that 'ethnically White people [are] typically defined in terms of social class, and minority ethnic people typically ... in terms of ethnic heritage' (p. 632). In his investigation of four adolescent communities of practice, he finds that there is (of course) interaction of these categories; some Pakistani and Somali adolescents use a hyper-tense HAPPY-vowel, presumably to distance themselves from the associations of the very lax realization with being 'common', 'chav', or 'anti-school'. On the other hand, some other girls use lax HAPPY as 'part of an urban-oriented street style' (p. 644).

William Barras summarizes research on 'Lancashire' (in Hickey, ed., pp. 271-92) and shows how the traditional feature of rhoticity is receding rapidly, but still exists in an island around Accrington and Rossendale. Overall, the differences between urban and rural Lancashire seem to be increasing, and Barras notes that 'it could well be the case that parts of the rural north of Lancashire have more in common with southern parts of Cumbria than with the predominantly urban southern half of Lancashire' (p. 286), where speakers are more oriented towards Manchester (more on which below). Based on historical data from Bolton, Ivor Timmis investigates 'Pronouns and Identity: A Case Study from a 1930s Working-Class Community' (*ICAME* 39[2015] 111-34). In transcripts of a sociological study from the 1930s Timmis discovers several instances of homophoric *they*, relating to 'the remote and authoritative other', 'obstructive officials', and 'controllers and manipulators of information',

probably a sign of the war-torn times, and the close community ties that allowed reference assignment nevertheless. Staying in Lancashire, Helen Faye West examines 'Language Attitudes and Divergence on the Merseyside/Lancashire Border' (in Hickey, ed pp. 317-41), in particular in relation to the NURSE-SQUARE merger, which is stereotypically a front merger in Liverpool. In neighbouring Lancashire, 'more positive attitudes and more frequent contact with Liverpool ... has encouraged the fronting of NURSE' (p. 338) in some localities. Also, a centralized SQUARE vowel is not perceptually as salient as a fronted NURSE vowel, although both involve a merger (something that Kevin Watson and Lynn Clark already pointed out two years ago, cf. *YWES* 94[2015] p. 49). Speaking of Liverpool, Amanda Cardoso investigates 'Variation in Nasal-Obstruent Clusters and its Influence on PRICE and MOUTH in Scouse' (*ELL* 19[2015] 505-32), where she observes 'a Canadian-Raising-type pattern' for PRICE, but more monophthongization for MOUTH. This is interesting because generally, voiceless obstruents cause raising, and nasals cause monophthongization. Here, the two elements of these clusters seem to act differently on the two diphthongs. Liverpool, one of the most 'recognizable varieties of English' (p. 52), also features in Kevin Watson and Lynn Clark's examination of 'Exploring Listeners' Real-Time Reactions to Regional Accents' (*LangAw* 24[2015] 38-59), 'real time' here relating to constant evaluation during the speech event. In their comparison of reactions to five regional varieties of BrE (Cambridge, Cardiff, Dublin, Liverpool and Newcastle), there are significant differences in evaluation strategies, and Liverpool has the earliest reactions, Cardiff the latest, and especially highly salient markers like affricated /k/ for Liverpool seem to have been the 'tipping point' for evaluating the social status of speakers (negatively).

As we have noted before, another city that has only recently come to dialectologists' attention is Manchester, but a couple of contributions this year do deal with this important new area. 'Manchester English' is presented by Maciej Baranowski and Danielle Turton (in Hickey, ed., pp. 293-316). They give a useful overview of Mancunian as 'essentially a Northern dialect of English' (p. 295) before they look at how new and vigorous changes like T-glottaling and TH-fronting proceed. In contrast to H-dropping, a case of stable variation, TH-fronting is led by younger speakers, cementing its status as 'an urban youth norm' (p. 303). Like TH-fronting, T-glottaling (especially in intervocalic position) is led by working-class men, but unlike TH-fronting it is highly sensitive to style-shifting, attesting to the different status of these variables. Manchester is also the focus of two other studies: Erik Schleeff, Nicholas Flynn, and Michael Ramsammy report on the 'Production and Perception of (ing) in Manchester English' (in Torgersen et al., eds., pp. 197-209). This is interesting because a third variant (besides /ɪŋ/ and /ɪn/) still exists here (at least marginally), the so-called velar nasal plus (i.e. /ɪŋɡ/). The social meaning of the two more widespread variants seems to be similar to US studies (pace Levon and Fox, cf. *YWES* 95[2016] 67, who found less stigmatization of /ɪn/ in Britain), such that /ɪŋ/ is heard as more articulate, educated and less casual' (p. 197). The local variant /ɪŋɡ/, by contrast, is 'often considered a local prestige form' (p. 203) and has connotations of correctness, more specifically 'of an uptight, non-dynamic formality' (p. 207), surely quite unusual for a rare, traditional dialect feature. Continuing with the topic, Erik Schleeff and Nicholas Flynn find that this evaluation of /ɪŋɡ/ varies with age in 'Ageing Meanings of (ing): Age and Indexicality in Manchester, England' (*EWJ* 36[2015] 48-90); especially younger (i.e. adolescent and young adult) speakers see the traditional dialect variant /ɪŋɡ/ as 'more reliable and posher sounding' (p. 48) than /ɪŋ/, presumably due to its (perceived) closeness to the spelling.

Chris Montgomery summarizes expert and lay people's 'Borders and Boundaries in the North of England' (back in Hickey, ed., pp. 345-68), and shows that lay people's perception of the boundary of 'the North' also depends on their own location (the closer they are to this imaginary boundary, the more strictly it is defined). The striking common feature, however, is the perception that 'the area of most agreement about the location of the North-South dividing

line is the Wash' (p. 365), placing a much larger area in 'the North' than is commonly accepted in dialectology, since in fact it would include much of the Midlands as well.

And indeed, since by some the English Midlands are included in the Northern area, Hickey's collection does contain a contribution on 'The West Midlands' (pp. 393-16) by Esther Asprey. However, the author claims that 'these varieties do not sit comfortably with the varieties of the North' (p. 393). Phonologically they show features of both the North (no FOOT-STRUT split, the NURSE-SQUARE merger, T-to-R) and the South (PRICE-CHOICE merger, some TRAP-BATH split), and new supra-local changes (T-glottaling and TH-fronting) are spreading rapidly. Morphosyntactically, some older Midland features are preserved, such as the 3sg feminine pronoun /3:/, a plural form of BE *bin*, or the use of ablaut for negative contracted forms, making the West Midlands quite distinctive. Natalie Braber and Nicholas Flynn present 'The East Midlands' (in Hickey, ed., pp. 369-91) as a separate dialect area, pointing out that 'the dialect lacks the frequently lowered monophthongal realizations of FACE and GOAT that typify a northern accent, while retaining the northern BATH vowel and, to some extent merged STRUT and FOOT' (p. 388), with the same current changes being documented as elsewhere, such as TH-fronting, T-glottaling and L-vocalization. However, as Natalie Braber shows in 'Language Perception in the East Midlands in England' (*EnT* 31[2015] 16-26), East Midland speakers themselves are 'not able to distinguish different dialects within the East Midlands' (p. 23), not even to identify their own; also they do not mention the East Midlands as a separate dialect area and hold rather negative attitudes towards their own dialect, perhaps indicating that for laypersons this dialect is indeed not enregistered with any social meaning (yet).

But even the East Anglian Fenland is situated 'Between North and South: The Fenland', according to David Britain (in Hickey, ed., pp. 417-35), because, as he points out, 'the Fenland area straddles two of the most iconic isoglosses in English dialectology – the FOOT-STRUT boundary and the TRAP-BATH boundary' (p. 417), and perhaps it is thus not surprising that Britain attests this area a 'transitional status' between Northern and Southern dialects (p. 432), with some interdialectal forms (e.g. a fudged STRUT vowel) and even some phonological redistribution, such as the reallocation of the PRICE vowel, depending on phonetic context (although see Cardoso above, who also documents this feature in Liverpool).

Over in the (upper) southwest, Laura Wright uncovers 'Some More on the History of Present-Tense *-s*, *Do* and *Zero*: West Oxfordshire, 1837' (*JHSL* 1[2015] 111-30). Although this study is based on the diary of just one informant, this is interesting because it provides access to a clearly working-class speaker, a West Oxfordshire 'footman who had been schooled enough to write, but not enough for a complete grasp of Standard English' (p. 112). In his diary, *do* only occurs under emphasis, but zero forms at a 'surprisingly high rate of 21%' (p. 111), presumably because the system was still in flux. Wright hypothesizes that we are witnessing the transition from periphrastic *do*, to zero, to generalized *-s* (documented for West Oxfordshire since the end of the nineteenth century), and that this speaker is caught in the middle of this transition with 'a temporarily heightened, short-lived, amount of indicative zeroes' (p. 127).

For London, Ignacio Palacios Martínez investigates 'Variation, Development and Pragmatic Uses of *Innit* in the Language of British Adults and Teenagers' (*ELL* 19[2015] 383-405) across corpora from the 1990s and 2004. Palacios Martínez finds that *innit* continues to be used by teenagers (but is infrequent in the speech of adults), and may be developing from an invariant tag to a discourse marker, since it can now also be used in other than final positions, serving as an emphazier and discourse organizer ('*you're the man of the house.*' 'Yeah. *Innit.*').

Out at sea, Emma Moore and Paul Carter discuss 'Dialect Contact and Distinctiveness: The Social Meaning of Language Variation in an Island Community' (*JSoc* 19[2015] 3-36), more specifically on the Isles of Scilly off the coast of Cornwall (they have a population of

just over 2,000). This variety has to our knowledge not featured in this section, ever before, and indeed it is generally reported to be like StE and thus of little dialectological interest. However, the authors can show that the TRAP and BATH vowels (which are distinguished only by length in mainland Cornish English, but by length *and* quality in StE) are used atypically of speakers' educational status, and speakers exploit the multidimensional meanings of linguistic variants to reflect and construct local practices and alignments' (p. 3).

Quite a lot further south, David Levey presents the sociohistorical background as well as the pronunciation and some lexical peculiarities of 'Gibraltar English' (in Jeffrey P. Williams, Edgar W. Schneider, Peter Trudgill, and Daniel Schreier, eds., *Further Studies in the Lesser-Known Varieties of English*, pp. 51-69), not surprisingly showing much Spanish influence (such as no distinction between KIT and FLEECE vowels, no distinction between TRAP and STRUT, /b/~v/ merger, no use of weak vowels, or a distinct syllable timing), although his remarks on younger speakers make it clear that the system is changing, and perhaps Gibraltar English is becoming more of a distinct, focused variety.

Across the Atlantic, James A. Walker introduces readers to *Canadian English: A Sociolinguistic Perspective*. This rather short, accessible book is really an up-to-date summary of other linguists' empirical studies of CanE, plus a brief introduction to linguistic terms and methods. It looks at 'The Origins and Development of Canadian English' (Chapter 3), describing eighteenth- and nineteenth-century Canada as a 'tabula rasa situation' (p. 57) in terms of new dialect formation, and stressing the mixed (AmE and BrE) heritage of CanE, as well as its internal homogeneity, perhaps with the exception of newer ethnic groups. Walker then gives an overview of what has so far been studied, in particular 'Lexical Variation' (Chapter 4), where at least for some items, CanE emerges as distinct from AmE, but where we also find regional variation within Canada (mostly due to French influence, e.g. *parking garage* vs. *parkade*, *corner store* vs. *dépanneur*), 'Phonetic and Phonological Variation' (Chapter 5) contains the obligatory explanations of the COT-CAUGHT merger, Canadian Raising and the Canadian Shift but also a description of regional variants especially in the Maritimes (somewhat belying Walker's earlier claim of general homogeneity). In 'Grammatical Variation' (Chapter 6) he notes that CanE 'is not greatly differentiated from other varieties of English through its grammatical features' (p. 99) – nor does he find internal variation, with the exception of Newfoundland. The final chapter on 'The Present and the Future of Canadian English' summarizes real-time and apparent-time studies for the features noted above, and Walker finds massive increases in AmE lexical variants (*couch* instead of *chesterfield*, *gutters* instead of *eavestroughs*, *zee* instead of *zed*), increased lowering and retraction in the CS, and increases in grammatical variants such as deontic HAVE TO, possessive HAVE (more on which below), and of course the new quotative BE LIKE.

In more detail, Stefan Dollinger argues for the validity of employing *The Written Questionnaire in Social Dialectology: History, Theory, Practice*. As the subtitle shows, he gives an overview of historical and present-day questionnaire studies that have been conducted and introduces the theoretical variables that can sensibly be included. Since modern written questionnaire studies have mainly been conducted in Canada, from our point of view the most interesting chapter is chapter 4, 'Types of Traditional WQ Variables', where Dollinger summarizes the results of those studies pertaining to CanE (adding some corpus-based studies where necessary). In particular, he can document (like Walker above) that some Canadianisms are dropping out of use (e.g. *chesterfield* for 'sofa'), some remain distinctive (e.g. *tap* for 'faucet'), but there are also some new forms (e.g. *take up* meaning 'discuss'). Some other variants (like *snuck* for *sneaked*) seem to be spreading beyond North America, but Dollinger also reports on some phonemic variants, which – with some clever questionnaire design – can be investigated profitably too, such as YOD-retention (e.g. in *avenue*), which seems to pattern along an urban vs. rural dimension. Dollinger also includes (in the second part, 'Practice') hands-on tutorials for using spreadsheet software, graphics programmes and



statistics. This includes many screenshots and actual examples, but unfortunately this means that this part of the book will date rather quickly.

Moving to individual analyses, Yuri Yerastov provides us with 'A Construction Grammar Analysis of the Transitive *Be* Perfect in Present-Day Canadian English' (*ELL* 19[2015] 157-78), a form not mentioned by either Walker or Dollinger above, as in *I am done dinner, I am finished my homework, or I am started this project* – a construction Yerastov says is quite different from neighbouring constructions (*I am done working, I am done with work, or I have done my work*), and has its own specific constraints: it prefers animate subjects, the verbs are restricted to *done, finished, and started*, the direct object tends to be definite, comes from the semantic fields of education and household, and resists low-frequency nouns. By contrast, Josef Fruehwald and Neil Myler argue in 'I'm Done My Homework – Case Assignment in a Stative Passive' (*LingV* 15[2015] 141-68) that this construction (synchronically) is not a perfect at all, but (as the title says) a stative (adjectival) passive. In their analysis, case assignment comes from 'an exceptional Case-assigning little-*a* head' (p. 144), similar to *worth* in (*not*) *worth the worry*, and thus is a case of micro-parametric variation caused by the formal properties of this individual functional head. Of course this analysis leaves open the question of where this construction may have come from, or whether it may have evolved from (ScE, IrE or historical remnants of) the BE-perfect proper.

Sandra Clarke takes up 'The Continuing Story of Verbal *-s*: Revisiting the Northern Subject Rule as a Diagnostic of Historical Relationship' (In Rena Torres Cacoullos, Nathalie Dion, and André Lapierre, eds., *Linguistic Variation: Confronting Fact and Theory*, pp. 74-95) and argues against a simple diffusion of this feature; instead, she writes, Newfoundland English patterns like (historically attested) Southern BrE, where 'verbal *-s* constituted a (variable) present-tense lexical verb marker, for all subject types' (p. 90). The present-day status of verbal *-s* in Newfoundland is also discussed by Gerard Van Herk and Becky Childs in 'Active Retirees: The Persistence of Obsolescent Features' (in Torres Cacoullos et al., eds., pp. 193-207), because this non-standard *-s* (there regarded as a rural feature) is used especially by well-educated, female speakers 'for (sometimes ironic) identity performance' (p. 196) in a small number of constructions, with a small number of lexical items (especially *loves, hates, wants, needs, thinks, or knows*).

Further west, Nicole Rosen and Crystal Skriver look at the 'Vowel Patterning of Mormons in Southern Alberta, Canada' (*L&C* 41[2015] 104-15). In Southern Alberta generally, /æ/ is significantly raised before /g/ (p. 104) (in an exception to the more general trend of /æ/-lowering as part of the Canadian Shift), but Mormons do not participate as much in this raising, presumably due to their strong network ties within their community, which even has features of 'a potential linguistic enclave: a shared immigration history, a strong sense of identity, and a dense and multiplex network of ongoing interactions' (p. 106). It is interesting that young Mormon women are particularly conservative (their raising of *bag* only results in the same vowel as /ɛ/, whereas their non-Mormon counterparts raise *bag* to /ɪ/), possibly resulting from their particularly close-knit social (church) networks. In British Columbia, Alexandra D'Arcy stands 'At the Crossroads of Change: Possession, Periphrasis, and Prescriptivism in Victoria English' (in Collins, ed., pp. 43-63). Contrary to other varieties of English (but see Fehringer and Corrigan on Newcastle above), North American varieties have come to favour full verb HAVE again (over HAVE GOT, as already noted by Walker above), but require full DO-support with HAVE. In D'Arcy's analysis of the Victoria (BC) newspaper *The British Colonist* since 1850 HAVE GOT is indeed strikingly infrequent, a feature D'Arcy links to the strong prescriptive stance against HAVE GOT, but which may also have system-internal reasons; as she claims, '*do* blocks *have got*, ultimately marginalising it within the system' (p. 60).

Moving south of the 49th parallel, Susan Tamasi and Lamont Antieau have written a great introductory book on *Language and Linguistic Diversity in the US: An Introduction*. They familiarize students with some basic tenets of linguistics ('language is governed by rules', 'all languages are created equal', 'language changes' and 'language varies'), discuss prescriptive grammar and the standard language ideology, as well as language attitudes, before they come to chapters on 'Colonial American English' (chapter 4), where they provide a brief overview of lexical and grammatical differences between British and American Englishes, regional and social varieties (chapters 5 and 6), and a separate chapter on 'African American English' (chapter 7). The remainder of the book (eight chapters) is devoted to multilingualism, and the other main languages (Spanish, native American languages, pidgins and creoles, sign language) in use in the US. Although chapters are short (typically around twenty pages), they are full of linguistic detail, extra information in boxes, activities, and suggestions for discussion and research. Each chapter starts with guiding questions, and some common myths that the following text then seeks to dispel (e.g. *y'all* is only used by Southerners, Appalachians speak Elizabethan English, or text messaging does not follow the rules of grammar). In addition, readers are referred to the companion website for extra information, videos, and other resources. All in all, a valuable addition for the very beginner, with a host of materials that might also come in handy for seasoned instructors.

On quite a general note, William A. Kretzschmar, Jr. discusses the importance of keeping in mind 'Complex Systems in the History of American English' (in Irma Taavitsainen, Merja Kytö, Claudia Claridge, and Jeremy Smith, eds., *Developments in English: Expanding Electronic Evidence*, pp. 251-64). Kretzschmar proposes that in the evolution of AmE, 'particular linguistic features came to prevail ... different features could become more common in different areas' through 'random interaction of complex system between speakers of different input varieties of British English' (p. 251). Instead of a unified, national *koiné*, Kretzschmar claims that there must have been locally different varieties from the beginning, and that also present-day variation (intra- and inter-speaker) is better served by being described in terms of complex systems, rather than as homogeneous sociolinguistic patterns.

On Twitter, Jacob Eisenstein discovers 'Systematic Patterning in Phonologically Motivated Orthographic Variation' (*JSoc* 19[2015] 161-88), especially of (-ing) and T/D-deletion. In particular, he claims, 'reduction of the *-ing* suffix depends on the word's syntactic category, and reduction of the *-t, -d* suffix depends on the succeeding phonological context' (p. 161), and both pattern according to formality and ethnicity – i.e. they follow the same constraints as in spoken language (although it has to be said that, strictly speaking in the phonology, /in/ for /iŋ/ does not involve a reduction of anything). Nevertheless, Eisenstein concludes that in both phenomena, 'we ... see echoes of the system of socially linked variation from spoken language' (p. 181). (For more studies using Twitter as data, see below.)

Cynthia G. Clopper and Rajka Smiljanic examine 'Regional Variation in Temporal Organization in American English' (*JPhon* 49[2015] 1-15), by which they mean variation in the speaking rate (measured by articulation rate, pause frequency, pause duration, vowel and consonant duration) – see also Tyler Kendall's study from 2013 (*YWES* 94[2015] 52-3). Similar to Kendall, although their material comes from read passages and not more naturalistic interview data, Clopper and Smiljanic find that the 'the Southern dialect is characterized by a slow overall speaking rate, long pauses, and highly variable vowel durations [probably heard as the 'Southern drawl']'. The New England dialect is characterized by a fast overall speaking rate, short pauses, and relatively high variability in consonant durations' (p. 11), supporting popular stereotypes quite well. However, 'patterns for the other dialects [i.e. Northern, Mid-Atlantic, Midland, and Western] are quite mixed' (p. 1), and the Midland dialect overall is more similar to Southern varieties.

Daniel R. McCloy, Richard A. Wright, Pamela E. Souza contrast 'Talker Versus Dialect Effects on Speech Intelligibility: A Symmetrical Study' (*L&S* 58[2015] 371-86), using

speakers (and listeners) from the Pacific Northwest and Northern cities. They find 'no systematic difference in intelligibility attributable to talker-listener dialect difference' (p. 382), but a small advantage in intelligibility for speakers from the Pacific Northwest.

Suzanne Evans Wagner, Ashley Hesson, Kali Bybel, Heidi Little use a new method for 'Quantifying the Referential Function of General Extenders [GE] in North American English' (*LSoc* 44[2015] 705-31), i.e. phrases like *and stuff like that, or whatever, and all that kind of thing* when they are clearly used for reference (disregarding their non-referential interpersonal functions, e.g. for closing social distance). As the main criterion they use lists because 'the speaker must show evidence of listing behaviour in order to pragmatically convey that the list is incomplete or otherwise extendable' (p. 712). Their comparison of data from young women in Toronto, Philadelphia, and Pennsylvania shows that the syntagmatic length of GEs interacts with their referentiality in all locales, probably due to the grammaticalization of GEs as they develop intersubjective meanings (and become shorter).

Allison Burkette moves our attention to 'necrogeography' (work out the meaning of this compound) in 'The Burial Ground: A Bridge Between Language and Culture' (*JLG* 3[2015] 60-71), showing how 'colonial influence, cultural changes, and physical locations contribute to linguistic variation' (p. 60). Data from LANE and LAMSAS show that the most frequent responses (*cemetery, graveyard* and *burying ground*) make up over 80 per cent of the data, although more than sixty other variants are also mentioned, and are worth analysing. For New England, Burkette finds in these terms reflections of the Puritan tradition of burying members in open, public spaces in the centre of town, rather than near churches (reflected in *burying ground, burial ground, burying place, boneyard*), whereas in the South, burials occurred in either the churchyard or in family graveyards (giving rise to terms like *family burying ground, family graveyard, family plot, private graveyard*). The more opaque (and euphemistic) *cemetery* is a nineteenth-century innovation linked to the rise in landscape architecture and could include lakes, paths, and winding roads (thus *lawn cemetery, park cemetery*).

Moving to regionally more specific studies, we start with the US East coast. Maeve Eberhardt and Corinne Downs want to know: "'(r) You Saying Yes to the Dress?": Rhoticity on a Bridal Reality Television Show' (*JEngL* 43[2015] 118-42) set in Manhattan, in a nice twist on Labov's department-store study taking 'the brides' budgets as a proxy for social status' (p. 118). And indeed, they find in their analysis of seventy-eight (!) episodes that 'consultants design their speech with their audience in mind, shifting towards more rhoticity/standard speech when their client is willing to spend more money' (p. 121), resulting in 57 per cent rhoticity in the high-budget category, in contrast to just 43 per cent in the low-budget one. Renée Blake, Cara Shousterman, and Luiza Newlin Lukowicz investigate 'African American Language in New York City' (in Sonja Lanehart ed., *The Oxford Handbook of African American Language*, pp. 280-98), more specifically the language of two quite different ethnic groups, AAEspeakers and second generation West Indian Americans [SGWAs]. They look at R-vocalization, which is used slightly more rarely by SGWA speakers, the distinctive New York BOUGHT-raising, where SGWA speakers show even 'more dramatic formant changes' (p. 290) than speakers of AAE, and the realization of BOAT, where all speakers have an upglide (as opposed to a more general Caribbean monophthong, or basilectal /uo/), although SGWAs show some evidence of monophthongization, in sum presenting themselves as 'I'm a Black New Yorker who is somewhere in between African American and West Indian' (p. 292). Similar results are found by Patrick-André Mather in 'The (Non-) Acquisition of New York City Vowels by Two Generations of Caribbean Immigrants' (*LangS* 48[2015] 48-61). Even though his Puerto Rican and Dominican immigrants have a Spanish, not an English (creole) background, they also raise the BOUGHT-vowel but do not consistently follow the (extremely complex) NY short-*a* split, perhaps because it is disappearing even in white NY speech. Instead (like AAE speakers, and like most other American dialects) they show raising before nasals. Down the Atlantic seaboard, but staying with short-*a*, William Labov and Sabriya

Fisher investigate 'African American Phonology in a Philadelphia Community' (also in Lanehart ed., pp. 256-79). Even though overall they discover 'a measurable influence of the surrounding White dialect on the phonetic parameters of African American speech' (p. 258), this does not extend to the intricate phonological constraints e.g. of the Philadelphian short-*a* split, where even 'moderate levels of cross-racial contact leads [sic!] to only a limited importation of the traditional Philadelphia short-*a* system' (p. 277). Moving inland from Philadelphia, Jennifer Bloomquist and Shelmo Gooden report on 'African American Language in Pittsburgh and the Lower Susquehanna Valley' [LSV] (in Lanehart ed., pp. 236-55). Although Pittsburghese is generally equated with 'sounding white', AAE speakers are also reported to have /ai/- and /au/-monophthongization, as well as the *cot-caught* merger, if at different frequencies from whites. AAE speakers from the LSV, by contrast, are often heard as 'country' or 'white' by outsiders, indicating that they use similar local features, but at the same time they distinguish themselves e.g. by not using particular lexical items, such as the Scots-derived *redd up* 'tidy up' or German-derived *outen the light*. Talking of German(ic) substrate influence, Brent Allen and Joseph C. Salmons discover the remains of 'Heritage Language Obstruent Phonetics and Phonology: American Norwegian and Norwegian-American English' (in Janne Bondi Johannessen and Joseph C. Salmons, eds., *Germanic Heritage Languages in North America: Acquisition, Attrition and Change*, pp. 97-116) in the Upper Midwest. Contrary to received opinion, they find little evidence for sonorant devoicing or absence of /z/. However, they do find a subtle Norwegian influence in their speakers' realizations of final laryngeal contrasts, where they 'rely less on vowel length than is otherwise reported for English' (p. 111).

Kathryn Campbell-Kibler and M. Kathryn Bauer report on 'Competing Reflexive Models of Regional Speech in Northern Ohio' (*JEngL* 43[2015] 95-117), because in contrast to central Ohioan speakers investigated before, northern Ohioans are split in their responses over the perceptual dialectology of Ohio: some 'classify themselves as divergent ... [others] classify themselves as normative' (p. 112). On the other hand, all Ohioans share the conceptualization of a north-south orientation of Ohioan dialects, of a rural-urban distinction (with urbanity linked to young/black/slang speakers, but only for northerners also linked to more standard speech). This may indicate that northerners may have 'a stake in avoiding the notion of accent as applied to their own speech' (p. 114).

This already brings us to the American South, definitely the region that is covered best this year, mainly due to the collection of papers in Michael D. Picone and Catherine Evans Davies, eds., *New Perspectives on Language Variety in the South: Historical and Contemporary Approaches*, actually going beyond just English. Thus the collection thankfully also includes five chapters on indigenous languages, two chapters on earlier French, and two on Louisiana French. Earlier English, early AAE, present-day AAE, language change and questions of identity are all covered in this excellent state-of-the-art collection. Those contributions that are relevant for our section will be presented in some more detail, starting with Michael B. Montgomery, who claims that the time from 1750 to 1850 was 'The Crucial Century for English in the American South' (pp. 97-117), and his investigation of three white letter writers shows that linguistic patterns 'coalesce ... towards more regional homogeneity' (p. 105) during that period, e.g. for *was/were*-levelling. He also looks at prescriptive Southern textbooks, and finds interesting evidence for local features such as the Southern drawl, or perfective *done*, in some cases pushing back dates of first attestations. Also on a historical note, but for phonology, William Labov speculates on 'The Beginnings of the Southern Shift' (in Torres Cacoullos et al., eds., pp. 284-96), based on (later generations of) expatriate Southern States speakers in Brazil, and concludes (very tentatively) that by the end of the Civil War, stage 1 (monophthongization of /ai/) was probably already in place, but stage 2 (lowering of /ei/) was not. For the traditional dialects, John Nerbonne conducts 'Various Variation Aggregates in the LAMSAS South' (back in Picone and Davies, eds., 369-82), and

his dialectometric approach (over vowels in LAMSAS) confirms that 'the major break is indeed the North-South area' (p. 377), and especially the Piedmont comes out as a subcluster of the South: vowels are indeed responsible for a great deal of the dialectal differences in the South. However, Nerbonne does not take into account that LANE and LAMSAS also contain social information. By contrast, Robert Shackleton puts 'Southern American English in Perspective: A Quantitative Comparison with Other English and American Dialects' (in Picone and Davies, eds., pp. 118-48), making use also of the social information in LANE and LAMSAS. His careful quantitative comparison with (phonetic) dialect data from England confirms that 'American speech is a relatively uniform amalgam of variants largely brought from the south of England, with a predominance of features from the Southeast' (p. 132). His social analysis for the Southern states is even more interesting, since he finds a fascinating split, such that American social differences ('folk' speakers vs. 'cultivated' ones in the atlas projects) correlate with English regional differences (Southwest vs. Southeast features), leading Shackleton to speculate that 'speech features of West Country indentured servants acquired lower prestige in some social circles in the South but also became markers of local or regional identity in others' (p. 133). Edgar W. Schneider looks at 'Earlier Southern Englishes in Black and White: Corpus-Based Approaches' (in Picone and Davies, eds., p. 182-99), and finds that verbal *-s* was once much more widespread in the South. He can also document a 'missing link' construction in his corpus of Blues lyrics, a three-verb pattern with *done* (e.g. *the cook is done gone mad*), which links AAE perfective *done* with constructions attested in British dialects.

For grammar, Jan Tillery observes 'Some Developments in Southern English Grammar' (in Picone and Davies, eds., pp. 149-65), such that many traditional dialect features are disappearing, either in both black and white speech (e.g. *liketa*, perfective *done*, verbal *-s* with plural, *a*-prefixing, or a number of non-standard past tense forms), or only in white speech (e.g. zero copula, or invariant BE). Finally, some innovative forms are expanding, such as *y'all*, *fixin to*, or past tense *dove*, overall leading to 'a striking change in the fundamental character of SAE' (p. 162) due to fundamental demographic, economic, and social changes in the South. These demographic changes are investigated in much detail by Guy Bailey in 'Demography as Destiny? Population Change and the Future of Southern American English' (in Picone and Davies, eds., pp. 327-49). Based on US census figures, Bailey sees rapid population growth, foreign and domestic migration, ethnic diversification and metropolitanization as processes where the South will catch up with the rest of the US, in the course presumably changing its cultural and linguistic uniqueness. If you are ever in need of detailed figures of immigration, out-migration and re-migration to or from the South, this is definitely the chapter to return to.

Dennis R. Preston claims that in public perception, 'The South [Is] Still Different' (in Picone and Davies, eds., pp. 311-26). In particular, the South still seems to be the most salient speech area; it is regarded as 'incorrect' but also as quite pleasant (casual, friendly, down-to-earth, polite). Preston also gives an overview of which individual features have been studied in terms of perceptual salience (lexemes, perfective *done*, /z/-stopping, the *pen-pin* merger, /ai/-monophthongization, drawling before /r/, YOD-dropping, /i/-lowering), and in particular /ai/-monophthongization seems to be indexical of Southern speech. J. Daniel Hasty looks at the perception of a syntactic Southern feature, double modals, in 'Well, He May Could Have Sounded Nicer: Perceptions of the Double Modal in Doctor-Patient Interactions' (AS 90[2015] 347-68). Hasty finds that the use of this non-standard feature (as in *we may can always add the Pulmicort*) does not have a downgrading effect on the (perceived) competence of the doctor, instead the speaker was rated as being more polite. Jim Wood, Laurence Horn, Raffaella Zanuttini, and Luke Lindemann discover another little studied syntactic construction typical of the South, 'The Southern Dative Presentative Meets Mechanical Turk' (AS 90[2015] 291-320) (the Mechanical Turk is a crowdsourcing platform by Amazon used for studying

acceptability judgements here, and actually in quite a number of other contributions this year). The Dative Presentative (not to be confused with the Benefactive Dative), as in *here's you some money*, or *here's me a good pair of jeans*, is 'widely accepted in the South, and quite generally rejected in the North' (p. 301), according to their results.

Jon Forrest reports on 'Community Rules and Speaker Behavior: Individual Adherence to Group Constraints on (ING)' (*LVC* 27[2015] 377-406) in speakers from Raleigh, North Carolina, and finds (perhaps like Eisenstein above) a 'lexical category constraint hierarchy for the community' (p. 377), consisting of progressive > participle > gerund > pronoun > noun > adjective (favouring /ɪŋ/ for the more nominal categories). These constraints remain in place, even though there seems to be a community-wide change away from /in/, towards the supra-regional prestige form.

Moving to specific regions in the South, Melina L. Richards diagnoses *Appalachian English: Another Endangered Dialect* (this is her dissertation, originally from 2001, but not published until this year). She looks at eight vowels in ten families of three generations in upper East Tennessee: BOIL (with a raised variant, a reduced offglide, or even the archaic /bail/), diphthong smoothing in FIRE (to /ɑ:r/ or /ɑ:r/), rhotacized /ɛ/ (which tends to be lowered to /ɑ/), the realization of final unstressed *-o* as /ə/, unstressed schwa (with a tensed variant), stressed /ɪ/ with a tensed variant (as in /fɪf/), diphthongized and raised /æ/, and stressed /ɪr/ as in HERE (which is lowered). Richards finds generational differences, especially between the oldest generation and the others, for the three rhotacized vowels (FIRE, rhotacized /ɛ/, and stressed /ɪr/), but also for /ɪ/ and schwa, such that the oldest and the youngest generations showed the greatest number of differences, but the middle generation and the younger generation did not pattern significantly differently. For Richards, this suggests a change in progress towards more general Southern AmE that presumably started in the middle of the twentieth century, which 'may have been a watershed time for linguistic change' (p. 46), bringing improved infrastructure, accessibility and tourism, and thus leading to the decline of this isolated dialect. Speakers also for the most part exhibited style-shifting in the predicted direction (towards more general Southern English in more formal tasks), but the younger two generations shifted back towards Appalachian English [AppE] for /æ/ and /ɪ/ (especially before /l/, making *pill* and *peel* homonymous) – an interesting development that Richards unfortunately does not examine further beyond discussing the phonetic contexts of these shifts. A hint of what might be involved can be gleaned from the article by Kirk Hazen, Jacqueline Kinnaman, Lily Holz, Madeline Vendevender, and Kevin Walden, who look at 'The Interplay of Morphological, Phonological, and Social Constraints for *Ain't* in Appalachia' (in Patricia Donaher and Seth Katz, eds., *Ain'tology: The History and Life of a Taboo Word*, pp.178-95), an expression they call 'an iconic stereotype for rural speakers in the US' (p. 178), and it is this iconicity (or perhaps better indexicality) they trace through three phases: in the nineteenth century *ain't* would have been a form used by everyone. With increasing education in the twentieth century, it became a shibboleth of uneducated speech. After the 1980s, using *ain't* became 'a choice of social identity' (p. 191), and today it can index the 'good old times ... where modern progress had not intruded upon a supposed idyllic West Virginia life' (p. 191). Christine Mallinson and Becky Childs remind us that Appalachia is not only white (or male, or working-class) as they investigate 'The Language of Black Women in the Smoky Mountain Region of Appalachia' (in Picone and Davies, eds., pp. 475-91), in particular in two quite different communities of practice of middle-aged and older women. The 'church ladies', oriented towards traditional community life, show a much higher use of some regional AppE variables (e.g. 3pl. *-s*, regional vowels), whereas the group of 'porch sitters' are more oriented towards wider urban norms, and have more AAE features in their speech (e.g. 3sg zero, copula absence, AAE vowels). One of these vowel features is of course /ai/-monophthongization; this feature is investigated in more detail by Bridget L. Anderson in 'A Quantitative Acoustic Approach to /ai/ Glide-Weakening among Detroit African American

and Appalachian White Southern Migrants' (in Picone and Davies, eds., pp. 536-50). Monophthongization before voiced consonants (*died, tide*) is described as the traditional (presumably older) pattern in the plantation South and in AAE, whereas the extension to voiceless contexts (*right, sight*) seems to be more recent, and has been attested in AppE and progressive southern white speech. Anderson shows that 'glide-weakening in prevoiceless contexts is not restricted to Southern white varieties' (p. 536), as it is in fact attested in her younger AAE participants, and in all her AppE speakers (as Feagin points out below, there may also be internal social differentiations for this feature). For her Detroit informants, Anderson claims that 'it is likely that glide-weakening of /ai/ in the prevoiceless context is a result of dialect contact' (p. 547) of Detroit AAE speakers with AppE migrants following migration, and that it indexes cultural loyalty to the South, and a contrastive identity with white Midwesterners.

For Georgia, Lisa D. McNair reports on 'Negotiating Linguistic Capital in Economic Decline: Dialect Change in Mill Villager and Farmer Speech' (in Picone and Davies, eds., pp. 591-608). In the small mill town of Griffin, these two groups of white speakers (differing in regional origin, network scores and linguistic features) represent an important cultural distinction locally, and McNair shows that individual 'speakers disassemble and recreate another communal dialect, formed by idiolectal choices from the new and expanded feature pool' (p. 606). This feature pool contains traditional features of Southern speech (non-rhoticity, *pen-pin* merger), more recent developments (like the *cot-caught* merger), and of course the Southern Shift, and overall the tight-knit mill workers maintain their traditional variants (rhoticity, /ai/-monophthongization, *pen-pin* merger) more strongly. William A. Kretzschmar, Jr. listens to 'African American Voices in Atlanta' (in Lanehart ed., pp. 219-35) and, perhaps not surprisingly, discovers that reality is more complex than previously assumed. He finds some evidence that AAE speakers do participate in (parts of) the Southern Shift, and are not categorically different from white communities (some of whom obviously do not participate in the Southern Shift either). Overall, he documents 'scale-free patterns in vowel usage that vary in frequency, not categorically' (p. 234), which still leaves the possibility that frequency differences will be heard as significant.

Moving west, Crawford Feagin reports on 'A Century of Sound Change in Alabama' (in Picone and Davies, eds., pp. 353-68), more specifically in the white community in Anniston. In her informants, R-lessness (traditionally a feature of the older upper class) 'is a feature on its way out' in all speakers (p. 355), /ai/-monophthongization has an unchanged stable pattern and differentiates the classes sharply especially before voiceless consonants (where the upper class has diphthongs, but the working class has a monophthong, as in the shibboleth *nice white rice*); diphthongization of lax front vowels ('drawling') 'is in the process of becoming ... a working-class phenomenon' (p. 359), whereas traditionally it seems to have indexed femininity; the *cot-caught* merger is progressing in younger speakers, and so is YOD-deletion, such that the traditional pronunciation of *tune, duke, or news* (with /j/) is also becoming 'an emerging feature of working-class speech' (p. 361). As a result, 'younger working-class speakers are now much more local in their speech than their counterparts on the other side of town' (p. 363), who are oriented more towards supra-local norms.

Slightly up north from Alabama, in Memphis, Tennessee, Valerie Fridland and Kathryn Bartlett study 'What We Hear and What It Expresses: The Perception and Meaning of Vowel Differences among Dialects' (in Picone and Davies, eds., pp. 523-35), combining production studies, perception studies, and perceptual dialectology. They find that Memphians rank 'more Southern shifted vowel variants as less educated and less pleasant' (p. 532), perhaps because they link them with more rural speech (and thus less prestige), and there seem to be very few ethnic differences – overall making 'Southern speech ... not an ethnic marker but a cultural one' (p. 533). Valerie Fridland also looks at 'The Spread of the *cot/caught* Merger in the Speech of Memphians: An Ethnolinguistic Marker?' (in Picone and

Davies, eds., pp. 551-64). The South is traditionally characterized by maintaining the distinction between *cot* and *caught*, but merged forms seem to be making inroads in white speech, as several authors have already pointed out. However, Fridland finds that 'there is little evidence that any Memphians are moving toward a fully merged low-back vowel system' (p. 562), even though the strategies to maintain distinct *cot* and *caught* vowels differ, such that African Americans have more rounded glide segments and a more unrounded *caught* vowel, overlapping with the *cot* space.

Patricia Cukor-Avila and Guy Bailey characterize 'Rural Texas African American Vernacular English' (in Lanehart, ed., pp. 181-200) by 'obsolescence, continuity, and innovation' (p. 183) caused by the demographic changes this Southern state has undergone since the Colonial Period, in particular the Great Migration and more recently the Reversal of the Great Migration (cf. also Bailey above). It seems to be the morphosyntactic features shared with white Southern speech that are obsolescent today (such as non-3sg *-s*, *for to*-infinitives, *a*-prefixing, or invariant BE), whereas a whole range of other features have become more frequent (*yall*, *fixin to*, multiple modals, and inceptive *get to*, but also habitual *be*, or *had* + past).

Further south-west, in Louisiana, Sylvie Dubois and Barbara Horvath document 'The Persistence of Dialect Features' (in Picone and Davies, eds., pp. 383-96) in their comparison of (originally French-speaking) white Cajuns and black African American Creole speakers. In the older generation, the two ethnic groups are virtually indistinguishable linguistically, and are characterized by the absence of vowel glides, T/D-deletion, and absence of *are* (especially in the progressive, and with *gonna*). The younger generations differ, however, because whereas for the Creole speakers, older dialect forms persist, young Cajun speakers have revived their grandparents' features in the wake of the Cajun revival, taking 'pride in their Cajunness and ... returning to local speech forms as a badge of their pride' (p. 393).

Rose Wilkerson studies 'African American English in the Mississippi Delta: A Case Study of Copula Absence and r-Lessness in the Speech of African American Women in Coahoma County' (in Lanehart ed., pp. 201-18), for which she claims 'linguistic uniqueness' (p. 201): in contrast to other present-day varieties of AAE (urban or rural), Coahoma County speakers have patterns of copula absence that are more similar to Caribbean Creoles and older AAE, and copula absence (as well as non-rhoticity) are actually favoured by college-level speakers: 'the higher the educational level of the subject, the higher the occurrence of copula absence and r-lessness' (p. 211).

For the US West, Lamont D. Antieau exclaims "'You Ain't Seen Nothing Yet": The Distribution of *Ain't* in *The Linguistic Atlas of the Middle Rockies*' (in Donaher and Katz, eds., pp. 156-77). In fact, speakers in these rural communities use *ain't* in quite a restricted manner, and in particular in idiomatic expressions (as in the title). It is used most by the less educated, and by men, and typically co-occurs with other markers of non-standardness (such as multiple negation, again as in the title).

Wendy Baker-Smemoe and David Bowie link 'Linguistic Behavior and Religious Activity' (*L&C* 41[2015] 116-24) in another study of Mormon speakers (see Rosen and Scriver for the Mormon expats in Canada above), but this time in Utah County, Utah. They compare peripheral (inactive) Mormon speakers with more central, active ones as well as with non-Mormons and find 'linguistic differences among Mormons based on their level of activity within that religious tradition' (p. 122) – presumably because participation in church is time consuming. It even looks as if speakers who consciously choose to become less active 'choose to mark themselves linguistically as being different from that in-group ... possibly even overshooting the difference' (p. 123), at least in some of the vowel features the authors investigate.

Another area where relatively little work has been done so far is the Pacific Northwest, but this year Alicia Beckford Wassink reports on 'Sociolinguistic Patterns in Seattle English'



(LVC 27[2015] 31-58). In her twenty-five speakers she documents the *cot-caught* merger and investigates other vowel phonemes, also finding 'a tendency for ... speakers to monophthongize /e:/ *bake* and to raise prevelar /æ/ *bag* and /ɛ/ *beg* toward /e:/' (p. 31) in a near-merger. As to the California Vowel Shift [CVS], young Seattleites (yes, that is the adjective) show only extreme (uw)-fronting, but no (ow)-fronting – quite possibly a feature by which to distinguish Oregon and California. Speaking of which, Robert J. Podesva, Annette D'Onofrio, Janneke Van Hofwegen, and Seung Kyung Kim uncover 'Country Ideology and the California Vowel Shift' (LVC 27[2015] 157-86) away from the buzzing metropolises. They can show that the CVS has progressed through the rural, inland hinterland, though there it is 'not as robust as in urban, coastal areas' (p. 157), making the CVS a marker of Californian-ness. However, there also seems to be an internal differentiation, and features of the shift 'index town, as opposed to country, orientation' (p. 162) more strongly. Annette D'Onofrio claims that 'Persona-Based Information Shapes Linguistic Perception: Valley Girls and California Vowels' (JSoc 19[2015] 241-56). In her investigation of just one vowel of the CVS, the backing of TRAP, both the information that the speaker is from California and the claim that the speaker is a 'Valley Girl' causes hearers to expect TRAP-backing – the persona-based social meaning is thus as strong as more macro-sociological categories. Speaking of the Valley Girl, Ashley Hesson and Madeline Shellgren follow the development of 'Discourse Marker *Like* in Real Time: Characterizing the Time-Course of Sociolinguistic Impression Formation' (AS 90[2015] 154-86). Even a single use of discourse marker *like* (*Like, what do you mean?*) results in the perception of the speaker as less friendly and less intelligent (clearly linked to the persona of the Valley Girl). As the authors find out in their real-time study of continuous assessment over the course of the samples played to the informants, 'the "unfriendly" perception is relatively transient [and is perhaps a 'knee-jerk reaction' to societal stigma], the "unintelligent" evaluation persists and intensifies over time' (p. 154). Finally, Joseph C. Tyler is 'Expanding and Mapping the Indexical Field: Rising Pitch, the Uptalk Stereotype, and Perceptual Variation' (JEngL 43[2015] 284-310). In various perception tests, Tyler finds that utterances with final rises ('uptalk') are linked with youth, with speaking clearly, being happy, certain, confident, intelligent, and with paying attention, but they are also perceived as annoying. They are still heard as Californian most (and as Southern the least), clearly due to the perceptual link with the Valley Girl stereotype.

John R. Rickford looks back on studies of 'African American Vernacular English in California: Over Four Decades of Vibrant Variationist Research' (in Lanehart ed., pp. 299-315), which he says have been characterized by ethnographic methods and a careful investigation of stylistic and identity factors. Rickford also points out that some new features of AAE were first reported in California, such as future perfective *be done*, aspectual *steady*, indignant *come*, preterite *had* and invariant *be<sub>3</sub>* (as in *the Clovers be the baddest ones around here*, see also below), and that California is also the site where the use of AAE features by other ethnicities has been studied best.

Moving to ethnicity, we note here the publication of Jean-Jacques Weber's interesting short book *Language Racism*. In it, he first takes the perspective of (Wilhelm Reich's 1930s) 'Little Man', entering his stream of consciousness to demonstrate very impressively how racism can become part of 'common sense', before then debunking these myths by looking at the link of nation and language, language purism, standard language ideology (including prejudice against non-standard varieties), and multilingualism. Instead of these myths, Weber proposes a social-constructivist perspective on the role of language and identity (or rather identities), language and culture, and language and education. Weber identifies four steps of racism, or a 'cline from verbal to physical racism' (p. 103): going from 'covert' to 'overt' racism, to the dehumanization of 'Others', culminating in physical violence against these dehumanized Others, with psychological mechanisms that re-inforce each other. In the final short chapter, Weber sets up his 'Great Woman' as an antidote to the Little Man from the

beginning, and tries to characterize her way of thinking: she's not afraid of multilingualism, sees identity as a process, links integration to social justice, supports flexible multilingual education, and thus tries to 'break down the walls of prejudice and racism' (p. 118). This book is well worth reading, and may serve as an eye-opener for many students too. In a way continuing on from Weber, John D. Foster studies *White Race Discourse* (actually from 2013, our apologies for the delayed report) ethnographically, based on in-depth interviews with white college students in the US. Although on the surface, the dominant discourse is one of colour-blindness, i.e. that racism in the US is a matter of the past, underlying fears and attitudes paint a different picture. If race discourse is not avoided altogether (the most common strategy), these college students show (presumably representative of larger trends) that whites think 'race' is something other people have, making 'whiteness' invisible, natural, or the norm. Particular strategies of 'Defending White Supremacy' (the title of chapter 5) are selective consciousness (not being able to recall specific incidents involving racism), majority/minority games (constructing their own, white, status as a minority), leading to the idea that 'whiteness is under attack' (p. 40) and thus constructing whites as the victims, or using constructivism to preserve whiteness (if race is a social construction, there is no further need to analyse it). Segregation is typically rationalized, and the 'White Racial Frame' (p. 80) is validated. Overall, though, these privileged white college kids 'generally wish to hear less from racial minorities, and allow whites to maintain their privileged positions in society' (p. 155), although they have learned to express these sentiments indirectly, or, as Foster calls it, as 'racism with a smile' (p. 155). As one specific strategy of overt racism, Adam M. Croom looks at 'Slurs, Stereotypes, and In-Equality: A Critical Review of "How Epithets and Stereotypes are Racially Unequal"' (*LangS* 52[2015] 139-54), taking issue with the proposal that slurs and racial stereotypes are 'necessarily considered as negative or derogatory' (p. 139), and that they apply to non-whites exclusively. Instead, Croom proposes a more differentiated view, showing that there are also slurs that apply to whites, that all slurs are generally restricted to applying to non-prototypical group members, and that they always affect someone's life chances. Finally, slurs can also serve important in-group functions (e.g. of solidarity). Unpleasant – to say the least – as they may seem, slurs feature quite heavily this year, due to a special issue of *LangS* (52[2015]) devoted to the topic. Continuing on from Croom, Conor J. O'Dea, Stuart S. Miller, Emma B. Andres, Madelyn H. Ray, Derrick F. Till, and Donald A. Saucier are 'Out of Bounds: Factors Affecting the Perceived Offensiveness of Racial Slurs' (*LangS* 52[2015] 155-64). Manipulating contexts, they find that the use of the N-word from a white to a black was perceived as less offensive if this exchange took place between friends (as opposed to strangers), that *nigga* was perceived as less offensive than *nigger*, and that there were also individual differences relating to individuals' 'beliefs about the appropriateness of expressing prejudice' (p. 163). And Onoso Imoagene discovers 'Broken Bridges: An Exchange of Slurs between African Americans and Second Generation Nigerians and the Impact on Identity Formation Among the Second Generation' (*LangS* 52[2015] 176-86). Imoagene finds that in the fraught relationship between black communities since the 1970s, characterized by 'teasing, ridicule, and social ostracism' (p. 180), 'the Nigerian/African second generation are targets of an ethnic slur used by African Americans and also appropriate the slur they use against African Americans as a socialization message in their Nigerian community' (p. 177), again promoting solidarity of their own group by this in-group use.

Overall, though, the most detailed (and up-to-date) discussion of AAE this year happens in the monumental *The Oxford Handbook of African American Language*, edited by Sonja Lanehart, encompassing over 900 pages. Where relevant, individual parts and their contributions will be presented below; regional varieties of AAE have already been discussed above. The first part of this handbook is devoted to 'Origins and Historical Perspective', and creolist vs. Anglicist, monogenetic vs. polygenetic, but also hybrid positions are represented

in seven contributions. Gerard Van Herk defends 'The English Origins Hypothesis' (pp. 23-34) on the basis of features like verb morphology, auxiliary inversion in questions, negation patterns, and relative markers, noting that these morphosyntactic features are indeed the most likely to be transferred from the input dialects. By contrast, John R. Rickford in 'The Creole Origins Hypothesis' (pp. 35-56) points out that 'whatever distinctive grammatical features of AAVE might have come from British dialects ... copula absence is not likely to have been one of them' (p. 41), which would thus be a potential indicator of persistent African language influence. Salikoko S. Mufwene finds neither position convincing. He asks, 'The Emergence of African American English: Monogenetic or Polygenetic? With or Without "Decreolization"? Under How Much Substrate Influence?' (pp. 57-84), and claims that 'the development of plantations from homesteads ... did not favour prior pidginization' (p. 75), instead substrate and dialectal English features must have been recombined. Mufwene makes the underlying point more forcefully in 'Race, Racialism, and the Study of Language Evolution in America' (outside the *Handbook*, in Picone and Davies, eds., 449-74) when he claims that most linguists do not treat 'race' as a social construct but take it as a fixed characteristic, an attitude he calls 'racialism' and which he traces to nineteenth-century imperialism. This attitude, he claims, shows especially in the debate on creole exceptionalism, which treats creoles (and, by implication, AAE) as a different type of language than non-creole languages. Back in the *Handbook*, Donald Winford provides some more information on the sociohistorical contexts of 'The Origins of African American Vernacular English: Beginnings' (in Lanehart, ed., pp. 85-104) (i.e. in the seventeenth and eighteenth centuries), also claiming that 'the demographic evidence provides little support for the view that an English-lexicon creole language was in general use among the Black population of the South during the colonial era' (p. 99). One exception may have been the areas where Gullah was spoken; the sociohistorical circumstances as well as the different theories of its origin are summarized by Tracey L. Weldon and Simanique Moody in 'The Place of Gullah in the African American Linguistic Continuum' (in Lanehart, ed., pp. 163-80). Overall, the most likely scenario seems to be that AAE 'preceded Gullah in its emergence, rather than descending from it' (p. 172). Certainly, through long-standing contact the two varieties today can be situated on a continuum. To clarify the history of AAE, John Victor Singler looks at 'African American English over Yonder: The Language of the Liberian Settler Community' (pp. 105-24), as typically expatriate communities are investigated in order to reconstruct earlier forms of AAE. However, these former slaves started coming to Liberia in 1822 – nearly two hundred years ago, so that a comparison of present-day Liberian English can hardly be taken as indicative of early nineteenth-century AAE. Edgar W. Schneider in 'Documenting the History of African American Vernacular English: A Survey and Assessment of Sources and Results' (pp. 125-39) notes that more and more hybrid positions are held by scholars, and that the discussion on the origin of AAE 'is no longer as heated as it once was' (p. 125).

More detailed studies on the history of AAE have also appeared outside the *Handbook* based on actual historical data. Thus, Lucia Siebers presents a corpus of AAE letters from the 1760s to 1910, which may be able to shed light on earlier AAE (in Auer et al., eds., pp. 240-63). In data from the end of the nineteenth century, she diagnoses in particular *was*-levelling (used in the second person singular and the first person plural), and verbal plural-*s* on BE and HAVE in the third person plural, essentially following the NSR, but possibly only indirectly transmitted from Scotch-Irish settlers. Also based on historical letters (this time by Liberian settlers), Gerard Van Herk tries to investigate 'Regional Variation in Nineteenth-Century African American English' (in Picone and Davies, eds., pp. 219-31). These ex-slaves from the middle and the deep South also show NSR-like constraints in their use of verbal -*s*, and they use traditional past tense forms like *come*, *run* and *give*, which is more consistent in the middle South than in the deep South, because in the middle South landholdings were smaller

and the ratio of black-to-white population was lower, 'favouring uninterrupted transmission from dialects to AAE' (pp. 227-8). By contrast, David Sutcliffe provides 'Prima Facie Evidence for the Persistence of Creole Features in African American English and Evidence for Residual Creole' (also in Picone and Davies, eds., pp. 233-53), listing non-inversion in questions, perfective *done*, invariant verb morphology, possessive juxtaposition, associative plural, unmarked past tense forms, and the expression *what make* 'why' as evidence that situates AAE 'in terms of linguistic space, between mainstream English and the Atlantic Creoles' (p. 234).

Back in the *Handbook*, Walt Wolfram and Mary E. Kohn remind us in 'Regionality in the Development of African American English' (in Lanehart, ed., pp. 140-59) that it is rather unlikely that AAE developed uniformly everywhere (as Weldon and Moody already showed convincingly for Gullah) – in fact, this 'Homogeneity Myth' has racialized overtones ('all Black folks talk the same way') and may well have resulted from 'biased sampling ... authoritative entextualization by sociolinguists, and interpretive ethnocentrism' (p. 141), – quite a harsh criticism of early sociolinguists' work, including Wolfram himself. By contrast, Wolfram and Kohn's data on regional AAE show different developments in the twentieth century: in some cases a reduction of regional features combined with intensification of AAE; in others, a reduction of AAE features with the maintenance of regional dialect forms, or a curvilinear pattern of black and white speech becoming more similar during the phase of integration, and since then diverging again. Walt Wolfram takes up his point again in 'The Sociolinguistic Construction of African American Language' (pp. 338-52), where he notes self-critically that 'scholars have unwittingly participated in the creation of a type of sociolinguistic folklore about the nature of AAL' (p. 339). These entrenched positions include the definition of AAE (as confined to male, working-class urban youth), the reduction to an invariant structure (ignoring its overall systematicity), questions of change, and intra- and interspeaker variation. Luckily, some of these *monenda* are being addressed by other contributions, which already takes us to the most important theme in AAE studies this year: the study of internal variation, including regional varieties. In the *Handbook*, ten shorter contributions deal with 'Lects and Variation', ranging from Atlanta, Texas and Mississippi via New York, Philadelphia, and Pittsburgh to California. Because of their regional focus, they have already been presented above. As an innovative method, it may be appropriate here to report on Taylor Jones's (successful) attempt "Toward a Description of African American Vernacular English Dialect Regions Using "Black Twitter"" (AS 90[2015] 403-40). Based on non-standard orthography indicating distinct lexical and phonological features in Twitter (and using its geotagging), Jones discovers AAE dialect regions that are 'not coterminous with traditional North American dialect regions; rather, they align with patterns of movement during the Great Migrations' (p. 403): a general AAVE area, including all cities and regions (also on the West coast) where AAVE is spoken, a Southern area (the area of origin of AAVE), a Northeast corridor from Washington D.C. to New York City (the megalopolis that also includes Baltimore and Philadelphia), and a 'Great Migration Region', consisting of a 'vertical band from former slave states to the Northern cities Chicago, Detroit, and Cleveland' (p. 426), but excluding the Northeast. Moreover, Jones also finds varying intensities of new orthographies and can demonstrate the influence of cities inside these dialect areas radiating outwards, such as Atlanta for *yeen* (*you ain't*) and *talmbout* (*talking about*), or St. Louis for *sholl* (*sure*). There are also other interesting findings, such as an almost categorical use of *nuffin* in Philadelphia and Washington, vs. *nuttin* in New York City – a treasure trove of interesting data, and possibly a method for future investigations to come. In addition to regional variation, social and stylistic variation is also dealt with in the *Handbook* in the final section on 'Language and Identity' (Part VII). The contributions here pick out areas that are often neglected by other studies, such as the notion of an African American Standard English (by Arthur Spears, see below), social variation in AAE (by Erica Britt and Tracey L. Weldon,

see below), or the intersection with gender (by Marcyliena Morgan, or David E. Kirkland, see also below). The Handbook also has extensive covering of 'Child Language Acquisition and Development' (Part IV) and the role of AAE in 'Education' (Part V), as well as the use of AAE in other domains (such as church, literature, comedy, poetry, or animated films), which we will not report on in detail here.

Janneke Van Hofwegen reports on a 'Dyadic Analysis: Factors Affecting African American English Usage and Accommodation in Adolescent Peer Dyads' (*L&C* 41[2015] 28-45). In her analysis of forty-one morphosyntactic and three phonological variables in 201 dyadic interactions between black adolescents, she finds that the amount of AAE features is more similar within dyads than between dyads, and thus there is significant accommodation between adolescents. Boys are overall less accommodative, especially to strangers, perhaps related to social skills, or to a willingness to accommodate (or not). Jeannie Waller in 'African American English and Code Switching in School' (in Leslie Seawright, ed., *Going Global: Transnational Perspectives on Globalization, Language, and Education* [2014], pp. 98-112) points out that demanding code-switching of black children is fraught with difficulties, and may send the wrong message (there is an acceptable way to communicate, and your way isn't) – ultimately silencing students, and re-inforcing a self-fulfilling prophecy of academic failure. Contributions to a structural description of AAE are also prominent this year, again mainly due to Lanehart's *Handbook*, starting with Erik R. Thomas and Guy Bailey, who give an overview of studies on the 'Segmental Phonology of African American English' (pp. 403-19), overall much less studied than, say, morphosyntactic features. They note, perhaps somewhat frustratedly, that 'as more research is conducted on AAE, consensus becomes more elusive' (p. 416), but they actually do a very good job of summarizing the various constraints and tendencies that have been uncovered so far, relating to consonant and vowel features. Many features also occur in white vernaculars, if at differing frequencies; nevertheless, the authors note consonant cluster reduction, R-lessness (including intervocalic R-deletion, as in [sɒ.i] 'sorry'), TH-stopping, TH-fronting, L-vocalization and some consonant shifts as distinctive. The picture for vowels is complicated by the complex situation of white vernaculars, but recurrent features (also carried outside the South by AAE speakers) are /ai/-monophthongization, the *pen-pin* merger, the lack of fronting of back vowels (e.g. as opposed to the Southern Shift), and resistance to the *cot-caught* merger. One historical consonant feature is discussed in more detail by Rudolph C. Troike, 'Creole /l/ → /r/ in African American English/Gullah: Historical Fact and Fiction' (*AS* 90[2015] 6-83). The use of /r/ for /l/ (*bress, prease, grad*), according to Troike, is found in literature from colonial times to the mid-twentieth century, but also in non-literary sources, and can be considered 'an iconic stereotype, fuelled in part by the minstrel show tradition' (p. 6). Rather than wholly invented, according to Troike it can be traced back to various creoles, and thus perhaps ultimately to African language phonologies. However, this feature has died out, and is not part of current AAE anymore. Possibly even less studied than features of segmental phonology, though clearly one of the most salient features for listeners are 'Prosodic Features of African American English' (in Lanehart, ed., pp. 420-35), as Erik R. Thomas points out in what may very well be one of the best contributions to the study of AAE this year. This elusive subject has only been studied in fragments, but Thomas manages to convey a coherent overall picture of the prosodic distinctiveness of AAE. This comes from 'forestressing' (placing primary stress on the first syllable of words), the impression of differences in the overall speech rate (at least the ex-slave narratives were more syllable-timed), the AAE use of a wider pitch range and falsetto voice, especially in the context of 'competitive speech acts' (p. 424), and differences in intonation – particularly difficult to describe because they seem to vary with style, social class, and possibly region (and they may carry remnants of a tonal system). Continuing on from this, Erik R. Thomas and Jeffrey Reaser also conduct 'An Experiment on Cues Used for Identification of Voices as African American or European American' (in Picone and Davies, eds., pp. 507-22). Their

surprising result is that 'listeners focus ... on different cues for male and female voices' (p. 516), namely on fronting/backing of /o/ and /u/ for female speakers, but breathiness for male speakers. In particular, 'backed /u/ marks African American speech, ... fronted /o/ glides mark European American speech' (p. 518), as do low /æ/ tokens. James A. Walker reports 'On the Syntax-Prosody Interface in African American English' (in Lanehart, ed., pp. 387-402), and finds that prosody does condition copula contraction/deletion, but has no effect on verbal *-s* – presumably due to the different morphological status of these features (clitic vs. inflection).

Usually more prominent in studies of AAE are lists of morphosyntactic features. Despite this prominence, Lisa J. Green and Walter Sistrunk argue that 'Syntax and Semantics in African American English' (in Lanehart, ed., pp. 355-370) is still an understudied area, but what they regard as missing is a formal discussion of semantic and syntactic properties, e.g. of tense/aspect markers, or of complex sentences (i.e. meaning associated with morphosyntactic surface constructions, syntactic placement of markers, combination with other markers, predicate selection, or co-occurrence restrictions). Charles E. Debose also takes a more structuralist view of 'The Systematic Marking of Tense, Modality, and Aspect in African American Language' (in Lanehart, ed., pp. 371-86), claiming that the TMA system of AAE is what is 'most distinctive about the grammar' (p. 371). In fact, he attempts to provide 'a description of the variety in terms of its internal structure without reference to other language varieties' (p. 376) along Green's criteria. His analysis proposes, for example, that verbal *-s* is not a person inflectional marker, but overtly marks a verb, and 'applies to all lexical items thusly[sic] marked' (p. 384). Similarly, stressed BIN differs from unstressed *been*, and can appear with a wide range of predicate types; since this it has evolved quite dramatically from its (presumed) origin as an anterior marker. In fact, Tim Beyer, Karlyn A. Edwards, and Caitlin C. Fuller uncover 'Misinterpretation of African American African American English BIN by Adult Speakers of Standard American English' (outside the *Handbook*, in *L&C* 45[2015] 59-69), because stressed BIN (the remote past marker) is what they call a 'false cognate', or what Spears has called a 'camouflaged' form: a form with a surface similarity, but different in meaning or syntactic behaviour, which typically goes unnoticed, 'resulting in unresolved structural conflict' (p. 59). In their experiment, StE speakers heard stressed BIN as referring to the recent past (like *been*), even though they claimed they were familiar with AAE, showing that 'mere exposure to the other variety does not appear to be enough to learn false cognates' (p. 67). Arthur K. Spears himself expands on this in 'African American Standard English' [AASE] (back in Lanehart, ed., pp. 786-99), a variety which has 'distinctively Black grammatical features, but none that are stigmatized or considered nonstandard ... no one but an AAE specialist could detect [them] because they are grammatical camouflaged' (p. 786). More specifically, these features correspond segmentally to StE (although the meaning may be very different), such as the disapproval marker *come* (*He came coming in my room* 'He had the nerve to come in my room'), or the stressed BIN mentioned by the other authors above. As Spears points out, historically AASE was 'an object of desire ... a fetish ... an index of social status ... a form of cultural capital unhinged from financial capital and thus almost served as a substitute for it' (p. 796-7), and camouflaged constructions infused these externally imposed norms with (at least some) Blackness. A similar point is made by Erica Britt and Tracey L. Weldon, who summarize the little there is on 'African American English in the Middle Class' (in Lanehart, ed., pp. 800-16), and the push and pull between external norms (to assimilate to StE) and signalling one's ethnic identity (by not sounding white).

Moving into gender variation, Marcyliena Morgan claims that 'African American Women's Language' (in Lanehart, ed., pp. 817-33) has been traditionally neglected in sociolinguistic studies. Studies have found that their language is characterized by 'an elaborate system of indirectness' (p. 824), including signifying, extended *he said/she said*-events in conflicts that involve investigating, interrogating and clearing friends, the instigator and/or offending parties, and conflict resolution, and instances of *reading dialect*, where AAE

features and StE are contrasted and analysed. The distinctiveness has not pervaded public discourse yet, though, and black women are still compared to middle-class white women in terms of behaviour, look, and language. Indeed, the use of AAE is stereotypically linked to masculinity, not femininity, as David E. Kirkland points out in 'Black Masculine Language' [BML] (in Lanehart, ed., pp. 834-49). BML is still seen as 'the basis of legitimate language prejudice, ... as symbols of menace and threat', but also as the language of 'noble warriors' (p. 837). On the other hand, e.g. in jazz, BML also became a language of innovation and subversion, and BML can be a language of resistance (e.g. to mainstream norms), as demonstrated in the extension of invariant *be* to non-habitual contexts in Hip Hop Language (*I be the king supreme*), according to Kirkland to 'reconfigure the language with brazenly masculine undertones ... machismo and braggadocio' (p. 841). H. Samy Alim continues on from this in his contribution on 'Hip Hop Nation Language [HHNL]: Localization and Globalization' (in Lanehart, ed., pp. 850-62) – HHNL (which is not coterminous with AAE) is used to 'articulate the shifting terms of Black marginality in the United States' (p. 852), in the process developing local identities for Hip Hop youth (e.g. Bay area *mane* for 'man', or St. Louis *hurr* for 'here'), which in turn might be taken up by other communities, and thus become more global again. But of course Hip Hop reaches much further, and Cecelia Cutler and Unn Royneland ask (excuse the expletive), 'Where the Fuck am I From? Hip-Hop Youth and the (Re-)Negotiation of Language and Identity in Norway and the US' (in Nortier and Svendsen, eds., pp. 139-63). They argue that multi-ethnic linguistic practices in both countries are mediated via Hip Hop music (and culture) because Hip Hop is symbolic of opposition and is associated with 'non-standard, multi-ethnolectal and heteroglossic language practices' that work as a 'means for hip-hop youth to differentiate themselves from others and express pride in their identity' (p. 140).

Patricia Irwin discovers 'Expressive Meaning in an AAE Attributive Construction' (*LangS* 50[2015] 12-29), namely in what she calls the discourse-*ass* construction (as in *get that ugly-ass junk out of here*). Irwin argues that this is an expressive, marking the utterance as direct speech and uncensored. Syntactically, *-ass* behaves like a bound affix, not a compound. Although *ass* is semantically bleached (e.g. it can refer to inanimate objects like *junk*), it retains its force as a swearword. Incidentally, this construction also appears in Marcin Widawski's collection *African American Slang: A Linguistic Description*. This is really two books in one, since Widawski introduces his collection by defining what he considers specific AAE slang, analysing it formally, semantically, and functionally. Morphosyntactically, there are compounds, affixes, some rhymed forms like *rusty-dusty*, or alliterative forms (*beat box*, *main man*), phrases, shortenings (*hood*, *box*, *dis*), but also initialisms, conversions, blends (*sexcellent*, *bootylicious*), some instances of coinage, onomatopoeia (*bling*), and of course respellings (*madd*, *flava*, *dawg*). Semantically, Widawski catalogues metaphors, metonymy, figuration, especially based on body parts (*big eyes* 'desire, craving', *man with paper ass* 'insignificant man') and animals (*alligators*, *fox*, *roaches*), pejoration, amelioration, and maybe the most famous category, complete reversals (antiphrasis), as in *baddest*, *mean*, *sick*, or *vicious* (all meaning 'admirable, excellent'). Common themes running through the collection are of course sexuality, the body, alcohol, drugs, violence, and racism, but also entertainment and especially music. As to its specific functions, slang identifies AAE speakers as in-group members, serves functions of secrecy and rebellion, especially historically, expresses emotions, humour and toughness, informality, and of course is used in wordplay and word battle. If you are puzzled by individual expressions, refer to the alphabetical glossary in the second part of this book, where Widawski also gives a host of attestations, often from films, TV series and songs, making this the collection to keep on your bookshelf as you listen to your favourite Hip Hop artists. Speaking of which, Maeve Eberhardt and Kara Freeman say: "'First Things First, I'm the Realest": Linguistic Appropriation, White Privilege, and the Hip-Hop Persona of Iggy Azalea' (*JSoc* 19[2015])

303-27), investigating a white Australian hip-hopper who uses copula absence to an extremely high degree (the authors call it 'overzealous', p. 303), and the authors show how this is another case of a white 'co-opting' and profiting from black cultural forms, a kind of appropriation that is 'at its core not different from the linguistic minstrelsy and mock language that reflect whites' ongoing participation in and upholding of the status quo racist structure' (p. 304-5).

Moving briefly to a few studies of other ethnic groups, Sarah Bunin Benor tells the story of 'How Synagogues Became *Shuls*: The Boomerang Effect in Yiddish-Influenced English' (in Johannessen and Salmons, eds., pp. 217-33), the 'boomerang effect' relating to the pattern in which substrate features that were previously on the wane may resurge in younger speakers. Even though (or perhaps because?) these speakers may not be fluent in Yiddish, they use more and more loanwords, such as *shul* (for 'synagogue'), *leyn* ('chant Torah'), *daven* ('pray'), or *chutzpah* ('nerve, gall'), a pattern that has also been called 'postvernacular'. Benor claims that the social meaning of using Yiddish terms has changed and is now indexing 'young, hip, ironic, urban Jewishness' (p. 227) – or 'Heebster' culture. Cynthia Bernstein collects 'Lexical Features of Jewish English in the Southern United States' (in Picone and Davies, eds., pp. 607-24), documenting the merging of the two cultures (as in the emblematic greeting *shalom y'all*). Bernstein finds Jewish lexemes of different status: 'some remain largely within the Jewish community [such as *chutzpah*, *schlep*, *tchotchke*, or *kvetch*], while some spread ... into more general usage' (p. 621) (such as *glitch*, *maven*, *schmooze*, *schlock* or *nebbish*). Overall, since the number of Jews in the South has been increasing, it is possible that this variety will play a larger part in the future.

Moving to another ethnic group, Adam M. Croom has also collected 'Slurs and Stereotypes for Italian Americans: A Context-Sensitive Account of Derogation and Appropriation' (*JPrag* 81[2015] 36-51) – expressions like *guido*, *guinea* or *wop* that 'pack some of the nastiest punches natural language has to offer' (p. 36), but, as Croom also notes, that can in some contexts also be used non-derogatorily 'to convey affiliation among in-group members' (p. 37), something that seems to have happened to *guido* in particular, which now apparently can also be used to refer to a particular (urban, clubby, fashionable) lifestyle. Elizabeth L. Coggshall reports on 'American Indian English' (in Williams et al., eds., pp. 99-127), surely one of the most understudied group of ethnic varieties. With the extinction of most indigenous languages, Coggshall points out that 'separate varieties of English ... replaced heritage languages as a locus for speakers to express American Indian identity' (p. 105). Besides community-specific features, there are also features common to all (or many) American IndE varieties, such as a more syllable-timed rhythm, the used of glottal stops, as well as some morphosyntactic features that may indicate an earlier creole, such as copula deletion, uninflected BE, non-punctual *-ing*, lack of inflections, some pro-drop, and a freer word order. Perhaps one of the most striking features is the avoidance of asking direct questions, and the use of silence, 'to the point that [speakers] may seem baffling or even rude' (p. 119) to outsiders.

Going back to the UK briefly, but staying with the topic of ethnic groups, Ben Rampton's important monograph on *Crossing: Language and Ethnicity Among Adolescents* [2014] appeared last year in a second edition. The main text is only expanded by a fuller historical background in the introductory chapter, but otherwise remains unchanged. In addition, in the preface, Rampton locates his study (originally published in 2005) in the research context of the time. Otherwise it is very useful to be able to refer to this study still. Rampton also investigates what happens when speakers of what he now calls 'Contemporary Urban Vernaculars' grow older (in Nortier and Svendsen, eds., pp. 24-44). His forty-year-old informant of Panjabi descent still uses a mix of creole features, Panjabi and traditional London vernacular ('a style forged in his youth', p. 31) in conversation with friends, and Rampton thus describes this style as a 'socially embedded and relatively stable resource in the everyday interactional practice of middle-aged' speakers (p. 25), which has 'affectively



powerful connotations of peer-group familiarity' (p. 31). Partly based on the same materials, Devyani Sharma and Ben Rampton report on 'Lectal Focusing in Interaction: A New Methodology for the Study of Style Variation' (*JEngL* 43[2015] 3-35). 'Lectal focussing' measures how much speakers shift between StE, London English and IndE, and Sharma and Rampton find in their study of Southall, a lower-middle class Asian suburb of London, that although overall frequencies of non-standard features are actually similar across the community, older Asian men use shifts strategically more than younger men, 'shifting dramatically at times to achieve subtly strategic, interactionally tuned ends' (p. 3) in their use of the realization of /t/, /l/, the FACE and GOAT vowels, interdental fricatives, and the realization of *-ing* (as well as individual features like specific lexemes). Sharma and Rampton link the generational differences back to the sociocultural climate at the times of the speakers growing up, which was more hostile for the older men, forcing them to be able to adapt linguistically, while the younger men grew up in an Asian-majority community, and thus developed a more unified (rather than bicultural) Asian English identity. By contrast, Michelle Braña-Straw documents (lack of) 'Language Change in a Post-Creole, British Contact Setting: Non-Standard *Ain't* Negation' (in Donaher and Katz, eds., pp. 227-48), more specifically in a community of Barbadians in Suffolk. She finds that ethnic differences persist, and Barbadian-descendant speakers use *ain't* in different linguistic contexts than their Anglo peers, and they also use invariant *innit*.

Next, in this section we will look at more studies relating to gender. Rolf Kreyer is "'Funky Fresh Dressed to Impress": A Corpus-Linguistic View on Gender Roles in Pop Songs' (*IJCL* 20[2015] 174-204), but finds, perhaps rather depressingly, that the depiction of women (both by male and female artists) 'might contribute to the consolidation of unfavourable roles for women' (p. 174). He discovers taboo expressions especially in rap and Hip Hop, women singing more about romance (but also independence) than men, and men more about violence, substance abuse and impoliteness – painting a picture of men as 'more violent, more aggressive, and more domineering' (p. 196). However, Kreyer does not take into account genre, which might be an important influence, as the various contributions on Hip Hop above have already shown. Ann Weatherall looks at male-female differences from a different perspective in 'Sexism in Language and Talk-in-Interaction' (*JSLP* 34[2015] 410-26), and diagnoses 'the derogation of women and participants' orientations to gender inclusiveness' (p. 410) in about fifty instances of conversations involving 'gender trouble', including the negative use of female references (*he sounds like a girl, you old moaning wife*), and the subsequent references of gender-neutral terms, often 'driven by common sense' (p. 423), which is of course already ideological.

If you have ever asked yourself, 'Why Are Males Inclined to Use Strong Swear Words More than Females? An Evolutionary Explanation Based on Male Intergroup Aggressiveness' (*LangS* 50[2015] 133-9), Emre Güvendir provides that explanation. There seems to be a biological difference such that women 'have larger volumes of orbital frontal cortex that modulates anger and aggressiveness created by the amygdala' (p. 133), and in so far as strong swearing is intended to hurt someone, it can be classified as aggressive behaviour. The question then is, which environmental or social pressures could have led to this biological difference evolutionally? According to studies, 'lower levels of aggression in the female reflect an adaptive behavior motivated by the importance of her survival' (e.g. as a mother) (p. 136). Perhaps swearing can be compared to animals growling, relieving anger or frustration, but also warning the environment of impending battle. Staying with masculine aggression, Donald A. Saucier, Derrick F. Till, Stuart S. Miller, Conor J. O'Dea, and Emma Andres present 'Slurs Against Masculinity: Masculine Honor Beliefs and Men's Reactions to Slurs' (*LangS* 52[2015] 108-20) – perhaps not surprisingly, one of those reactions (at least based on the self-reports of men) is physical violence. The slurs they collected were homophobic slurs (*faggot, queer*), feminine slurs (*bitch, pussy*, see also the use of *girl* or *wife* in Weatherall's

study above), intelligence slurs (*dumbass, retard*), general personality slurs (*douchebag*), and to only a small degree bravery slurs (*coward*), physical slurs (*fatass, ugly*), and ethnic slurs (examples of which see above). Although general personality slurs are the biggest category, homophobic and feminine slurs actually evince the most violent reactions. The authors also show that 'men's masculine honor beliefs are associated with their perceptions of slurs as offensive' (p. 108), especially values like 'pride in manhood', 'virtue' ('you would praise a man who reacted aggressively to an insult'), and 'provocation' ('if a man is insulted, his manhood is insulted').

Erik C. Tracy, Sierra A. Bainter, and Nicholas P. Satariano use 'Judgments of Self-Identified Gay and Heterosexual Male Speakers: Which Phonemes Are Most Salient in Determining Sexual Orientation?' (*JPhon* 52[2015] 13-25) and find that already word-length stimuli are long enough for quite an accurate identification of the speakers' sexual orientation in AmE. This is due to the quality of the vowels, and (to a lesser degree) consonants, especially /s/ (as demonstrated by earlier studies), but also /l/ and /n/, not investigated before. Staying with perception, Adrienne B. Hancock, Holly Wilder Stutts, and Annie Bass report on 'Perceptions of Gender and Femininity Based on Language: Implications for Transgender Communication Therapy' (*L&S* 58[2015] 315-33). Based on the transcripts of narratives (rather than voice recordings), the authors find that the gender of speakers cannot be clearly identified (only about 50 per cent of the speakers were correctly identified – a chance result), and there was no clear correlation with any of the linguistic variables noted in the literature, so that overall, these 'studies do not provide strong evidence for language differences between males and females' (p. 325), which also calls into question specific 'femininity' training for male-to-female transgender individuals. Similarly, Adrienne B. Hancock and Benjamin A. Rubin find little 'Influence of Communication Partner's Gender on Language' (*JLSP* 34[2015] 46-64). Dependent clauses, fillers, tag questions, intensifying adverbs, negation, hedges, personal pronouns, self-references, justifiers and interruptions show 'no significant changes based on speaker gender' (p. 46). However, speakers did (slightly) change their behaviour towards stereotypical 'female' features when talking to a woman, perhaps indicating that speakers' perceptions, or their 'internal female-language schema' (p. 55) might be quite influential.

Returning to gay men, Christopher Hajek investigates 'Gay Men in Early Midlife: Intergenerational Accommodation for Approval, Reclaimed Status, and Distinctiveness' (*L&C* 41[2015] 46-56), early midlife in this study ranging from ages forty to fifty-three. These midlife gay men accommodated verbally and nonverbally to younger gay men, in order to gain 'compensatory social and psychological experiences, including younger men's approval, a reclaiming of a "younger" social status' (p. 54), including physical attractiveness, but there was also some divergence establishing their own, older identity. And with this we conclude our year's review of publications in dialectology and sociolinguistics.

## 9. New Englishes and Creolistics

This section presents this year's publications in the fields of New Englishes and Creolistics. The subsection on New Englishes will proceed from supra-regional contributions to country- and variety-specific studies and from general accounts in book format to articles. In continuation of the surveys for 2013 and 2014, non-postcolonial Englishes are also included, since they have come to represent one of the most prolific areas of World Englishes (WE) research. The section on creolistics will first treat books then articles.

Beginning with publications on New Englishes, we start with one edited volume which covers several varieties, i.e. *Further Studies in the Lesser-Known Varieties of English* by Jeffrey P. Williams, Edgar W. Schneider, Peter Trudgill, and Daniel Schreier. In addition

to the 'Introduction' (pp. 1-7) by the editors, the volume contains thirteen further accounts of 'lesser known varieties' (in addition to the first volume *The Lesser-Known Varieties of English. An Introduction* [2010] by the same editors in reverse order). Part I encompasses three varieties from Europe, i.e. 'Maltese English' (pp. 11-50) by Manfred Krug, 'Gibraltar English' (pp. 51-69) by David Levey, and 'Irish Traveller English' (pp. 70-96) by Maria Rieder. The second part 'The Americas' provides accounts of 'American Indian English' (pp. 99-127) by Elizabeth L. Coggshall, 'Bequia English' (pp. 128-43) by James A. Walker and Miriam Meyerhoff, 'Saban English' (pp. 144-64) by Jeffrey P. Williams and Caroline Myrick, 'St. Eustatius English' (pp. 165-98) by Michael Aceto, 'The English of Gustavia, St. Barthélemy' (pp. 198-218) by Ken Decker, 'Anglo-Paraguayan English' (pp. 219-235) by Danae M. Perez-Inofuentes, and 'Gullah West: Texas Afro-Seminole Creole' (pp. 236-64) by Ian Hancock. In the final Part III, 'Asia and the Pacific', Rachel Hendery reports on 'Palmerston Island English' (pp. 267-87), Donna Starks, Andy Gibson and Allan Bell inform us about 'Pasifika Englishes in New Zealand' (pp. 288-304), and David Britain and Kazuko Matsumoto describe 'Palauan English' (pp. 305-43). Taken together, the papers in this volume do not follow a common pattern of description, which might have been helpful in establishing systematic similarities among the lesser known varieties. But this might not have been the editors' intention (especially since it seems that the only feature all these varieties share is that they are 'lesser known'). Instead, the contributions provide rich and welcome documentation of the global spread of English to many different places and of the resulting varieties under very diverse contact conditions.

Moving on to general articles and articles on more than one variety, we begin with Salikoko S. Mufwene's 'Colonization, Indigenization, and the Differential Evolution of English: Some Ecological Perspectives.' (*WEn* 34[2015] 6-21). Here the author builds up on his earlier work and argues that the processes behind the development of pidgins and creoles are in principle very similar to those involved in the emergence of indigenized Englishes. In a similar vein, Gaëtanelle Gilquin compares indigenized Englishes and learner Englishes ('At the Interface of Contact Linguistics and Second Language Acquisition Research: New Englishes and Learner Englishes Compared.' *EWL* 36[2015] 91-124). Based on corpus data, she investigates four phenomena on different levels of linguistic description and argues that due to similarities between the two types of Englishes a uniform account might be justified.

Next, we turn to publications by region, starting with Oceania / Australia. The only book-length examination in this part of the world is Carolin Biewer's *South Pacific Englishes. A Sociolinguistic and Morphosyntactic Profile of Fiji English, Samoan English and Cook Islands English*. The 'Introduction' underlines the necessity to study Englishes in the Pacific, a largely neglected area, surveys earlier research in the region and makes a case for not examining L2 varieties as deviant from L1 Englishes. In chapter 2, Biewer gives a historical overview of 'The Language Situation in Fiji, Samoa and the Cook Islands'. The next chapter describes 'The Theoretical Framework' of 'South Pacific Englishes'. It provides the theoretical background discusses the (non-)applicability of earlier models of WE to the context under scrutiny and introduces the author's expanded version of Mufwene's feature pool (p. 114). Chapter 4 lays out the 'Methodology and Database', showing that the analysis will be grounded in a framework of variationist sociolinguistics and based on a corpus of annotated speech data and questionnaires. In chapters 5 and 6, Biewer turns to linguistic description, giving 'An Overview' of 'The Morphosyntax of South Pacific Englishes' and an account of past-tense reference ('Talking about the Past in South Pacific Englishes'). Chapter 7 discusses the notion of 'New Zealand English as a Potential Epicentre in the South Pacific', and chapter 8 draws a reasonable 'Conclusion'. All in all, this book is a rich and welcome addition to WE research, not the least due to its broad coverage and its theoretical contribution to the emergence of L2 varieties.

Turning to articles in journals in this region, we start with ‘Attitudes in Fiji Towards Varieties of English.’ (*WEn* 34[2015] 688-707) by Marianne Hundt, Lena Zipp and André Huber. The authors investigate to which variety young people in Fiji aspire and conclude that, while BrE and AmE are still highly regarded, it is difficult to draw a clear distinction between endo- and exonormative orientation. Minna Korhonen’s ‘Spelling the Extra Letter?: The Case of Australian English.’ (*EnT* 31:i [2015] 5-9) examines spelling changes in words with potential digraphs like *medi(a)eval* or *(a)esthetic* and with a potential <e> in front of the endings *-able* and *-ment* and concludes that the ‘extra letter’ is still firmly in place in AusE.

Moving to South Asia, this year’s only monograph on a variety in this region is Tobias Bernaisch’s corpus-based study *The Lexis and Lexicogrammar of Sri Lankan English*. Chapter 1 introduces ‘Sri Lankan English and Sri Lankan Englishes [SLE]’, while chapter 2 ‘The Development of Sri Lankan English’ provides a historical perspective. Chapter 3 surveys the ‘Methodology’. In chapters 4 and 5, Bernaisch gives detailed quantitative accounts of ‘Sri Lankan English Lexis’ and ‘Sri Lankan English Lexicogrammar’. The author ultimately shows that the structural, i.e. lexical and lexico-grammatical, profile of SLE is clearly distinct from other varieties of English. In order to arrive at an explanation for this, he finally concludes by proposing ‘A Model of (the Emergence of) Distinctive Structural Profiles of Semiautonomous Varieties of English’. Here he suggests that the development of semiautonomous Englishes like SLE are shaped by four layers, i.e. ‘(a) forces on semiautonomous variety, (b) paths of structural nativisation, (c) nativisation indicators and (d) the distinctive structural profile of the semiautonomous variety’. (p. 215).

In addition to this book on Sri Lanka, two articles deal with English in India. The first is Raphaél Domange’s ‘A Language Contact Perspective on Indian English Phonology’ (*WEn* 34[2015] 533-56.). Here the author takes a diachronic perspective and traces the origins of some present-day pronunciation features of IndE to British dialect input from outside the south of England, proposing that these features are continuations of British dialects rather than deviations from a British standard. In the second, Sujata S. Kathpalia and Kenneth Keng Wee Ong investigate ‘The Use of Code-Mixing in Indian Billboard Advertising’ (*WEn* 34[2015] 557-75) and show how advertisers appeal to bilingual Hindi-English speakers by using code-mixing.

English in Southeast Asia is examined in two books and three articles. The two books are on SingE. The first is Bao Zhiming’s very inspiring *The Making of Vernacular Singapore English. System, Transfer, and Filter*. In his ‘Introduction’, the author gives a brief account of SingE and New Englishes and then provides an overview of the book’s aims, with an integration of the study of New Englishes and creolistics at the core of his ‘contact-theoretic approach’ (p. 2). Chapter 2, ‘The Ecology of Singapore English’, summarizes the socio-historical and linguistic setup of Singapore, also including sub-chapters on education and language shift and maintenance in the region. Bao’s ultimate aim is to establish his own framework of language contact by showing that substrate influence on the lexifier comes in two shapes: ‘substratum transfer, when the contact language appropriates a grammatical feature from the linguistic substratum, and convergence-to-substratum, when a construction of the lexifier acquires the lexical or grammatical meanings of a semantically similar construction in the substratum’ (p. 187). This is built up step by step in the following chapters by focusing on ‘Grammatical System and Substratum Transfer’ (Chapter 3), using the aspectual system of SingE as a case in point, by analyzing ‘Topic Prominence, Empty Categories, and the Bare Conditional’ (chapter 4), by examining ‘Substratum, Lexifier, and Typological Universals’ (chapter 5), and by looking into ‘Frequency, Usage, and the Circumscriptive Role of the Lexifier’ (chapter 6). Chapter 7 then introduces the notion of ‘Convergence-to-Substratum’ and a final ‘Epilogue’ summarizes the relevant claims.

In the second monograph, which is based on the author’s PhD thesis, Jakob R.E. Leimgruber presents an account of *Singapore English. Structure, Variation, and Usage*. In

Chapter 1, a historical introduction to SingE is accompanied by a survey of Singapore's linguistic diversity and of earlier approaches to this variability. Chapter 2 goes into the details of modelling variation in SingE. While chapter 3 is a slim account of SingE phonology and lexis, chapter 4 covers grammar, semantics, and pragmatics in more detail and demonstrates graphically how the study's subjects switch between H(igh) and L(ow) speech styles. This takes the author to the theoretical core of his book in chapter 5, where he elaborates on his indexicality model, which he claims to be appropriate for an account of the regular switches between H and L in SingE. In chapter 6, Leimgruber concludes by locating variation in SingE in a wider scenario of variation in South East Asia and beyond.

The first of two articles on SingE is Yin-Ying Tan's "'Native" and "Non-Native" Perception of Stress in Singapore English' (*WEn* 34[2015] 355-69). Here the author shows that speakers of different varieties of English (AmE, BrE, AusE, SingE) perceive the stress patterns of SingE in different ways, with inner-circle speakers identifying stressed syllables even in positions not licensed by acoustic analyses. In the second article, Mie Hiramoto studies 'Sentence-Final Adverbs in Singapore English and Hong Kong English' (*WEn* 34[2015] 636-53) by comparing SingE and HKE to BrE and CanE. She finds that in the Asian Englishes due to substrate influences, 'modifying' adverbs like *already* or *only* occur more frequently in clause-final position.

Moving to East Asia, there has been a plethora of articles on English in China, Hong Kong, Taiwan, and Japan. Comparing three regions, Yonghou Liu and Ye Zhao investigate 'English Spelling Variation and Change in Newspapers in Mainland China, Hong Kong and Taiwan' (*EnT* 31:iv [2015] 5-14) and conclude that AmE spelling is on the rise there, reflecting the increasing prestige of AmE world-wide. Next are two contributions by Stephen Evans on Hong Kong. The first paper aims at 'Modelling the Development of English in Hong Kong' (*WEn* 34[2015] 389-410) and analyses the authorship of letters to the editor in a diachronic corpus of Hong Kong newspapers to trace the history of bilingualism among speakers of Chinese. The second article, 'Testing the Dynamic Model: The Evolution of the Hong Kong English Lexicon (1858-2012)' (*JEngL* 43[2015] 175-200), examines the occurrences of new HKE words in a diachronic corpus of Legislative Council proceedings. In both papers, Evans's goal, inspired by Schneider's Dynamic Model, is to delimit the phases of the evolution of HKE based on historical data. In his contribution on Taiwan ('The Ownership of English in Taiwan.' *WEn* 34[2015] 370-88), Mark F. Seilhamer reports on six young women's attitudes towards English with respect to the factors prevalent usage, affective belonging, and legitimate knowledge, concluding that the study of the ownership of English requires a multi-dimensional approach. In the first of two contributions on English in Japan, Keith Barrs examines 'Errors in the Use of English in the Japanese Linguistic Landscape' (*EnT* 31:iv[2015] 30-3). In view of the social importance of English in Japan, he calls for more careful proofreading when using English words in the public domain. In the second, Mayuko Inagawa looks into 'Creative and Innovative Uses of English in Contemporary Japan' (*EnT* 31:iii[2015] 11-16) and documents some English/Japanese puns on Japanese 'manner posters'.

Turning to articles on English in China, this year's second issue of *WEn* 34 was a special issue on 'English in Contemporary China' edited by Kingsley Bolton and Werner Botha. The editors' introduction ('Researching English in Contemporary China', *WEn* 34[2015] 169-74) first discusses the status of English in China and then briefly outlines the remaining eight articles. In the first, 'Surveying the English Language Across China' (*WEn* 34[2015] 175-89), Rining Wei and Jinzhi Su analyse the use of English in seven major Chinese cities based on the national survey of 2000. In 'English in China's Universities: Past and Present' (*WEn* 34[2015] 190-210), Kingsley Bolton and Werner Botha give diachronic and synchronic accounts of language policies and sociolinguistic realities in Chinese higher education. Two papers study English on the Chinese Internet: Haiyang Ai and Xiaoye You

examine 'The Grammatical Features of English in a Chinese Internet Discussion Forum' (*WEn* 34[2015] 211-30) and present corpus analyses of new ditransitive verbs, verb-complementation patterns, and collocations, while Wei Zhang's 'Multilingual Creativity on China's Internet' (*WEn* 34[2015] 231-46) gives an account of code-mixing in weather messages on an official microblog in Shanghai. Joseph J. Alvaro's 'Analysing China's English-Language Media' (*WEn* 34[2015] 260-77) shows how the English in Chinese Media is ideologically loaded, exhibiting a variety of carefully crafted terms and fixed expressions. Two of the contributions (Fan Dai's 'Teaching Creative Writing in English in the Chinese Context', *WEn* 34[2015] 247-59 and Lijia Zhang's 'Writing in English in China: An Autobiographical Essay', *WEn* 34[2015] 278-81) focus on writing in English and are thus only mentioned here for the sake of completeness. The special issue is rounded up by Kingsley Bolton, Werner Botha and Wei Zhang's 'English in China: A Contemporary Bibliography' (*WEn* 34[2015] 282-92), which lists relevant literature on the topic as published between 2003 and 2015, both with major international publishers and in major Chinese journals. In addition to this special issue, Maria Luisa Carrió-Pastor and Ruh Muñiz-Calderón examine 'Identification and Causes of Lexical Variation in Chinese Business English' (*EnT* 31:i[2015] 10-15). Based on a corpus of business e-mails by Chinese and Hong Kong users of English, the authors demonstrate that the Chinese writers use more non-standard forms than the writers from Hong Kong.

Moving on to another region in which English is neither used natively nor as a second official language, two contributions this year deal with English in the Middle East, i.e. Saudi Arabia and Kuwait. Manal A. Ismail investigates 'The Sociolinguistic Dimensions of Code-Switching between Arabic and English by Saudis' (*IJEL* 5[2015] 100-09). Based on recorded conversations of six male and six female L1 Arabic / L2 English communicative bilinguals, the author documents that code-switching to English is much more frequent in female speakers and that in mixed-sex conversations male and female interlocutors do not follow the other speaker's switch to English. This is interpreted as an indicator of sticking to the conversational norms of Saudi society, where a distance between women and men prevails. Abdulmohsen Dashti gives an account of 'The Role and Status of the English Language in Kuwait' (*EnT* 31:iii[2015] 28-33). He gives a variety of examples how English has been making inroads in the Kuwaiti educational system, in interpersonal contexts and in creative writing, highlighting its high prestige as a language 'of glamour' (p. 33).

Next, we turn to English in sub-Saharan Africa. The first article is Eyamba G. Bokamba's 'African Englishes and Creative Writing' (*WEn* 34[2015] 315-35). Here the author uses a selection of fictional works by renowned African writers to demonstrate how and where African languages and cultures influence the use of English. Next are two studies on South Africa. In the first, Rajend Mesthrie, Alilda Chevalier, and Timothy Dunne present 'A Regional and Social Dialectology of the BATH Vowel in South African English' (*LVC* 27[2015] 1-30). They investigate potential sociolinguistic and regional variation of this vowel in five South African cities and uncover some relevant differences with respect to gender, region, and ethnicity. The second article, Sabine Zerbian's 'Syntactic and Prosodic Focus Marking in Contact Varieties of South African English' (*EWV* 36[2015] 228-58), compares a newly emerging middle-class variety of BISAFrE to BISAFrE and GenSAfrE and concludes that it shares prosodic features with the former and syntactic features with the latter. Two further articles take us to Nigeria. Akin Adetunji ('English in a Nigerian Linguistic Landscape', *WEn* 34[2015] 654-68) gives an account of layering on public signs in the city of Ibadan. Rotimi O. Oladipupo presents 'A Comparative Study of Connected Speech Features in Nigerian English and Received Pronunciation' (*EnT* 31:iv[2015] 21-29), concluding that in NigE assimilation and elision are clearly less frequent phenomena than in RP. The article by Ameyo S. Awuku looks into 'French Influence on English in Togo' (*EnT* 31:iii[2015] 22-27). Here the author claims that the gender marking of Togo's official language (i.e. French)

prevents speakers of English in Togo from using gender neutral reference and they continue, for example, to employ masculine singular reference in generic contexts. Dunlop Ochieng reports on 'The Revival of the Status of English in Tanzania' (*EnT* 31[2015] 25-31) and demands that language planners should stop promoting Kiswahili and instead provide wider access to English. The final contribution relating to Africa investigates 'Diasporic Second Language Englishes in the African Communities of Germany's Ruhr Area.' (*IJEL* 5[2015] 1-13). Here, Christiane Meierkord, Bridget Fonkeu, and Eva Zumhasch argue, with a focus on a group of speakers of Cameroon (Pidgin) English in the German diaspora, that such cases are important to expand this line of research to current linguistic and societal realities.

Moving on to the Caribbean, one article each on Jamaica and the Bahamas will be reported on; for contributions with a greater focus on pidgins and creoles in this region see the second part of this section. Michael Westphal examines 'Attitudes Toward Accents of Standard English in Jamaican Radio Newscasting' (*JEngL* 43[2015] 311-33). He shows that endonormative stabilization, i.e. the acceptance of standard JamE or Jamaican Creole as norms and exonormative orientation towards BrE or AmE strongly depend on the context in which they are used. Stephanie Hackert's contribution, 'Pseudotitles in Bahamian English: A Case of Americanization?' (*JEngL* 43[2015] 143-67), investigates how in BahE usages like 'linguist Allan Bell' (p. 143) could serve as an indicator for increasing Americanization. Based on a diachronic corpus of news reports she finds that even during British colonial times, Bahamian authors used this type of Americanism.

Three journal articles this year deal with English in Slavic-speaking Europe. In the first, Elena Salakhyan studies 'The Attitude of Slavic Speakers toward English(es)' (*EnT* 31:iii[2015] 34-39) by using a small sample of fifteen interviews with speakers from various Slavic countries (Ukraine, Slovak Republic, Russia, and Poland). She finds that AmE is preferred over BrE, while non-native Englishes do not play a role as models at all. Alexandra Rivlina investigates 'Bilingual Creativity in Russia: English-Russian Language Play' (*WEn* 34[2015] 436-55) and concludes that the aim of creative usage of English can either be to entertain or to transport reservations regarding the 'Englishization of Russian society' (p.436). In their paper 'Evolving and Adapting to Global Changes Regarding English: English Language Teaching in the Siberian City of Irkutsk' (*EnT* 31:ii[2015] 5-10), Valerie Sartor and Svetlana Bogdanova give anecdotal insight into how English is and used to be taught in the Eurasian Linguistic Institute in Irkutsk. Finally, the last paper on New Englishes comes from South America. Here Francia Martinez examines 'English in Advertising in Colombia' (*WEn* 34[2015] 600-19) and concludes that the use of English in these contexts has mainly ornamental, sometimes humorous function to increase the marketing value of a certain product.

Turning to the section on creolistics now, we begin with five books. The first is Viveka Velupillai's *Pidgins, Creoles and Mixed Languages. An Introduction*. Here the author presents a new up-to-date textbook in fifteen chapters, including rich socio-historical and linguistic information on three languages per chapter in what are called 'snapshots'. After a 'General Introduction', chapters 1 to 3 are very readable introductions to the three types of contact languages mentioned in the book's title. Chapter 4 illustrates the sociohistorical contexts of their formation, development, and diffusion. Chapters 5 and 6 present the controversial theoretical approaches that have developed about the formation of pidgins and creoles. Chapter 7 investigates variation and change, the former with reference to continua, implicational scales and diglossia, the latter with an eye on depidginization and decreolization. Sociological issues and the status of pidgins, creoles, and mixed languages in society and their use in the media and in educational systems are examined in chapter 8. In the second part of the book, Velupillai turns to the levels of linguistic description. Here chapters 9 to 15 deal with 'Phonology', 'Morphology', 'Noun Phrases', 'Verb Phrases and Predication', 'Simple Sentences', 'Complex Sentences, and the 'Pragmatics' of pidgin, creole, and mixed

language, respectively. These chapters all start by presenting generalizations that have been made and then discuss the chosen features with respect to the three types of contact languages. Velupillai explicitly states that she would like to ‘remain theory-neutral’ but invites ‘the reader to apply these figures [i.e. the empirical data presented] to various theories on the possible typological uniqueness of pidgin and creole languages’ (p. 285).

Next, Lisa Lim and Umberto Ansaldo’s book, which, strictly speaking, could also have placed in the part on new Englishes, since it focusses both on pidgins/creoles and (mostly) Asian Englishes, takes a sociolinguistic perspective on *Languages in Contact*. It is subdivided into eight chapters that treat relevant issues in turn. Chapter 1 ‘Perspectives in contact’ gives an overview of contact linguistics, claims that language contact is highly relevant for a theory of language and summarizes the crucial effects of contact in language evolution. Chapter 2 focuses on ‘code choice’ in multilingual settings. Based on a variety of case studies from Asia, Lim and Ansaldo show that multilingualism is the norm rather than an exception and also discuss the related concepts of diglossia, hybrid competence, code-switching and code-mixing. The next chapter 3 surveys the central concepts of pidgin and creole studies, providing accounts of the major frameworks of creole genesis, of the superstratist and substratist approaches, and of language transfer in creole and ordinary acquisition contexts. Chapter 4 contrasts in more detail the differences between two theories of transmission, i.e. John McWhorter’s Creole Prototype as opposed to ‘uniformitarian transmission’, and then resorts to highlighting the differences between contact and non-contact languages. Chapter 5 exemplarily investigates the relationship between ‘Contact and Ecology’ on the basis of tone and particle use in Asian Englishes and the authors claim that in an analysis of substrate features, demographic information is as crucial as typological information about the substrates. Taking an Asian perspective again in chapter 6, Lim and Ansaldo turn their focus to language shift, explaining essential notions and relevant factors in language endangerment. Chapter 7 then is centered around globalization and its influence on language contact. With the global economy shifting from West to East and Asia having the highest numbers of English speakers world-wide, the authors take a look at new contact phenomena in, among others, computer-mediated communication, the globalized economy, and pop music. Chapter 8 finally serves as a summary of the book, as an account of current research trends and of shortcomings in the field, and as an outlook for future research.

Next, Andrea Moll’s study, *Jamaican Creole Goes Web. Sociolinguistic Styling and Authenticity in a Digital 'Yaad'*, investigates the social and structural changes in Jamaican Creole in diaspora communities as reflected in a web discussion forum. In the first chapter, the author gives an account of how globalization has led to the creation of diasporas and how this can be connected to linguistic changes. Chapter 2 is a brief description of Moll’s seventeen million word Corpus of Cyber Jamaican. An outline of the various methods applied is presented in chapter 3. Here Moll focuses on how to describe and account for communities of practice in cyberspace, for virtual identity, and for how authenticity is negotiated. Chapters 4 to 6, then, provide qualitative and quantitative analyses of the linguistic characteristics of Jamaican Creole as represented in this forum. Here Moll examines orthographical practices, finding that the spelling conventions in this medium ‘establish a socially meaningful, visual contrast with the norms of StE orthography’ (p. 250); tackles the notion of a ‘digital ethnolinguistic repertoire’ (p. 127), which shows that the morphosyntactic peculiarities in her corpus do not follow the rules of the creole continuum, with basilectal forms being overrepresented; and follows up on how the posts in the forum are seen as authentic by Jamaicans and how this authenticity is negotiated online. In the final chapter 7, Moll pulls together the relevant results and provides an outlook on future research.

In her edited volume, *Language Issues in Saint Vincent and the Grenadines*, Paula Prescod presents six articles giving a comprehensive account of the English spoken in this part of the Caribbean, with the ‘Introduction’ setting the stage for the volume. In



‘Sociohistorical and Linguistic Account of St Vincent and the Grenadines’ (pp. 1-44), Paula Prescod and Adrian Fraser aim at correlating settlement history with the linguistic outcomes in the region but concede that due to the limited amount of information available, a description of the situation needs to remain sketchy. The two chapters to follow deal with the linguistics of the small island of Bequia. Agata Daleszyska examines ‘The Fate of the Local in Light of the Global: Analysis of Variation in the Use of Preverbal Markers in Bequia Creole’ (pp. 45-66). Her data from two villages suggest that creole-like preverbal markers tend to decrease in more heterogenous locations, while they are used as identity markers in more homogenous communities. Miriam Meyerhof and James A. Walker study ‘Subject and Object Pronoun Use in Bequia (St Vincent and the Grenadines)’ (pp. 67-86) in three villages. They find that, although speakers claim to be able to identify speakers from other villages linguistically, the individual speaker is the strongest predictor for choosing a variant. Next, in “‘A She Gi Me Words; Well Me Gi She Back de Change’’: The Reframing of Stigmatized Talk by Everyday Women-of-Words in St Vincent’ (pp. 87-112), Elizabeth Fortenbery investigates how communicatively strong women in three villages reframe stigmatized performance strategies and thus retain a respectable image. In the next article, Andrei A. Avram’s ‘The Distribution of Diagnostic Features in English-lexified Contact Languages: Vincentian’ (pp. 113-40) takes a diachronic perspective. Based on first attestations and comparisons with other contact languages in the region, he shows that this creole is more closely related to Antiguan, Bajan and Kittitian than to Surinamese and Jamaican varieties. Then Paula Prescod investigates ‘Creole Reflexes of *Do*: Zeroing in on Tense, Aspect and Modality in Vincentian Creole’ (pp. 141-64). She surveys the system of the variants of *do* and establishes a split in the use of *done* sensitive to verb type. The volume is rounded up by Donna E. Cromer’s ‘Languages in St Vincent & the Grenadines: An Annotated Bibliography’ (pp. 165-80).

This year’s last fully original book in creolistics is Enoch Oladé Aboh’s *The Emergence of Hybrid Grammars. Language Contact and Change*. With his focus on Haitian Creole and Saramaccan, the author aims at providing a theory of creolization and language change in situations of language contact. The core idea of his theory is that ‘monolithic theories that account for creole genesis exclusively by invoking inheritance from the superstrate, substrate influence, language universals, or fossilization of some early interlanguage stage are untenable’ (p. 304). Aboh’s claim is that the recombination of linguistic features from various sources is responsible for the creation of hybrid linguistic forms, i.e. creole languages. The book is structured as follows. After an ‘Introduction’, chapter 2 surveys ‘The Agents of Creole Formation: Geopolitics and Cultural Aspects of the Slave Coast’, while chapter 3, ‘The Emergence of Creoles: A Review of Some Current Hypotheses’, sets the scene for the author’s own model by criticizing earlier ones. Chapter 4 on ‘Competition and Selection’, which is at times not easy to read for non-generativists, details Aboh’s approach, which combines Mufwene’s idea of a feature pool with the Minimalist Program. Chapters 5 (‘The Role of Vulnerable Interfaces in Language Change: The Case of the D-System’), 6 (‘The Emergence of the Clause Left Periphery’), and 7 (‘The Emergence of Serial Verb Constructions’) are cases studies on how the grammars of Haitian Creole and Saramaccan diverge from the grammars of their donor languages. The final chapter, ‘Conclusions: Some Final Remarks on Hybrid Grammars, the Creole Prototype, and Language Acquisition and Change’, summarizes the results.

Brief mention also needs to be made of Claire Lefebvre’s edited volume *Functional Categories in Three Atlantic Creoles. Saramaccan, Haitian and Papiamentu*. After the ‘Introduction’ (pp. 1-16), seven chapters are reprints of previously published papers on these three Atlantic creoles by the editor, in five cases co-authored by her associates. The only original chapter (chapter 9, ‘The Properties of Functional Categories in the Three Creoles’

and a 'Conclusion' pull together the results of the earlier papers and present, once more, Lefebvre's relabeling-based account of creole genesis.

In addition to these books, 2015 has seen the publication of seven articles relating to English-lexifier pidgins or creoles. In his guest column 'Creoles, Creole Studies and Sign Languages' (*JPCL* 30[2015] 357-69), Peter Bakker gives an account of how a comparison of creoles and sign languages can shed light on creole typology and the 'creation of languages in challenging environments' (p. 367). Next we see, very much in line with polemic debates on pidgins and creoles published in *JPCL* on a regular basis, two articles by Salikoko S. Mufwene and Peter Mühlhäusler, in which the former ('Creoles and Pidgins Don't Have Inadequate Lexica: A Response to Peter Mühlhäusler' (*JPCL* 30[2015] 142-58) comments on an article by the latter ('Language Form and Language Substance'; *JPCL* 26[2011] 341-62) and then the latter replies ('Language and the World: A Response to Mufwene'; *JPCL* 30[2015] 159-66.) to the response of the former. The debate centers around Mühlhäusler's claim that an ecolinguistic approach to creoles with a focus on vocabulary ('substance') and its denotations offers a more relevant account of these varieties than a mere focus on structural properties. As in many debates of such a categorical nature, the truth clearly lies somewhere in between and readers are recommended to read the originals to form their own opinions. In a large-scale sociolinguistic survey in French Guyana and Suriname, Bettina Migge and Isabelle Léglise ('Assessing the Sociolinguistic Situation of the Maroon Creoles'; *JPCL* 30[2015] 63-115) show that, contrary to common assumptions, 'migration, urbanization and increased participation in the urban multi-ethnic and multilingual contexts has not led to language attrition among Maroons' (p. 109). Stéphanie Durrlemann ('Nominal Architecture in Jamaican Creole'; *JPCL* 30[2015] 265-306) takes a generative approach to Jamaican Creole syntax and shows that the intricate setup of the extended nominal projection in Jamaican Creole suggests parallels to the structure of bare sentences. Based on data from a Nigerian web forum, Theresa Heyd examines 'The Metacommunicative Lexicon of Nigerian Pidgin' (*Wen* 34[2015] 669-87). She argues that her analysis of verbs referring to speaking and of labels for varieties offers a way to understand how speakers of Nigerian Pidgin place themselves in the Nigerian linguistic ecology. In the final article reported on this year, Vincent A. Tanda makes an attempt at 'Rationalizing the Attitude-Acquisition Conundrum in Cameroon Pidgin English' (*EnT* 31:iii[2015] 17-21) and concludes that negative attitudes against Cameroon Pidgin fail to acknowledge the fact that the pidgin is a carrier of identity among the Anglophone minority in Cameroon and will be difficult to eradicate.

## 10. Second Language Acquisition

Work devoted to English as ESL or EFL has continued to feature prominently in the field of SLA in 2015. All components of interlanguage grammar and all language skills have continued to be studied, and research into L2 processing, individual learner differences and different learning contexts has been extensively conducted. L1 transfer has remained one of the most explored research topics. A broad range of theoretical frameworks and research methodologies has been adopted, and establishing links between theory, research and classroom practice has been gaining in importance. In the first part of this review, I provide an overview of work focused on L2 English and in the second part, I present work of general relevance to SLA, which has also been abundant in 2015. When presenting work on different components of interlanguage grammar in the first part of the review, I place particular emphasis on phonology, but I also review work on morphosyntax, vocabulary, discourse and pragmatics (in that order).

Starting with work on L2 English, in the domain of phonology, Fred R. Eckman, Gregory K. Iverson and Jae Yung Song explore a 'Covert Contrast in the Acquisition of

Second Language Phonology' (in Ashley W. Farris-Trimble and Jessica A. Barlow, eds., *Perspectives on Phonological Theory and Development: In Honor of Daniel A. Dinnsen* [2014], pp. 25-48) focusing on the acquisition of the English /s/ – /z/ phonemic contrast by native Spanish speakers. The term 'covert contrast' refers to a phenomenon, typically observed in L1 acquisition, in which children produce a statistically reliably sound distinction that is not perceived by adults. A group of fourteen Spanish-speaking L2 learners of English, in whose L1 [s] and [z] are allophones of the phoneme /s/, produced English words containing /s/ or /z/ in word-initial, word-medial and inter-morphemic position. Their audio-recordings were submitted to statistical analysis and transcribed by phonetically trained research assistants. The results of the acoustic analysis revealed that four participants produced a contrast between [s] and [z] that was not perceived by the transcribers. This is interpreted as evidence for the existence of an intermediate stage of covert contrast in the acquisition of L2 phonology, which, according to the authors, has not yet been reported. In 'Setting Segmental Priorities for English Learners: Evidence from a Longitudinal Study' (*IRAL* 53[2015] 39-60) Murray J. Munro, Tracey M. Derwing and Ron I. Thomson examine the production of consonants and consonant clusters in Mandarin- and Slavic-speaking adult English L2 learners. The participants took part in a delayed repetition task on four occasions over a two-year period. They were at the beginner proficiency level at the start of their study. A range of sounds – stops, liquids, nasals and fricatives – was included in the task, in onset and coda positions. Target intelligibility was evaluated by two expert judges. Considerable variability in performance both between and within the two groups was revealed, based on which the authors argue for an individualized rather than common or L1-based pronunciation instruction for L2 learners. Kazuya Saito also deals with instruction in 'Communicative Focus on Second Language Phonetic Form: Teaching Japanese Learners to Perceive and Produce English /ɪ/ without Explicit Instruction' (*AppPsycholing* 36[2015] 377-409). He looks into the effects of form-focused instruction on the L2 speech perception and production of /ɪ/ by Japanese-speaking adult L2 learners of English. Two experimental groups received form-focused instruction – one with and the other without corrective feedback in the form of recasts – on the target pronunciation features of /ɪ/, while the control group received comparable communicative language instruction without focus on phonetic form. During the pre-test and the post-test the participants' perception, controlled production and spontaneous production of /ɪ/ was assessed with trained and untrained items. The two experimental groups outperformed the control group, but they did not significantly differ from one another. This suggests that form-focused instruction itself can facilitate the development of speech perception and production of /ɪ/, while corrective feedback does not seem to increase the size of instructional gain.

Two papers are concerned with L2 orthography. Reem Alsadoon and Trude Heift look into 'Textual Input Enhancement for Vowel Blindness' in 'A Study with Arabic ESL Learners' (*MLJ* 99[2015] 57-79). The phenomenon of vowel blindness refers to 'Arabic learners' difficulty in the textual decoding and encoding of English vowels' (p. 57), well-documented in SLA literature. A study with beginner learners was conducted, in which the experimental group received vowel training in the form of textual input enhancement. An eye tracker recorded the participants' eye movements during the training. The participants' knowledge of word form (i.e. their orthographic vowel knowledge of the word) and word meaning was tested in an online multiple-choice recognition task, administered in the pre-test, the immediate post-test and the delayed post-test phase. The experimental group's orthographic vowel knowledge of the test items was significantly improved, possibly due to longer eye-fixation durations on the target words during the training phase. This confirms the effectiveness of textual input enhancement in reducing vowel blindness. Bene Bassetti and Nathan Atkinson investigate the 'Effects of Orthographic Forms on Pronunciation in Experienced Instructed Second Language Learners' (*AppPsycholing* 36[2015] 67-91). They

conducted four studies with Italian-speaking instructed L2 learners who had been learning English for an average of 11;2 years and whose native language (Italian) uses a phonologically transparent writing system. Various orthographic effects on the pronunciation of L2 English segments, morphemes and words were examined: the effects of ‘silent letters’ (i.e. letters with a zero phonetic correspondence, e.g. <b> in <lamb> or <l> in <walk> ) by means of a word-reading task and a word-repetition task in Study 1, the effects of vowel spelling on vowel duration by means of a reading-aloud task in Study 2, the effects of the morphemic spelling of the past tense marker <ed> by means of a verb paradigm-production task in Study 3, and the effects of spelling in homophonic words by means of a reading-aloud task and a word-repetition task in Study 4. The participants’ speech production was affected by orthographic forms in all substudies, especially in reading-aloud tasks, suggesting that L2 speech production is affected by orthography.

Five papers deal with spontaneous L2 speech production focusing on accentedness and/or comprehensibility. Kazuya Saito looks into ‘Experience Effects on the Development of Late Second Language Learners’ Oral Proficiency’ (*LangLearn* 65[2015] 563-95), with L2 experience being operationalized as length of residence [LOR]. Data was collected from three groups of adult Japanese-speaking L2 learners of English who had been living in Canada for different amounts of time (the shortest period being eight months), a baseline group of adult Japanese-speaking L2 learners who had just arrived in Canada, and a baseline group of native English speakers in a picture description task. Speech samples were rated for accentedness and comprehensibility (ease of understanding) by native-speaking English raters and then submitted to pronunciation, fluency, vocabulary and grammar analyses. LOR proved to be a good predictor of improved comprehensibility but not of reduced accentedness. Improved comprehensibility was associated with good prosody, optimal speech rate and proper lexico-grammar usage, and less accented speech with refined segmental accuracy, vocabulary richness and grammatical complexity. The results show that L2 experience affects comprehensibility and accentedness of L2 speech in a different way. The author also conducted a study into ‘The Role of Age of Acquisition in Late Second Language Oral Proficiency Attainment’ with Japanese-speaking L2 learners of English focusing on comprehensibility and accentedness of their speech (*SSLA* 37[2015] 713-74). In ‘Second Language Comprehensibility Revisited: Investigating the Effects of Learner Background’ Dustin Crowther, Pavel Trofimovich, Kazuya Saito and Talia Isaacs (*TesolQ* 49[2015] 814-37) explore the effect of speakers’ L1 on listener judgement of L2 comprehensibility and accentedness. Chinese-, Hindi/Urdu- and Farsi-speaking L2 learners of English performed a picture narrative task. Audio-recorded samples of their L2 speech (or written transcripts of it) were evaluated for comprehensibility, accentedness and ten linguistic categories from the domains of pronunciation, fluency, lexis, grammar and discourse by native English speakers by means of continuous sliding scales. The analysis showed that comprehensibility was linked to linguistic categories (namely segmentals, prosody, fluency, lexis, grammar), while accentedness was primarily associated with pronunciation categories (namely segmentals, word stress, intonation). The strength of the relationship between linguistic variables and speech ratings depended on the speakers’ L1, especially for comprehensibility. Comprehensibility was most strongly linked to pronunciation for Chinese speakers and to lexico-grammar for Hindi/Urdu speakers, not being strongly associated with any linguistic variable for Farsi speakers. Results suggest that listener judgments of L2 comprehensibility are affected by speakers’ L1, especially as far as linguistic influences on comprehensibility are concerned. The same authors (but in a slightly different order) address a question: ‘Does a Speaking Task Affect Second Language Comprehensibility?’ (*MLJ* 99[2015] 80-95) in a study based on the data from the same corpus as the study described above. A different portion of the data was used in the present study: audio recordings of Chinese-, Hindi/Urdu-, Farsi- and Romance-speaking L2 learners of English during their performance in the IELTS

long-turn speaking task and the TOEFL iBT integrated listening/reading and speaking task. The same native English speakers rated the audio recordings by means of continuous sliding scales for comprehensibility and ten linguistic categories. The analysis revealed that comprehensibility was associated with different variables in the two tasks: in the IELTS task, it was linked only to pronunciation and fluency variables (namely segmentals, word stress, rhythm and speech rate) for all groups apart from the Farsi group, while in the cognitively more demanding TOEFL iBT integrated task, it was also additionally associated with several categories from the domains of grammar, lexicon and discourse for all groups. In addition, L1 effects were observed in the relative strength of obtained associations between linguistic variables and speech ratings. The results suggest that speaking task, in addition to speakers' L1, does indeed affect listener judgments of L2 comprehensibility. Francisco Gallardo del Puerto, María Luisa García Lecumberri and Esther Gómez Lacabex deal with 'The Assessment of Foreign Accent and Its Communicative Effects by Naïve Native Judges vs. Experienced Non-Native Judges' (*IJAL* 25[2015] 202-24) in order to explore the non-native evaluators' ability to perform foreign accent judgments. Two groups of judges – a group of linguistically trained non-native judges who were teachers of EFL and were familiar with the learners' L1s and a group of naïve native judges unfamiliar with the students' L1s – rated speech samples of L2 learners of English who were bilingual in Spanish and Basque. The learners were divided into a group of less experienced learners and a group of more experienced learners. The learners' samples were obtained in a story-telling task and were evaluated for the degree of foreign accent, comprehensibility and irritation. The two groups of judges judged the degree of foreign accent and irritation similarly, as well as the samples of more and less experienced learners, differing in their judgements of comprehensibility: the non-native judges rated the samples as more comprehensible than the native judges, probably as a result of their familiarity with the learners' L1s and their foreign accent. Results suggest that non-native listeners can be as reliable foreign accent evaluators as native listeners.

An overview of L2 speech research, together with guidelines for conducting this research, is provided by Laura Colantoni, Jeffrey Steele and Paola Escudero in *Second Language Speech: Theory and Practice*. The book is divided into four parts: the first part is devoted to theoretical issues in L2 speech research, the second to research methodology used in the field and the third to previous experimental studies into L2 English, French and Spanish phonetics and phonology. Directions for future research are also given in the third part. Each chapter includes review questions, with chapters in the third part also including practical tutorials and lab exercises. Answers to the review questions, tutorials and lab exercises are provided on a companion website, which also includes supplementary materials. More pedagogically oriented is a monograph dedicated to L2 pronunciation research and instruction, *Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research* by Tracey M. Derwing and Murray J. Munro. The book focuses on L2 English, but is relevant for other languages as well. After the chapters explaining key concepts and providing a historical overview of pronunciation teaching, chapters devoted to L2 phonetic acquisition, pronunciation errors, pronunciation instruction research, pronunciation assessment, the role of technology in L2 pronunciation instruction, social aspects of foreign accent and ethical issues involved in L2 accent reduction follow. A volume devoted to *Teaching and Researching the Pronunciation of English: Studies in Honour of Włodzimierz Sobkowiak*, edited by Ewa Waniek-Klimczak and Mirosław Pawlak, contains pedagogically oriented studies into L2 English pronunciation, some of which are primarily focused on pronunciation instruction. Studies in this group address issues such as learners' beliefs, the application of new technologies in pronunciation teaching and different types of educational resources. Some of the less practically oriented studies deal with Polish-speaking L2 learners' English pronunciation errors and areas of difficulty in English vowel learning, the importance

of the larynx in the study of English pronunciation, the use of L2 accent imitation in the L1 in L2 speech research, and the use of imitation and repair methods in L2 pronunciation teaching.

Moving on to morphosyntax, a broad range of topics and phenomena have been explored in journal articles. Elma Blom and Johanne Paradis look into ‘Sources of Individual Differences in the Acquisition of Tense Inflection by English Second Language Learners with and without Specific Language Impairment’ (*AppPsycholing* 36[2015] 953-76). Focusing on six morphosyntactic phenomena (subject-verb agreement with copula verb *be*, subject-verb agreement with full verbs, genitive *-s*, negation, plural marker *-s*, canonical verb order) in L2 English of French L1 speakers, Aafke Buyl and Alex Housen examine ‘Developmental Stages in Receptive Grammar Acquisition’ using ‘A Processability Theory Account’ (*SLR* 31[2015] 523-50). Søren W. Eskildsen asks ‘What Counts as a Developmental Sequence?’ and demonstrates ‘Exemplar-Based L2 Learning of English Questions’ (*LangLearn* 65[2015] 33-62) in a study with Spanish-speaking L2 learners. Nikolay Slavkov investigates ‘Long-Distance Wh-Movement and Long-Distance Wh-Movement Avoidance in L2 English’ providing ‘Evidence from French and Bulgarian Speakers’ (*SLR* 31[2015] 179-210). ‘Prenominal Adjective Order Preferences in Chinese and German L2 English’ are studied by Stefanie Wulff and Stefan Th. Gries in ‘A Multifactorial Corpus Study’ (*LAB* 5[2015] 122-50). The ‘Acquisition of English Verb Transitivity by Native Speakers of Japanese’ is explored by Tomonori Nagano (*LAB* 5[2015] 322-55). Jingyu Zhang studies ‘Animacy Hierarchy Effects on the Second Language Acquisition of Attributive Psych Adjectives’ (*AppPsycholing* 36[2015] 275-98) in English on the part of Chinese-speaking L2 learners. Anna Ewert and Weronika Krzebietke investigate ‘Manner and Path of Motion in Descriptions of Motion Trajectories by Polish L2 Users of English’ (*ESLAYb* 15[2015] 95-113). Analysing the production of the definite article *the* and plural marking *-s* by Thai-speaking L2 learners of English, Gavin Austin, Nattama Pongpairroj and Danijela Trenkic provide evidence for ‘Structural Competition in Second Language Production’ pointing ‘Towards a Constraint-Satisfaction Model’ (*LangLearn* 65[2015] 689-722) of L2 production/processing. Focusing on ‘Clause Linking in L2 English’ of Dutch-speaking learners Manon Buysse explores ‘The Interaction between Syntax and Semantics’ (*ESLAYb* 15[2015] 41-68). Roumyana Slabakova examines ‘The Effect of Construction Frequency and Native Transfer on Second Language Knowledge of the Syntax–Discourse Interface’ (*AppPsycholing* 36[2015] 671-99) by looking at the acquisition of English topicalization and fronted focus construction by Spanish-speaking L2 learners.

In the area of vocabulary, a volume addressing *Lexical Issues in L2 Writing* has been edited by Päivi Pietilä, Katalin Doró and Renata Pípalová. The volume is a collection of eight corpus-based studies looking into various lexical aspects of writing in L2 English (or, in one case, L3 French) from different perspectives and using different methodologies. All studies deal with academic writing; the genres considered include free compositions, essays, portfolios, BA and MA theses, and monographs; both expository and argumentative prose is included, as well as topics concerning both literature and linguistics. The writers in the studies differ in their L1 backgrounds (L1s being Czech, Danish, Finnish, Hungarian and Swedish), age, L2 proficiency levels and education. The lexical phenomena considered in the studies include lexical frequency, lexical density, lexical distribution, lexical richness, lexical variation, lexical diversity, lexical sophistication and lexical errors. Different types of vocabulary are analysed, including academic vocabulary, hedges, reporting verbs, collocations and lexical bundles. The volume consists of nine chapters. The first, by Katalin Doró and Päivi Pietilä, reviews dominant trends in ‘Researching Vocabulary in L2 Writing’ focusing on ‘Methodological Issues and Pedagogical Implications’ (pp. 11-26). The remaining eight chapters, containing empirical studies, belong to one of the three parts of the volume: the first part deals with external influences on L2 vocabulary knowledge, the second

focuses on the differences between writing in linguistics and literature, while the third explores syntagmatic relationships in lexis focusing on collocations and lexical bundles.

Quite a number of journal articles have also appeared on the topic of vocabulary. Bastien De Clercq tackles 'The Development of Lexical Complexity in Second Language Acquisition' in 'A Cross-Linguistic Study of L2 French and English' (*ESLAYb* 15[2015] 69-94). 'Nativelike Expression in the Speech of Long-Residency L2 Users' is explored by Britt Erman, Annika Denke, Lars Fant and Fanny Forsberg in 'A Study of Multiword Structures in L2 English, French and Spanish' (*IJAL* 25[2015] 160-82) with Swedish-speaking learners. Xian Zhang and Xiaofei Lu conducted a study with Chinese-speaking L2 learners of English into 'The Relationship between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge' (*MLJ* 99[2015] 740-53). Tatsuya Nakata deals with the 'Effects of Expanding and Equal Spacing on Second Language Vocabulary Learning' in a study with Japanese-speaking L2 learners of English, which addresses the following question: 'Does Gradually Increasing Spacing Increase Vocabulary Learning?' (*SSLA* 37[2015] 677-711). Jin Kyoung Hwang, Joshua F. Lawrence, Elaine Mo and Catherine E. Snow examine 'Differential Effects of a Systematic Vocabulary Intervention on Adolescent Language Minority Students with Varying Levels of English Proficiency' (*IJB* 19[2015] 314-32). In a study with Chinese-speaking L2 learners of English, Stuart Webb and Anna C.-S. Chang tackle the following question: 'How Does Prior Word Knowledge Affect Vocabulary Learning Progress in an Extensive Reading Program?' (*SSLA* 37[2015] 651-75). Yi-chen Chen and Huei-ling Lai look into 'Developing EFL Learners' Metaphoric Competence Through Cognitive-Oriented Methods' (*IRAL* 53[2015] 415-38) in a study with Chinese native speakers. Soren W. Eskildsen and Johannes Wagner investigate 'Embodied L2 Construction Learning' (*LangLearn* 65[2015] 268-97) focusing on the learning of English prepositions *under* and *across* by a Spanish native speaker. 'The Effects of Vocabulary Breadth and Depth on English Reading' (*AppLing* 36[2015] 611-34) are explored by Miao Li and John R. Kirby in a study with Chinese-speaking L2 learners of English. Based on the data from a corpus of L2 English, Scott A. Crossley, Tom Salsbury and Danielle S. McNamara deal with 'Assessing Lexical Proficiency Using Analytic Ratings' making out 'A Case for Collocation Accuracy' (*AppLing* 36[2015] 570-90).

Among studies devoted to discourse, Mary Grantham O'Brien and Caroline Féry deal with the acquisition of information structure in an L2 in 'Dynamic Localization in Second Language English and German' (*BLC* 18[2015] 400-18). More specifically, they investigate the marking of newness and givenness by means of morphosyntactic and phonological cues in L2 English and German, namely articles, word order and pitch accents. Intermediate and advanced German-speaking L2 learners of English and English-speaking L2 learners of German described constellations of pictures in a dynamic localization task, first in their L2 and two weeks later in their L1. In each picture a new or re-introduced toy animal changed position relative to other (given) toy animals in a constellation. The results showed that English and German native speakers use the same repertoire of morphosyntactic and prosodic cues to mark newness and givenness in their L1 differently, and that they both exhibit non-native-like behaviour when they use this repertoire to mark newness and givenness in each other's language as the L2. According to the authors, their non-native-like behaviour might be due to underspecification, L1 transfer or processing limitations, and it indicates that acquiring properties at the interface of morphosyntax, phonology and discourse poses a challenge for L2 learners. Sandrine Zufferey, Willem Mak, Liesbeth Degand and Ted Sanders look into 'Advanced Learners' Comprehension of Discourse Connectives' focusing on 'The Role of L1 Transfer Across On-Line and Off-Line Tasks' (*SLR* 31[2015] 389-411). Advanced Dutch-speaking learners of English, advanced French-speaking learners of English and native English speakers participated in an off-line grammaticality judgment task and an on-line reading experiment using eye-tracking, in which their ability to detect non-native-like

semantic uses of the connectives *when* and *if* in English, often produced by L2 learners due to transfer from French and Dutch, was tested. The learners performed in a fully native-like way in the on-line task, but not in the off-line task, in which they proved less able than the native speakers to identify incorrect uses of connectives which corresponded to licensed uses in their L1. Such results point to a discrepancy between the learners' implicit and explicit knowledge of connectives and the operation of L1 transfer in their comprehension of connectives.

Moving on to pragmatics, Wei Ren deals with *L2 Pragmatic Development in Study Abroad Contexts*. This monograph reports on a longitudinal study into the effect of study abroad on L2 learners' productive and receptive pragmatic competence and their cognitive processes during speech act production. Two groups of Chinese-speaking L2 learners of English took part in a study: a group of MA students studying at a university in the UK and a control group of MA students studying at a university in China. Data was collected by means of the multimedia elicitation task, the appropriateness judgment task and the retrospective verbal reports over a one-year period. The results showed that some aspects of L2 pragmatic competence developed to a greater degree in the study abroad context, while other aspects developed to a similar degree in the two learning contexts. The relationship between adult speakers' communication strategic competence and their language proficiency is explored by Chihhsia Tang in 'Applications of Stalling Mechanisms in Chinese-English Bilinguals' L1 and L2 Spoken Discourse' (*IJB* 19[2015] 92-114). The term 'stalling mechanism' is used in the paper to refer to the communication strategy of hesitation. Chinese-speaking L2 learners of English took part in a non-interactive story-retelling activity and an interactive question-answering activity. The same types of stalling strategies were observed in their L1 and L2 utterances, namely unfilled pause, umming and erring, sound prolongation, lexicalized filler, self-repetition, and other-repetition. However, the participants were found to use a greater variety of Chinese than English lexicalised fillers, which is partly explained by their insufficient exposure to authentic English communications. In addition, the frequency of the stalling strategies in the participants' L2 discourse was about two times higher than that in their L1 discourse, suggesting, according to the author, that L2 processing is less automatic than L1 processing. A valuable contribution to the field of L2 pragmatics (and beyond) is *Sociolinguistics and Second Language Acquisition: Learning to Use Language in Context* [2014] by Kimberly L. Geeslin and Avizia Yim Long, which bridges the gap between sociolinguistics and SLA. This textbook deals with social factors in L2 acquisition and with the development of L2 sociolinguistic competence, defined as 'a learner's ability to interpret an utterance for its social meaning' (p. 5) and viewed as part of communicative competence. The book reviews basic concepts and issues in the study of sociolinguistic variation, provides an overview of the social approaches to L2 acquisition as well as of the cognitive and variationist approaches to the development of L2 sociolinguistic competence, reviews empirical research into the acquisition of L2 sociolinguistic competence, and discusses the application of sociolinguistics to L2 instruction. It includes examples from different languages as well as summary tables, lists of additional readings, discussion questions and application activities.

As far as work into L2 processing is concerned, Yoonsang Song looks at 'L2 Processing of Plural Inflection in English' by Korean-speaking learners (*LangLearn* 65[2015] 233-67). Jung Hyun Lim and Kiel Christianson explore 'Second Language Sensitivity to Agreement Errors' providing 'Evidence from Eye Movements During Comprehension and Translation' (*AppPsycholing* 36[2015] 1283-1315) of Korean-speaking L2 learners of English. 'Referential Context Effects in Non-Native Relative Clause Ambiguity Resolution' (*IJB* 19[2015] 298-313) are examined by Hui-Yu Pan, Sarah Schimke and Claudia Felser in a study with German- and Chinese-speaking L2 learners of English. Also focusing on relative clauses, Koji Suda investigates 'The Influences of Proficiency Levels and Working Memory Capacities on Sentence Comprehension by Japanese Learners of English' (*ESLAYb* 15[2015]



143-63). Looking at the processing of object relatives in English by Dutch-speaking L2 learners, Edith Kaan, Jocelyn C. Ballantyne and Frank Wijnen tackle ‘Effects of Reading Speed on Second-Language Sentence Processing’ (*AppPsycholing* 36[2015] 799-830). Holger Hopp studies ‘Individual Differences in the Second Language Processing of Object–Subject Ambiguities’ (*AppPsycholing* 36[2015] 129-73) on the part of German-speaking learners of English. ‘The Role of Island Constraints in Second Language Sentence Processing’ (*LangAcq* 22[2015] 384-416) is explored by Eunah Kim, Soondo Baek and Annie Tremblay in a study on the processing of English *wh*-questions by Spanish- and Korean-speaking L2 learners. Focusing on definite articles, Vasiliki Chondrogianni, Nada Vasić, Theodoros Marinis and Elma Blom look into ‘Production and On-Line Comprehension of Definiteness in English and Dutch by Monolingual and Sequential Bilingual Children’ (*SLR* 31[2015] 309-41). Eunah Kim, Silvina Montrul and James Yoon investigate ‘The On-Line Processing of Binding Principles in Second Language Acquisition’ providing ‘Evidence from Eye Tracking’ (*AppPsycholing* 36[2015] 1317-74) coming from Korean-speaking L2 learners of English during their processing of reflexives and pronouns. In ‘Fatal Mistake, Awful Mistake, or Extreme Mistake?’ Suhad Sonbul examines ‘Frequency Effects on Off-Line/On-Line Collocational Processing’ (*BLC* 18[2015] 419-37) in a study with English L2 learners coming from a variety of L1 backgrounds. Brent Wolter and Junko Yamashita also deal with ‘Processing Collocations in a Second Language’ by testing Japanese-speaking L2 learners of English and ask whether this is ‘A Case of First Language Activation?’ (*AppPsycholing* 36[2015] 1193-221). Finally, Ewa Tomczak and Anna Ewert explore ‘Real and Fictive Motion Processing in Polish L2 Users of English and Monolinguals’ providing ‘Evidence for Different Conceptual Representations’ (*MLJ* 99[2015] 49-65).

Among studies into the development of language skills, Mirosław Pawlak and Ewa Waniek-Klimczak address (as editors) *Issues in Teaching, Learning and Testing Speaking in a Second Language*. This collection of sixteen papers explores linguistic, cognitive and affective factors in the development of speaking in the L2 and contains proposals for teaching and assessing this complex skill. The majority of the papers report on empirical studies, mostly into L2 English. The book is divided into three parts. The first part consists of five papers aiming to establish connections between theory, research and classroom practice in relation to issues such as developing spontaneity in conversation, intercultural communication and the use of hedging devices. Six papers in the second part focus on the factors that influence speaking skills, such as willingness to communicate, anxiety, communication strategies and the role of silence. The third part includes five papers concerned with teaching and assessing speaking skills, tackling issues such as the use of videoconferencing and storybooks as teaching devices, business meeting as a genre and self-assessment.

Bringing many strands of research together is a monograph *Investigating Linguistic Knowledge of a Second Language* by Runhan Zhang. It reports on an experimental study into the development of linguistic knowledge (both implicit and explicit) in L2 English and its relationship to general language proficiency and individual learner differences in the classroom context. Participants in the study were Chinese-speaking advanced L2 learners of English, studying English at university. The book consists of three parts. The first part (chapters 2 to 4) introduces the concepts of implicit and explicit knowledge, reviews previous empirical studies that explore ways of measuring implicit and explicit L2 knowledge and presents the study results which concern the participants’ implicit and explicit knowledge. The second part (chapters 5 to 7) presents a model of general L2 proficiency, reviews previous empirical studies into the relationship between implicit/explicit knowledge and general L2 proficiency, and reports on the study results addressing this issue. The third part (chapters 8 and 9) describes four individual difference variables, namely language analytic ability, motivation, foreign language anxiety and learner beliefs, reports on the study results relating to the role of individual difference variables in the participants’ linguistic knowledge,

summarizes the results of the whole study, discusses its theoretical contributions, pedagogical implications and limitations, and provides suggestions for future research. A related study on 'Measuring University-Level L2 Learners' Implicit and Explicit Linguistic Knowledge' (SSLA 37[2015] 457-86) has also been conducted by the Runhan Zhang.

In the area of individual learner differences, Keita Kikuchi examines *Demotivation in Second Language Acquisition providing Insights from Japan*. The monograph reports on four empirical studies on demotivators in Japanese-speaking instructed L2 learners of English – two quantitative, one qualitative and one mixed-methods study. The quantitative studies address the topic from cognitive and individual difference perspectives while the other two studies deal with it from social and environmental perspectives. Before presenting the four studies in chapters 4 to 7, the author explains the concept of demotivation in relation to the concept of motivation, reviews previous studies on demotivators, demotivation and strategies for dealing with learner demotivation, and contextualizes the study of demotivation within the field of SLA in chapters 1 to 3. Chapters 8 to 10 contain a summary of the findings of the four empirical studies, a discussion of how teachers can deal with learner demotivation using motivational strategies, and suggestions for future research. Masuko Miyahara deals with *Emerging Self-Identities and Emotion in Foreign Language Learning* adopting *A Narrative-Oriented Approach*. The monograph reports on a qualitative longitudinal study based on data from narrative interviews into identity construction and development of Japanese-speaking classroom L2 learners of English. Combining psychological and sociological perspectives, the study explores how the learners' past English-learning experiences, their relationship and orientation to English and their views of themselves as English users influence their identities as learners. The introductory chapter presents research questions and describes the context of the study; chapter 2 provides the theoretical framework(s) within which the study is conducted; chapter 3 describes the narrative approach in identity studies; chapter 4 details the research design of the study; chapters 5 to 7 present individual data from the six study participants; chapter 8 connects the data of all the participants and puts it in relation to the research questions; the final chapter discusses the pedagogical implications of the study, acknowledges its limitations, and proposes directions for future research. Identity construction is also addressed by Yan Zhao in *Second Language Creative Writers: Identities and Writing Processes*. The monograph presents an interview and think-aloud protocol-based study investigating how L2 creative writers construct their autobiographical identities in their retrospective accounts of their literacy, linguistic, educational and professional experiences. Participants in the study were fifteen L2 creative writers who were all advanced adult L2 learners of English and whose native languages included Chinese, Malay, French, German, Spanish, Catalan, Russian, Latvian, Farsi and Hindi. The study is intended as an integration of two fields of L2 studies: L2 creative writing research and L2 writer identity research. It is based on the assumption that 'L2 creative writing is simultaneously a cognitive construct and a social phenomenon and these two are mutually exclusive' (p. 45). The book consists of eight chapters. Following the introduction, chapter 2 explains the theoretical background of the study; chapter 3 describes its methodology; chapters 4 and 5 present the results of the quantitative data analyses; chapters 6 and 7 describe the results of the qualitative data analyses; the final chapter summarizes the findings of the study, discusses its implications for the two fields of L2 studies involved, points to some limitations of the study, and proposes a creative approach to L2 disciplinary writing. Largely belonging to the field of individual learner differences is a volume edited by Ewa Piechurska-Kuciel and Magdalena Szyzka, *The Ecosystem of the Foreign Language Learner: Selected Issues*. Applying the metaphor of the ecosystem to the foreign language learning process, the volume explores how the internal or personal ecosystem of the learner, in which the learner's affective states and cognitive processes are at work, interacts with other personal ecosystems (e.g. those of parents and teachers) and culture. In other words, the volume examines the interaction of internal

(affective and cognitive) and external (social and cultural) forces with the ecosystem of the foreign language learner. This is reflected in the volume's structure: six chapters in the first part look at the influence of internal factors/processes on language learning, namely dreaming, attitudes, willingness to communicate, personality, cognitive load and cognitive associations, while six chapters in the second part deal with the influence of external factors/forces, such as teachers' level of emotional intelligence, teachers' foreign language speaking anxiety, parents' level of foreign language knowledge and the use of rhetoric as a teaching tool, and the culture component in L2–L1 translation. Most of the chapters are empirical studies involving L2 learners of English; the learners' native language is Polish, with the exception of Spanish and Arabic in two studies.

Dealing with L2 acquisition in naturalistic settings, Fanny Forsberg Lundell and Inge Bartning have edited a collection that explores the phenomenon of *Cultural Migrants and Optimal Language Acquisition*. The volume introduces a concept of 'cultural migrant' to refer to 'individuals who migrate from one country to another for cultural purposes' (p. 5) and examines the influence of cultural migration, a factor that has received little attention so far, on L2 ultimate attainment. The studies are highly original in linking SLA research and migration studies. In addition to the introductory and the concluding chapters, there are seven empirical studies looking into linguistic, psycholinguistic, sociolinguistic and pragmatic aspects of L2 acquisition with Italian, French, Spanish and English as L2s. Studies dealing with L2 English investigate vocabulary development in Swedish migrants in London ('L2 English Vocabulary in a Long-Residency Swedish Group Compared to a Group of English Native Speakers' by Britt Erman and Margareta Lewis, pp. 115-34), the use of discourse-pragmatic markers by Polish and Chinese migrants in Dublin ('Migratory Experience and Second Language Acquisition Among Polish and Chinese Migrants in Dublin, Ireland' by Chloé Diskin and Vera Regan, pp. 137-77), and the sociolinguistic, temporal and socio-biographical aspects of L2 attainment in Polish migrants in the UK ('Acculturation as the Key to the Ultimate Attainment? The Case of Polish-English Bilinguals in the UK' by Kate Hammer and Jean-Marc Dewaele, pp. 178-202). In the concluding chapter the editors relate the findings of the studies with the notion of nativelikeness, discuss their implications for Schumann's Acculturation model [Schumann, J.H. (1986) Research on the Acculturation Model for Second Language Acquisition: *JMMD* 6:[2015] 379-92), and give some directions for future research on cultural migrants.

Focusing on L2 acquisition in instructed contexts, Jelena Mihaljević Djigunović and Marta Medved Krajnović have edited a volume on *Early Learning and Teaching of English* examining *New Dynamics of Primary English*, a collection of nine empirical studies, together with an introduction and afterword, reporting on some of the results of the five-year long "Learning English from an Early Age: Analysis of Learner Language" research project conducted within a Croatian socio-educational context. Adopting a variety of theoretical frameworks and using a variety of methodologies, the studies look into different aspects of learning EFL by Croatian-speaking young learners. Issues addressed include the relationship between individual learner differences (in particular motivation, attitudes and self-concept), age and language proficiency ('Individual Differences Among Young EFL Learners: Age- or Proficiency-Related? A Look from The Affective Learner Factors Perspective' by Jelena Mihaljević Djigunović, pp. 10-36), the development of pronunciation ('Croatian Primary School Pupils and English Pronunciation in Light of the Emergence of English as a Lingua Franca' by Višnja Josipović Smojver, pp. 37-65), the acquisition of markers of definiteness and indefinites ('Acquisition of Markers of Definiteness and Indefiniteness in Early EFL' by Lovorka Zergollern-Miletić, pp. 66-79), the acquisition of the present ('Present Tense Development in 11- to 13-Year-Old EFL Learners' by Marta Medved Krajnović and Irena Kocijan Pevec, pp. 80-109), the 'Associat[ion of] Temporal Meanings with Past and Present Verb Forms' by Smiljana Narančić Kovač and Ivana Milković, pp. 110-48), learners' lexicon

networks ('What Vocabulary Networks Reveal about Young Learners' Language' by Renata Geld, pp. 149-73), the development of listening and reading skills ('Receptive Skills in the Linguistic and Non-linguistic Context of EFL Learning' by Renata Šamo, pp. 174-90) and the development of oral proficiency ('Early EFL Development from a Dynamic Systems Perspective' by Stela Letica Kregelj and Marta Medved Krajnović, pp. 191-213). A model of EFL learning with implications for EFL teaching is offered in the afterword.

Among work on ELT relevant to SLA, Anne Swan, Pamela Aboshiha and Adrian Holliday deal (in the role of editors) with *(En)Countering Native-Speakerism from Global Perspectives*. The volume addresses the concept of native-speakerism, i.e. native-speaker dominance and the belief in their superiority, in ELT. Twelve chapters in the volume written by ELT professionals from several continents contain critical reflections of native-speakerism based on authors' observations and past experiences. The issues discussed include cultural disbelief characteristic of some native-speaking teachers, the role of native-speakerism in the construction of professional identity and the type of research methodology suitable for investigating the impact of native-speakerism.

Turning to work of general relevance to SLA, 2015 has seen the publication of the second edition of Rod Ellis's acclaimed textbook *Understanding Second Language Acquisition*, which provides an overview of key topics and research findings in SLA. Compared to the first edition, published in 1985, the new edition has retained some thematic areas and omitted others, adding new ones as well. Among the areas that have been retained, there is the role of age in L2 acquisition, individual differences in L2 acquisition, the order and sequence of L2 acquisition, variability in learner language, the role of L1 in L2 acquisition and the interactionist perspective on L2 acquisition. The treatment of these areas has been fully updated in the new edition. A separate chapter devoted to learning strategies has been omitted, as well as the treatment of linguistic universals and UG. The chapter dealing with theories of L2 acquisition has been replaced by two new chapters, addressing cognitive and sociolinguistic approaches to L2 acquisition. Finally, a single chapter considering the role of formal instruction in L2 acquisition has been replaced by two chapters, on explicit and implicit instruction. The concluding chapter contains some general statements about L2 acquisition and a discussion about the relevance of SLA for language pedagogy. *Key Terms in Second Language Acquisition* by Bill VanPatten and Alessandro G. Benati, first published in 2010, has also been republished. This reference book contains a concise overview of key questions, key theories/frameworks and key terms in SLA, as well as a list of key readings in SLA. Each of these thematic areas receives a chapter of its own. The additional, introductory, chapter covers a definition of SLA, a brief history of the field and a brief discussion of the relationship between SLA and language teaching. The chapter on key questions contains nine of the essential questions in SLA and a summary of the findings about them. The chapters on key terms and key readings do not aim to be exhaustive, but are meant to provide basic information, to suit the beginner in the field. The book content has been updated for the new edition.

Yet another second edition published in 2015 is to be found among works devoted to SLA theories, namely *Theories in Second Language Acquisition: An Introduction* edited by Bill VanPatten and Jessica Williams. The volume contains a survey of the major linguistic, psycholinguistic and cognitive theories in SLA. Compared to the first edition of 2007, two new theories have been added – the declarative/procedural model and the complexity theory – and one theory has been omitted – the autonomous induction theory. The introductory chapter, written by the editors, contains a discussion of the terms 'theory', 'model', 'hypothesis' and 'constructs', a list of ten observations that need to be explained by SLA theories, as well as a short discussion of the debate concerning the roles of explicit and implicit learning and knowledge in L2 acquisition. The subsequent eleven chapters are devoted to individual theories and each is written by some of their main proponents (the

exception is the chapter devoted to early theories, which covers more than one theory and is written by the editors). They are structured around the following topics: the theory and its constructs, what counts as evidence for the theory, common misunderstandings, an exemplary study, how the theory addresses the observable phenomena of SLA and the explicit/implicit debate; they all close with discussion questions and suggested further reading. The final chapter, written by Lourdes Ortega, compares the theories included in the book with respect to the ten observed phenomena presented in the introductory chapter. A glossary of key terms can be found at the end of the book. Four of the theories included in the volume have also received a book-length treatment in 2015. Aspects of the Input Processing theory relating to input processing at lexical levels are developed by Joe Barcroft in *Lexical Input Processing and Vocabulary Learning*. The monograph is intended as a synthesis of theory and research in the area of lexical input processing, clarifying how future research in this area can promote our understanding of L2 vocabulary learning and L2 acquisition in general. *Theoretical and Methodological Developments in Processability Theory* are explored in a volume edited by Kristof Baten, Aafke Buyl, Katja Lochtman and Mieke Van Herreweghe. Contributions explore the interface between morphosyntax and other linguistic domains (pragmatics, semantics and discourse), constraints on productive and receptive processing, and practical applications of Processability Theory in instructed settings, which is reflected in the tripartite organisation of the volume. Each part of the volume also contains a response paper, in which theoretical issues raised and empirical findings presented in the preceding chapters are discussed. Aspects of the interactionist theory are explored by Hossein Nassaji in *The Interactional Feedback Dimension in Instructed Second Language Learning: Linking Theory, Research, and Practice*. The monograph provides a comprehensive account of the theoretical, empirical and pedagogical issues concerning the role of interactional feedback in L2 acquisition. It addresses the question of how interactional feedback is provided, used and processed and how it promotes L2 acquisition. Empirical studies reviewed in the book include those involving child and adult L2 learners and those conducted in classroom and laboratory settings. The book consists of nine chapters, each of which has a list of objectives at the beginning and a list of discussion questions at the end. The first chapter contains a review of key terms and concepts. The remaining nine chapters belong to one of the four parts of the book; the first part provides a theoretical framework for the subsequent parts, part two contains a review of empirical studies, the third part deals with various factors affecting interactional feedback, while part four discusses pedagogical implications of the issues tackled in the book and contains recommendations for classroom practice. From the perspective of sociocultural theory, Rémi A. van Compernelle provides an account of the role of interaction in L2 development in *Interaction and Second Language Development: A Vygotskian Perspective*. After the introduction, the book's second chapter presents key concepts and theoretical issues in sociocultural theory, while the remaining seven chapters examine different domains of research within this theory, such as communicative interaction, negotiation for meaning, the role of L1 interaction in L2 classroom contexts, participation and active reception, dynamic assessment and interactional competence. Excerpts from authentic conversations are dispersed throughout the book to illustrate the points discussed. Each chapter ends with pedagogical implications, a data set (in the form of a transcript of classroom interaction) with instructions for analysis, and discussion questions. Links for accessing videos for the data sets for analysis are also provided.

The notion of language proficiency has been extensively covered by Jan H. Hulstijn in *Language Proficiency in Native and Non-Native Speakers: Theory and Research*. The monograph presents a theory of language proficiency, referred to as the theory of Basic and Higher Language Cognition, i.e. the BLC-HLC Theory. The book consists of ten chapters falling into two groups, the first dealing with theoretical and the second with empirical issues. The BLC-HLC Theory is presented in chapters 3 to 5 against the theoretical background

provided in chapters 1 and 2. Chapters 6 to 8 present a critical review of empirical studies into language proficiency in native speakers, language proficiency in non-native speakers and the relationship between L1 and L2 literacy respectively. Chapter 9 discusses conceptual and methodological issues related to measuring language proficiency (not for educational purposes) in SLA and bilingualism studies, providing also a list of methodological recommendations. Chapter 10 critically assesses the concept of L2 proficiency levels in scales of educational assessment, such as the CEFR, and proposes solutions to some of the problems identified in this regard. The notion of language proficiency is related to the notion of *Implicit and Explicit Learning of Languages*, explored in a volume edited by Patrick Rebuschat. The volume comprises eighteen chapters (plus an introduction) written by linguists, cognitive psychologists, developmental psychologists, educationalists and computer scientists, approaching the topic from a variety of theoretical perspectives and by means of different methodologies. The volume consists of three parts: ten chapters in the first part examine different theoretical issues in the study of implicit and explicit learning, five chapters in part two review research paradigms and methods used in this type of research (e.g. artificial grammar learning, eye tracking, event-related potentials), while three chapters in the third part discuss practical applications of research into implicit and explicit learning in instructed L2 acquisition.

In the area of language processing, *The Cambridge Handbook of Bilingual Processing* edited by John W. Schwieter provides a comprehensive overview of current theoretical thinking and empirical findings in bilingual processing. Considering L2 acquisition as a form of bilingualism, the volume's thirty chapters are organized into six thematic areas: theories and methodologies, acquisition and development, comprehension and representation, production, control, and consequences of bilingualism. The handbook thus considers in detail how a bilingual mind acquires, comprehends, produces and controls multiple languages and what the cognitive and neuro-cognitive consequences of being a bilingual are. An overview of research into *Bilingual Figurative Language Processing* is provided in a volume edited by Roberto R. Heredia and Anna B. Cieślicka, connecting two complex topics in the field of language processing: figurative language and bilingualism. Contributions deal with the acquisition, comprehension, production and processing of nonliteral language in bilinguals from psycholinguistic and neurolinguistic perspectives, touching upon metaphors, idioms, phrasal verbs, humour and irony. The volume is divided into four parts: the first focuses on theoretical, the second on methodological and the fourth on cross-linguistic and pedagogical issues, while the third part presents some of the existing models of bilingual figurative language processing. Each chapter ends with a list of keywords, thought questions, suggested student research projects, related internet sites and suggested further reading, making the volume a good platform for further explorations of the topic.

Formulaic language is in the focus of interest of David Wood's *Fundamentals of Formulaic Language: An Introduction*, the fifth chapter of which, 'Formulaic Language and Acquisition – First and Second' (pp. 67-80), provides a short overview of research into L2 (and L1) acquisition of formulaic language. The author stresses that work into L2 acquisition of formulaic language has been relatively scarce and that examining the links between use of formulaic language and SLA theories might be a most promising area of study.

In the field of individual learner differences, *The Psychology of the Language Learner Revisited* by Zoltán Dörnyei and Stephen Ryan presents an up-to-date overview of theory and research on individual learner differences. The book is based on Zoltán Dörnyei's *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*, published in 2005, but in addition to updating the empirical basis of the original text, it also enters into dialogue with it in order to take into account reconceptualization that several individual difference constructs have undergone in the meantime. The book retains the structure of the original: after the introductory chapter containing a general discussion of the

field, six chapters dedicated to personality, language aptitude, motivation, learning styles and cognitive styles, learning strategies, and other learner characteristics (creativity, anxiety, willingness to communicate, self-esteem, learner beliefs) follow; the concluding chapter discusses the theoretical changes that the field of individual differences is presently undergoing. Working memory is sometimes considered as an individual difference variable. The role of *Working Memory in Second Language Acquisition and Processing* is examined in a collection of papers edited by Zhisheng (Edward) Wen, Mailce Borges Mota and Arthur McNeill. The volume addresses the foremost theoretical and methodological issues related to this topic and contains contributions from cognitive psychologists and cognitively oriented SLA researchers with the aim of bridging the gap between cognitive psychology and SLA in the study of working memory. The volume's nine empirical and seven commentary chapters are organized into four sections: the first addresses theoretical perspectives and models, the second the role of working memory in L2 processing, the third the role of working memory in L2 interaction and performance, and the fourth the role of working memory in L2 instruction and development. The final chapter is a commentary by John Williams ('Working Memory in SLA Research: Challenges and Prospects', pp. 301-7) that identifies potential challenges and advocates a top-down approach to the study of the role of working memory in SLA. The role of age, as an individual difference factor in classroom L2 learning is examined by Amelia Lambelet and Raphael Berthele in *Age and Foreign Language Learning in School*. The monograph reviews the main theoretical issues and empirical findings relating to the question of how age of first exposure influences the rate and the outcome of foreign language learning at school. It consists of four chapters in addition to an introduction and a conclusion: chapter 1 introduces the key terms, concepts and methods in the study of the age factor; chapter 2 presents the main theories, hypotheses and studies pertaining to the influence of age on L1 acquisition and L2 acquisition in naturalistic contexts; chapter 3 contains an overview of studies into age effects on L2 acquisition in classroom settings, discussing also the role of attitudes, motivation and learner strategies in relation to age; chapter 4 examines how age of first exposure interacts with factors related to instruction and curriculum (e.g. contact hours, type of instruction, L2 exposure outside of school) and factors related to the students themselves (e.g. motivation and attitudes, learning difficulties, individual bilingualism) in the foreign language learning setting; the concluding chapter identifies a number of gaps that need to be filled by future research.

Among studies on classroom L2 acquisition, *Domains and Directions in the Development of TBLT: A Decade of Plenaries from the International Conference*, edited by Martin Bygate, is a collection of papers based on plenary addresses from the International Conference on Task-Based Language Teaching in the period from 2005 to 2013. Task-Based Language Teaching (TBLT) is an approach to language education which 'places tasks at the centre of the teaching and learning enterprise' (p. xvi). The papers explore key topics in TBLT. Most of these are rather pedagogically oriented; more theoretically oriented topics include: the effect of ensuring different types of focus on form on task performance ('TBLT: Building the Road as We Travel' by Mike Long, pp. 10-26), the effect of varying the aspects of task design and sequencing on task performance ('The Cognition Hypothesis, Second Language Task Demands, and the SSARC Model of Pedagogic Task Sequencing' by Peter Robinson, pp. 87-122), the effect of varying on-task conditions on task performance ('Limited Attention Capacity and Cognition: Two Hypotheses Regarding Second Language Performance on Tasks' by Peter Skehan, pp. 123-56), and the use of tasks with the purpose of engaging learners in different types of discourse ('Tasks, Experiential Learning, and Meaning Making Activities: A Functional Approach' by Bernard A. Mohan, Tammy Slater, Gulbahar H. Beckett and Esther Tong, pp. 157-92). *Subtitles and Language Learning: Principles, Strategies and Practical Experiences*, edited by Yves Gambier, Annamaria Caimi and Cristina Mariotti, is another collection of papers originally presented at an international

conference. It aims to provide an overview of research on the use of subtitles and audio-visuals in formal and informal foreign language learning contexts. The papers can be divided into four groups: the first group contains two review papers addressing the relationship between subtitles and language learning based on empirical findings accumulated over the past thirty years, the second group consists of four papers discussing aspects and/or reporting on the results or practical implementations of an EU research project into subtitles and language learning, while the third and the fourth parts present four papers each reporting on experimental and classroom-based studies respectively into the role of subtitles in language learning.

Spanning corpus linguistics and SLA, *The Cambridge Handbook of Learner Corpus Research*, edited by Sylviane Granger, Gaëtanelle Gilquin and Fanny Meunier, aims to provide a comprehensive overview of the rapidly growing field of learner corpus research, within which work on L2 English has always occupied an important position. The handbook is divided into five parts, devoted to learner corpus design and methodology, analysis of learner language, learner corpus research and SLA, learners corpus research and language teaching, and learners corpus research and natural language processing. The six chapters addressing learner corpus research and SLA focus on SLA theory, L1 transfer, formulaic language, developmental patterns, variability and learning context. All chapters in the volume have the same layout and contain an introduction to the topic, a discussion of core issues, a description of two to four representative studies, critical assessment of the core issues with an outline of future directions and an annotated list of key readings. An interesting feature of the volume is that in addition to author and subject index, it also includes a corpus and a software (tools) index. A survey of learner corpus research is also provided in a chapter entitled 'Learner Language' by Gaëtanelle Gilquin and Sylviane Granger in *The Cambridge Handbook of English Corpus Linguistics* edited by Douglas Biber and Randi Reppen (pp. 418-35). It contains a critical discussion of previous work in learner corpus research and a presentation of an empirical case study. Those more oriented towards teaching practice will find the chapters on 'Classroom Applications of Corpus Analysis' by Thomas Cobb and Alex Boulton (pp. 478-97) and on 'Corpus versus Non-Corpus-Informed Pedagogical Materials: Grammar as the Focus' by Fanny Meunier and Randi Reppen (pp. 498-514) of interest.

Of general relevance to SLA are also two books devoted to research methodology in applied linguistics. Wide in scope is a volume edited by Brian Paltridge and Aek Phakiti, *Research Methods in Applied Linguistics: A Practical Resource*. The volume is divided into two parts: the first concerns research methods and approaches and the second different research areas. The methods/approaches and areas included are those most relevant to language learning and teaching; of particular relevance for SLA are, for example, quantitative, qualitative and mixed methods research, experimental research, case studies, research synthesis, ethics, speaking, listening, reading, writing, grammar, vocabulary, pragmatics, motivation, language learner strategies and young learners. The first part of the book contains fifteen chapters, most of which are structured in such a way as to address the assumptions underlying and the methodology pertaining to a particular approach, issues of validity and reliability, techniques and instruments used in the approach, a sample study and resources for further reading. The last chapter in this part discusses the development of a research project. Sixteen chapters contained in the second part of the book include a synthesis of current thinking and research as well as a summary of the research strategies and techniques pertaining to a particular area of study, a sample study (or sample studies) and resources for further reading. The book also contains a glossary of key research terms. Published in 2014, a highly practical source is *Writing about Quantitative Research in Applied Linguistics* by Lindy Woodrow. The book opens with a glossary of key terms. This is followed by an introduction and fifteen chapters belonging to three thematic areas: general issues concerning writing about quantitative research (e.g. writing about research design and participants, issues



of reliability, validity and ethics, presenting descriptive statistics), writing about the most common statistical procedures in applied linguistics (e.g. *t*-tests, ANOVA, regression, correlation, factor analysis, non-parametric tests), and practical issues relating to publishing quantitative research in applied linguistics (in journal articles, book chapters and books). The book closes with a list of useful resources for conducting and writing about quantitative research in applied linguistics.

Of related interest to SLA is work on *Multilingualism*, where Anat Stavans and Charlotte Hoffmann explore societal and individual multilingualism, using this term to refer to the use of more than two languages. In the part of the book in which they focus on individual multilingualism, they in fact deal with the phenomenon of trilingualism. The topics discussed in this part of the book include multilingual competence, multilingual language processing, multilingual language use (including trilingual language mixing and code-switching), language choice, negotiation of identities, multilingual education and multilingual literacies. The topic of cross-linguistic influence in L3 acquisition is addressed in nine empirical studies collected in *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning*, edited by Gessica De Angelis, Ulrike Jessner and Marijana Kresić. Languages dealt with include English, Italian, Scottish Gaelic, Dutch, Finnish, Spanish, Catalan and German, among others. The volume testifies to the vibrancy of L3 acquisition, a relatively young field of inquiry.

### 13. Stylistics

A useful starting point for the review of the year's work in stylistics is a volume which provides a broad overview of some of the main theoretical approaches, methods of analysis and current areas of research within the discipline: *The Bloomsbury Companion to Stylistics* edited by Violeta Sotirova. The book begins with an introduction to the key theoretical directions in the area, showing how stylisticians are able to draw on such fields as pragmatics (Siobhan Chapman's 'Pragmatics and Stylistics', pp. 78-91), discourse analysis (Marina Lambrou's 'Discourse Stylistics', pp. 92-108) and corpus linguistics (Michaela Mahlberg's 'Corpus Stylistics', pp. 139-57), among others. This overview of the various perspectives and methods is followed by chapters which outline a number of areas of research within stylistics, where such classic topics as foregrounding, point of view and metaphor are discussed and illustrated by examples from a range of texts, such as neurological illness autobiographies (Catherine Emmott and Marc Alexander's 'Defamiliarization and Foregrounding: Representing Experiences of Change of State and Perception in Neurological Illness Narratives', pp. 289-307), email novels (Joe Bray's 'Narrative Point of View', pp. 341-55) and love poems (Gerard Steen's 'Metaphor: Metaphor and Style through Genre, with Illustrations from Carol Ann Duffy's *Rapture*, pp. 308-324). Steen's discussion of metaphor in literary texts focuses on the notion of genre – a topic which is expanded in the final section of the volume, and which extends from considerations of style in OE literary compositions (Sara M. Pons-Sanz's 'Old English Style', pp. 596-82), to the language of contemporary popular novels, specifically horror fiction dealing with vampiric themes (Rocío Montoro, 'Style in Popular Literature', pp. 671-77).

Whether it is horror fiction novels or illness memoirs, narratives continue to be one of the key areas of study within stylistics and narratology. *Narrative: The Basics* by Bronwen Thomas is a concise, accessible overview of some of the basic concepts and questions in the study of narrative. Rather than providing a comprehensive summary of narrative theory, this short book aims to offer a jargon-free, beginner's guide to many of the terms and theories used by narratologists, and to show how these can be applied in discussions of various types of narratives, such as fairy tales, news stories, advertising campaigns and tweets. Popular films and television series are used in particular to illustrate theoretical concepts, with Thomas

discussing Propp's idea of 'spheres of action' in relation to the characters in *Fight Club* (1999), explaining the distinction between story and discourse with regard to the ordering of events in *Memento* (2000) and showing how point-of-view shots in *Peep Show* (Channel 4, 2003-) relate to the concept of focalization. Following brief introductions to such essential narratological topics as point of view, types of narration, and speech and thought representation, Thomas discusses the intersections of narrative and genre, readership, ideology, and finally, the changing nature of the narrative in the digital age. This last chapter particularly, as well as the range of examples from different media used throughout, allows Thomas to address one of her primary goals, that is, to explore 'the specific ways in which narratives continue to enthrall, move and unsettle us in an age when the boundaries between different forms and media, between authors and readers and even between fiction and reality are becoming more and more blurred' (p.8).

While Thomas addresses narrative theory as a whole, Henrik Skov Nielsen, James Phelan and Richard Walsh's 'Ten Theses about Fictionality' (*Narrative* 23[2015] 61-73) focuses on one particular issue in the study of narrative, namely fictionality, understood as 'the intentional use of invented stories and scenarios' such as spoofs, what-if projections, if-only regrets, thought experiments and hypotheses (p. 61) – a mode or quality of discourse rather than a set of genres. The topic of fictionality is further explored by Paul Dawson in 'Ten Theses against Fictionality' (*Narrative* 23[2015] 74-100), which focuses on non-fictional narratives and their treatment in narratology. Meir Sternberg and Tamar Yacobi tackle another complex issue relevant to narratology: unreliability. Their '(Un)Reliability in Narrative Discourse: A Comprehensive Overview' (*PoT* 36[2015] 327-498) presents a thorough outline of the various aspects of reliability/unreliability in narrative texts (taking Wayne Booth's work on unreliable narration as a starting point), exploring, among other issues, concepts such as 'narrator', 'author', and 'implied author', and their role in affecting reliability judgements. These subjects are further discussed in Tamar Yacobi's 'Narrative and Normative Pattern: On Interpreting Fiction, with Special Regard to (Un)Reliability' (*PoT* 36[2015] 499-528), which explores how the type of mediation between the interpreter and the implied author shapes the interpretation of different texts. Another topic of interest to narratologists is time. Eyal Segal's 'Time Travel Stories as a Challenge to Narratology: The Case of *The Time Traveler's Wife*' (*PoT* 36[2015] 529-60) examines the story-world (including its chronology and its order of presentation) and the different time perspectives in Audrey Niffenegger's novel, suggesting that the way in which time-travel stories play with the temporality of the story-world is of interest to narratology. Time and place are also discussed in Alistair Brown's 'Communication Technology and Narrative: Letters, Instant Messaging, and Mobile Phones in Three Romantic Novels' (*PoT* 36[2015] 33-58), in which the author considers how communicative devices (letters, emails, phone calls) connect fictional characters in different times and places, helping novelists structure plots, create characters and present narrative voice. These communicative devices are explored in the context of three romantic novels from different periods, with a focus on how they allow romance to develop in various ways. Plot development is also one of the topics in Dan Shen's 'Dual Textual Dynamics and Dual Readerly Dynamics: Double Narrative Movements in Mansfield's "Psychology"' (*Style* 49[2015] 411-38), which discusses the hidden narrative movements that lie behind the plot development in fictional narratives. This kind of covert textual progression, according to Shen, can be described as 'a powerful dynamic that runs, at a deeper level, throughout the text' (p. 411). The double narrative movements constitute dual textual dynamics – these, in turn, encourage dual readerly dynamics, inviting complex responses from readers.

The ways in which different types of narrative can invite particular reader responses have also been the focus of research in stylistics. In 'Language Varieties and Youthful Involvement in Indonesian Fiction' (*L&L* 24[2015] 108-28), Dwi Noverini Djenar and Michael C. Ewing explore how the interplay between standard and colloquial varieties can encourage

young readers' involvement with Indonesian teen fiction and comics, focusing on those techniques that help to shift narrators' and characters' perspectives, building empathy and involvement in the story-world. Leah Anderst's 'Feeling with Real Others: Narrative Empathy in the Autobiographies of Doris Lessing and Alison Bechdel' (*Narrative* 23[2015] 271-90) addresses the issue of narrative empathy by discussing the empathetic responses to 'real' people, representing characters in autobiographical writing. Finally, Louise Brix Jacobsen's 'Vitafiction as a Mode of Self-Fashioning: The Case of Michael J. Fox in *Curb Your Enthusiasm*' (*Narrative* 23[2015] 252-70) examines the construction and perception of unsympathetic behaviour in an audio-visual narrative which seems 'simultaneously fictional and non-fictional' (p. 252) – a mode which Jacobsen terms 'vitafiction'.

While the studies outlined above focus on narratives, poetry has also been the subject of stylistic investigation. For example, Eva María Gómez-Jiménez's 'Oride Lesgo Eckshun': Spelling Foregrounding in the Experimental Poetry of E. E. Cummings' (*L&L* 24[2015] 307-21) examines the use of misspelling in E.E. Cummings' poetry. In a sample of 66 poems, she identifies and classifies techniques used by Cummings in spelling foregrounding, and discusses the functions, effects and meanings of those spelling choices in his poetry. Wit Pietrzak's 'Survivals: The Yeatsian Element in Paul Muldoon's "At the Sign of the Black Horse, September 1999"' (*ETC* 8[2015] 177-93) considers intertextuality in Muldoon's poem, suggesting how an examination of the references to Yeats's work present in the poem show Muldoon challenging Yeats's ideology and aesthetic. Another poet who has received considerable scholarly attention this year has been Emily Dickinson. In 'Overcoming Oneself as Subject in Dickinson's Poetry: Adorno and Heidegger' (*Style* 49[2015] 334-54), Colleen Shu-Ching Wu applies Adorno's and Heidegger's work in an analysis of Dickinson's poems, showing how the philosophical ideas are challenged by the 'lyric self' in her poetry. Matthias Bauer, Nadine Bade, Sigrid Beck, Carmen Dörge, Burkhard von Eckartsberg, Janina Niefer, Saskia Ottshofski, Angelika Zirker's 'Emily Dickinson's "My Life Had Stood a Loaded Gun" – An Interdisciplinary Analysis' (*JLS* 44[2015] 115-40) shows a very different methodological approach: the authors identify the possible interpretations of Dickinson's poem by combining two analytical methods: firstly, by carrying out linguistic text analysis (involving grammar and compositional semantics), and secondly, by undertaking a more 'subjective' literary analysis, which involves considering the wider external context of the poem. These two methods, the authors suggest, complement each other in helping to uncover the interpretative process. Finally, Richard Cureton, in 'A Reading in Temporal Poetics: Emily Dickinson's "I Taste a Liquor Never Brewed"' (*Style* 49[2015] 354-62), discusses the relationship between rhythm and form in poetry, using Dickinson's poem to explore the idea that poems are mixtures of temporalities – these mixtures are said to give poems their unique sensibility, or "'inner" form'. Rhythm in poetry is also the subject of Tatiana Nikitina and Boris Maslov's 'Verse Structure and Literary Tradition: The Interaction between Rhyme and Stress in the Onegin Stanza' (*Style* 49[2015] 439-69), which explores the relationship between rhyme and rhythm (stress within the line) in syllabo-accented verse, with an aim to showing how these effects correlate. Their statistical analysis of Pushkin's *Eugene Onegin* suggests that rhythm of individual lines can mimic rhyming structures within the stanza.

Rhythm is also a recurring topic in 'Free Verse Rhythms', a special issue of *Style*, which addresses amongst other topics, the role of prosodic features in the performance of free verse poems. Roi Tartakovsky's 'The Case for Pace' (*Style* 49[2015] 65-77), for example, focuses on pace as a way of discussing rhythm in both metrical and non-metrical verse, outlining punctuation, stress and other pacing devices that can cause the reader to increase and decrease speed in the course of reading. In 'Intonation and the Conventions of Free Verse' (*Style* 49[2015] 8-34), Natalie Gerber argues for the crucial role of intonation in prosodic criticism, suggesting that an analysis of free verse must consider the relationship between line, syntax and intonation – where intonation is seen as a prosodic measure with its own structure. Reuven

Tsur's 'Free Verse, Enjambment, Irony: A Case Study' (*Style* 49[2015] 35-45) examines the role which blank verses play in the perception of free verse poems, discussing the vocal strategies used by a performer during the reading of Yehuda Amichai's 'Rain in the Battlefield', and the relationship between the perception of blank verses and irony. Clive Scott's 'The Rhythms of Free Verse and the Rhythms of Translation' (*Style* 49[2015] 46-64) explores the affinities between free verse and translation, suggesting that both place an emphasis on performance, that is 'the translation of the linguistic toward the paralinguistic' (p. 46). Richard Cureton, finally, also focuses on rhythm (as well as theme, time and form) in 'Rhythm, Temporality, and "Inner Form"' (*Style* 49[2015] 78-109).

Listeners' perceptions of the performer's prosodic features in the reading of poems have also been the subject of empirical research. Chen Gafni and Reuven Tsur's "'Softened" Voice Quality in Poetry Reading and Listener Response' (*SSOL* 5[2015] 49-83) investigates listeners' perceptions of a 'softened' voice quality by eliciting open-ended descriptions and ratings on scales, and confirm that listeners are sensitive to this 'emotional' style of delivery. Also on the subject of reader response to poetry, David I. Hanauer's 'Beauty Judgements of Non-Professional Poetry: Regression Analyses of Authorial Attribution, Emotional Response and Perceived Writing Quality' (*SSOL* 5[2015] 183-99) explores the responses to poems written by non-professional writers, suggesting that 'the decision that a poem is written by a published poet predicted the quality of writing' (p. 183). Readers' predictions (but in the context of fictional narratives) are also the topic of an article by Peter Dixon, Marisa Bortolussi and Blaine Mullins, 'Judging a Book by its Cover' (*SSOL* 5[2015] 23-48), which investigates how those readers who identify as either science-fiction or mystery fans apply their knowledge in using the visual information on book covers to determine the genre of the text. The authors conclude that for experienced readers of particular genres book covers do provide a source of valuable information. Massimo Salgaro's 'How Literary Can Literariness Be? Methodological Problems in the Study of Foregrounding' (*SSOL* 5[2015] 229-49) recounts two experiments in which his team investigated the role of genre expectations (literary texts vs. newspaper articles) in the processing of literary language – specifically, rhetorical devices associated with foregrounding. The fact that the studies did not produce analogous results, Salgaro suggests, points to the 'limitations of an exclusive focus on foregrounding' (p. 229) without giving consideration to backgrounding elements. While the studies above relied on self-report as methods of measuring reader response, Gareth Carrol, Kathy Conklin, Josephine Guy and Rebekah Scot, in 'Processing Punctuation and Word Changes in Different Editions of Prose Fiction' (*SSOL* 5[2015] 200-28), discuss the results of an eye-tracking experiment in which readers' attention to minor lexical and punctuation changes in various editions of prose extracts was compared, allowing the authors to consider the implications of adopting such methodology in the study of text processing. Various methodologies for such 'scientific' studies of literature are compared in Arthur M. Jacobs's 'The Scientific Study of Literary Experience: Sampling the State of the Art' (*SSOL* 5[2015] 139-70), which reviews four recent empirical studies of literary experience (from fields such as phenomenology and cognitive neuroscience) and outlines various theoretical and methodological issues involved in the scientific study of literature.

A unique approach to the study of reader response is outlined in *The Discourse of Reading Groups: Integrating Cognitive and Sociocultural Perspectives* by David Peplow, Joan Swann, Paola Trimarco and Sara Whiteley, in which the authors explore reading as a collaborative activity, investigating the talk produced when readers interact with each other in reading groups. By focusing specifically on the discussion taking place in these groups, the authors further develop the already established 'discursive approach' to the study of reading groups (e.g. Swann and Allington 2009, Allington 2011, Peplow 2011) – an approach which draws on sociocultural work in literacy studies and sociology of reading but which relies on the analytical tools from discourse analysis (primarily interactional sociolinguistics and conversation analysis). One of this book's contributions is that it adds a new, *cognitive*

perspective to the existing sociocultural frameworks, resulting in what the authors refer to as a 'sociocognitive' perspective on reading-group discourse; one which, as the authors suggest, can be applied more broadly to other fields that investigate the practice of reading. While this cognitive focus is particularly evident in Chapter 2, which draws on text-world theory, Chapters 3 and 4 offer a more sociocultural approach to individual and group readings (respectively). The remainder of the book explores the significance of settings for reading-group interaction – from institutional settings (the authors discuss groups at the University of the Third Age, a university medical department and primary/secondary schools) to reading and writing in online contexts (specifically, in blogs, online genre groups and social networking sites). By bringing together a selection of discursive studies of reading groups which the authors have carried out over the last seven years, Peplow et al. illustrate the nature, functions and complexity of everyday literary discussions in a way which not only aids our understanding of readers' interpretative activity and the behaviour of interpretative communities but also points to 'the value of stylistic and discourse analysis that looks for common ground between cognitive and sociocultural perspectives' (p. 194).

The way cognitive perspectives can help to shed light on readers' interpretation of texts continues to be investigated in stylistics, as is evident in Kathryn S. McCarthy's 'Reading beyond the Lines: A Critical Review of Cognitive Approaches to Literary Interpretation and Comprehension' (*SSOL* 5[2015] 99-128), which reviews existing work in literary theory, empirical approaches to literature, and cognitive work on text comprehension to explore what is known about the psychological mechanisms involved in literary interpretation. Elżbieta Chrzanowska-Kluczevska's 'Textual Indeterminacy Revisited: From Roman Ingarden Onwards' (*JLS* 44[2015] 1-21) focuses on the work of the Polish philosopher Roman Ingarden (in the period between the 1930s and 1960s), whose model of textual 'indeterminacy' is, as Chrzanowska-Kluczevska suggests, still of relevance to those approaches to aesthetic response which connect phenomenology, cognitive studies and neuroscience. Alexandra Berlina (*PoT* 36[2015] 151-74) revisits another classic text that has had an impact on the development of cognitive stylistics, and offers a retranslation of Victor Shklovsky's essay 'Art, as Davice' (first published in *Poetika* in 1919), which she precedes with a discussion of Shklovsky's key term, 'ostranenie', translated variously as 'defamiliarization', 'estrangement' and 'enstrangement'. While Shklovsky's text does not focus on cognition in itself, it has nevertheless been instrumental in providing a key theoretical direction to those working in cognitive stylistics and the empirical study of literature, including a number of the studies mentioned in this review (see Emmott and Alexander, and Salgaro discussed above).

A study that directly addresses the relationship between cognition and our engagement with literature – specifically narratives – is Yanna B. Popova's *Stories, Meaning, and Experience: Narrativity and Enaction*, which argues for the centrality of storytelling in human lives and the crucial role stories play in organizing our knowledge, experience, and allowing us to make sense of the world. 'The study of narrative', the author suggests, 'presents a unique way to approach the study of the human mind' – her book, consequently, is 'a view of the mind through narrative' (p.3). Basing herself on the embodied/enactive view of cognitive science, Popova proposes to study narrative as an aspect of social cognition, with a focus on the interaction between the represented world and the reader's perception of it. The first part of the monograph outlines a theory of narrativity that is based on the notions of causality, enaction and metaphor. These issues are subsequently analysed in detail in reference to works by Gabriel García Márquez, Kazuo Ishiguro and Henry James. Even though considerable attention is devoted to literary narratives, such an enactive approach to narrativity and cognition can be applied to any stories we tell each other according to the author; stories that allow us to create and comprehend meaning.

*Refiguring Minds in Narrative Media* by David Ciccoricco, also drawing on narratology to explore cognition in relation to literary reading, is interested in the treatment and

representation of minds, cognition and consciousness in different kinds of narrative media: print novels, digital fiction and video games. Ciccoricco explores not only how we understand the minds presented in digital narratives but also provides suggestions as to how we comprehend the multimodal and computational elements in these texts more generally. By discussing the notions of attention and perception (Part 1 of the book) and memory and emotion (Part 2) with reference to digital narratives, Ciccoricco extends insights from the existing cognitive-oriented literary studies framework (which are typically applied to print texts) to a wider range of narrative media, with a view to ‘placing these narrative media in dialogue’ (p. 237). This is a contribution which is likely to be of relevance to those narrative and literary scholars with an interest in media studies (particularly digital art and culture), game studies, and digital humanities more broadly.

Like Ciccoricco’s book, much of the work in cognitive stylistics (and cognitive approaches to literary study generally) has focused on the issue of representing and attributing minds to characters in fiction. Louise Nuttall’s ‘Attributing Minds to Vampires in Richard Matheson’s *I Am Legend*’ (*L&L* 24[2015] 23-39) draws on Cognitive Grammar and psychological research on ‘mind attribution’ to explore the construction of vampire characters in Matheson’s (1954) science fiction/horror novel. She points to the linguistic choices that shape readers’ perceptions of those characters, supporting her analysis with a discussion of the readers’ online responses to the text. Sandrine Sorlin, in ‘Person Deixis and Impersonation in Iain Banks’s *Complicity*’ (*L&L* 24[2015] 40-53), combines linguistic, stylistic, cognitive and psychological approaches to suggest how personal pronouns (specifically, first- and second-person) can be used to construct different mindstyles, and how readers construct mental representations to comprehend ambiguities in literary style. In ‘When Narrative Takes Over: The Representation of Embedded Mindstates in Shakespeare’s *Othello*’ (*L&L* 24[2015] 148-66), Max J. van Duijn, Ineke Sluiter and Arie Verhagen discuss readers’ ability to process ‘embedded mind-states’ (e.g. ‘A believes that B thinks that C intends’) – a cognitive task, which, as the authors suggest, increases in difficulty with every level of embedding added. Based on an analysis of *Othello*, the article outlines a number of ‘expository strategies’ which are used in the text of the play to help readers make sense of the various level of embedding. Finally, Jonas Grethlein’s ‘Is Narrative “The Description of Fictional Mental Functioning”? Heliodorus against Palmer; Zunshine & Co.’ (*Style* 49[2015] 257-99), perhaps controversially, challenges the idea that our reading of narratives relies primarily on our ability to apply our theory of mind mechanism to ‘read the minds’ of characters. While Grethlein agrees that the concept of mind-reading can be relevant to readers’ engagement with modern novels, his discussion of Heliodorus’s ancient novel *Ethiopica* aims to show that in narratives that do not focus on the presentation of characters’ consciousness, a theory-of-mind approach is insufficient as it downplays the role of the temporal dynamics of narrative and its experiential features such as suspense and curiosity.

Minds in narratives are also the topic of a special issue of *Narrative*, ‘Social Minds’. In this issue, editors Maximilian Alders and Eva von Contzen bring together a range of contributions which address the issue of the representation of a collective, shared experience in textual narratives – the formation of *social*, rather than individual minds (the idea based on Alan Palmer’s (2010) *Social Minds in the Novel*). This investigation of social minds in literature is done diachronically and includes discussions of the writers of ancient Greece (in Jonas Grethlein’s ‘Social Minds and Narrative Time: Collective Experience in Thucydides and Heliodorus’, *Narrative* 23[2015] 123-39), Medieval literature (Eva von Contzen’s ‘Why Medieval Literature Does Not Need the Concept of Social Minds: Exemplarity and Collective Experience’, *Narrative* 23[2015] 140-53) and Shakespearean drama (Miranda Anderson’s ‘Fission-Fusion Cognition in Shakespearean Drama: The Case for *Julius Caesar*’, *Narrative* 23[2015] 154-68). Twentieth-century narratives are discussed in the last two articles: Brian Richardson’s ‘Representing Social Minds: “We” and “They” Narratives, Natural and

Unnatural' (*Narrative* 23[2015] 200-12) and Jan Alber's 'The Social Minds in Factual and Fictional We-Narratives of the Twentieth Century' (*Narrative* 23[2015] 213-25), both of which focus on the use of personal pronouns in the construction of social minds.

Another topic explored by those interested in cognitive approaches to stylistic analysis is the cognitive linguistic notion of metaphor. María D. López Maestre's '“Man the Hunter”: A Critical Reading of Hunt-Based Conceptual Metaphors of Love and Sexual Desire' (*JLS* 44[2015] 89-113) combines cognitive linguistics and CDA to explore metaphorical expressions relating to love and sexual desire involving the source domain of the hunt (specifically: male hunters and female prey), and considers the ideological implications of such portrayal of men and women. Metaphor is also one of the topics discussed by Leona Toker, whose 'Hypallage and the Literalization of Metaphors in a Dickens Text' (*Style* 49[2015] 113-25) explores the uses and effects of hypallage in Dickens's *A Tale of Two Cities*. Like metaphor, metonymy, personification and enthymeme, hypallage is seen as 'epithet transfer' which, amongst other functions, serves as a conceptual blend in the narrative.

Aside from being analysed qualitatively, like in the studies above, metaphors in fiction and other texts have also been studied using corpus methods. Aletta G. Dorst in 'More or Different Metaphors in Fiction? A Quantitative Cross-Register Comparison' (*L&L* 24[2015] 3-22) compares the frequency and types of metaphors in prose fiction, news texts, academic discourse and conversation. The metaphors are identified using the MIPVU method (Gerard Steen et al. 2010, an extension from the 'Metaphor Identification Procedure', Pragglejaz Group 2007). The analysis shows that while fiction is not (contrary to expectations) the register with the highest number of metaphors, metaphors in fiction can exhibit characteristics that set them apart from those in other text types. Another corpus-based comparison of language use in different corpora is Rolf Kreyer's '“Funky Fresh Dressed to Impress”: A Corpus-Linguistic View on Gender Roles in Pop Songs' (*IJCL* 20[2015] 174-204), which explores the representations of men and women in the lyrics of pop songs by analysing two corpora of contemporary songs by male and female artists. While the analysis points to similarities in the corpora, it is suggested that the portrayal of women and their roles can be considered damaging. A rather different genre is analysed by Sean Murphy in 'I Will Proclaim Myself What I Am: Corpus Stylistics and the Language of Shakespeare's Soliloquies' (*L&L* 24[2015] 338-54) using WordSmith Tools to compare the language of soliloquies with that of dialogue in thirty-seven Shakespeare plays, with a view to identifying key language forms in soliloquies and testing interpretations of the forms that have been proposed within literary criticism. Murphy additionally compares the linguistic features of comedy, tragedy and history soliloquies, and discusses the functions of particular language forms in Shakespeare's works. Another study testing qualitative hypothesis with quantitative methods is 'REMEMBER and FORGET in Dan Brown's *Angels and Demons*: A Corpus-Informed Account' (*L&L* 24[2015] 292-306), in which Ernestine Lahey uses corpus tools (specifically, WordSmith Tools) to examine the frequency and function of the verbs 'remember' and 'forget' in Brown's *Angels and Demons* (2000). The corpus-informed investigation is used to test hypotheses generated through qualitative analysis of the novel – while these are partly validated, some results are contradictory to expectations.

While Dorst's metaphor study outlined above focuses on the intersection of cognitive linguistics and corpus linguistics, a mixed corpus and cognitive *stylistic* approach is used in Peter Stockwell and Michaela Mahlberg's 'Mind-modelling with Corpus Stylistics in *David Copperfield*' (*L&L* 24[2015] 129-47), which applies corpus linguistic methods to explore the cognitive stylistic notion of mind-modelling in literary characterization (mind-modelling is a concept related to the representation of fictional minds, discussed above with regard to cognitive stylistics). The authors use the CLiC (Corpus Linguistics in Cheshire) tool to analyse the textual information around the character of Mr. Dick from Dickens's *David Copperfield* – this is done in order to identify the linguistic patterns in the text that act as triggers of character information. Stockwell and Mahlberg's study seems very much in line with the approach Dan

McIntyre proposes in 'Towards an Integrated Corpus Stylistics' (*TLing* 16[2015] 59-68). McIntyre points to a number of problems with the term 'corpus stylistics': its potentially narrow definition as the corpus linguistics of literary language (somewhat misleading because stylistics is, of course, not restricted to the study of literary texts), as well as the assumption that traditional, non-corpus stylistics somehow lacks academic rigour. McIntyre argues for a more integrated view of corpus stylistics, one that aims to 'incorporate theories, models and methods from qualitative stylistic analysis to augment computational techniques' (p.60). He adds that a particularly productive link can be made between the disciplines of corpus stylistics and cognitive stylistics; these should be used to complement each other, rather than in isolation.

A discipline making use of both corpus and cognitive approaches to stylistics is translation studies. In 'Translation Meets Cognitive Science: The Imprint of Translation on Cognitive Processing' (*Multilingua* 34[2015] 721-46), Ana Rojo reviews the current work in translation studies focusing on the cognitive aspects of translation, drawing from disciplines such as cognitive linguistics, psycholinguistics and neurology. Applying cognitive science in the study of translation has potential implications, according to the author, not only for understanding the translation process but also for the research on language processing generally. Anna Čermáková's 'Repetition in John Irving's Novel *A Widow for One Year*: A Corpus Stylistics Approach to Literary Translation' (*IJCL* 20[2015] 355-77), on the other hand, uses corpus methods (cluster and keyword analysis) to examine the repetition in Irving's book and its translations into Czech and Finnish. By identifying repetitive textual features in the texts, Čermáková shows that while repetition is central to the original novel, it has been avoided by translators – this suggests that corpus analysis may bring to light certain stylistic features in literary texts, allowing translators to keep their translations consistent with the original.

A study which, like Čermáková's above, combines stylistics, corpus linguistics and translation studies is Libo Huang's *Style in Translation: A Corpus-Based Perspective*. The author investigates Mona Baker's (2000) notion of the 'style of the literary translator', which is understood as the translator's 'thumbprint' evident in the target text – a concept said to mark a shift of perspective from the interest in the source text and the original author to the linguistic patterning in the work of the translator. Huang approaches the translator's style statistically through a Corpus-Based Translation Studies (CTS, Mona Baker 1993) framework applied to Chinese prose and its translations into English, based on an analysis of the Chinese-English Parallel Corpus of Modern and Contemporary Chinese Novels (built by Huang). Following a review of some stylistic notions relevant to translation (Chapter 2) and an outline of the design of the corpus (Chapter 3), Huang uses corpus tools – such as standardized type-token ratio, mean sentence length, frequencies of reporting verbs – to compare the literary styles of two translators, Howard Goldblatt and Gladys Yang (Chapter 4); his analysis points to common features in the style of these translators, something that Huang links to 'translational style' or 'translation universals' rather than the translator's own way of writing. The remainder of the book focuses on corpus statistical comparisons of such issues as speech and thought representation, direct and inverse translation, and readability in a range of translations of Chinese narrative fiction. Even though the corpus analysis is sometimes found to be insufficient (especially when it comes to defining the concept of 'style'), Huang believes that, by enabling a comparison of a large number of texts, the computational method makes the study 'more scientific and objective' (p. 113).

A different, cognitive-based approach to applying stylistics in translation is *Translation and Linguistic Hybridity: Constructing World-View* by Suzanne Klinger. Klinger analyses linguistic hybridity in cross-cultural writing (e.g. migrant, travel, postcolonial writing), focusing on Anglophone Nigerian narrative prose and its translations into German. Drawing on concepts from narratology and (cognitive) stylistics, the author proposes a typology of linguistic hybridity – a typology which subsequently allows her to investigate 'whether and how linguistic hybridity potentially has an impact on the mental representations the reader constructs when



interacting with the text and, hence, whether and how TT [target text] shifts in linguistic hybridity can affect the text's meaning potential' (p. 2). The three main aspects of this discussed in the book are the perspective from which readers perceive narrative events (Chapter 3), narrator's identification or allegiance with the narrated cultures (Chapter 4) and characters' cultural identity and world-views (Chapter 5). By using concepts such as focalization, mind-style, text-world theory and schema theory, Klinger demonstrates how existing work on cross-cultural writing (as well as translation studies more generally) can be enriched by extending its conceptual apparatus to include those narratological and cognitive stylistic notions which focus on voice, perspective and ideology.

Aside from translation, another area that was enhanced by the application of stylistics is teaching, particularly teaching English as a Foreign Language. *Literature and Language Learning in the EFL Classroom* edited by Masayuki Teranishi, Yoshifumi Saito and Katie Wales explores how literary texts can be used in English Language teaching. The volume first describes the current approaches to using literature in EFL/ESL contexts (Part I), and then presents a number of case studies illustrating how the theories can be applied in teaching and learning settings (Part II). The collection begins with Geoff Hall's 'Recent Developments in Uses of Literature in Language Teaching' (pp. 13-25), which provides an overview of some of the trends, such as the use of new technologies, creative writing and translation in English-teaching classes. While creative writing in the classroom is also the topic of Yoshifumi Saito's 'From Reading to Writing: Creative Stylistics as a Methodology for Bridging the Gap between Literary Appreciation and Creative Writing in ELT' (pp. 61-74), Soichiro Oku explores the use of new media ('A Stylistic Approach to Digital Texts: Teaching Literary Texts through New Media', pp. 131-50), and Kiyo Sakamoto's 'Translation of Japanese Poems into English: Literature in the First Language as a Motive to Communicate in a Second Language' (pp. 197-211) provides a case study of using translation to motivate learners in a Japanese college class. Whereas many of the chapters in the collection are concerned with the current trends in English language teaching in Japan, others explore stylistics in EFL/ESL teaching and learning generally – for example, Marina Lambrou in 'Pedagogical Stylistics in an ELT Teacher Training Setting' (pp. 298-315) recounts her experience as a stylistician teaching a postgraduate module for students (primarily non-native speakers of English) training to become language teachers. In 'Unpacking and Evaluating Properties in Conceptual Metaphor Domain Mapping: Cognitive Stylistics as a Language Learning Tool' (pp. 75-93), Michael Burke proposes blending stylistics with cognitive linguistics by 'asking learners to consider the nature of underlying conceptual metaphor in literature and other creative texts' (p. 91). The range of topics and contributors means that while this book may be of particular interest to those teaching in Japan, it will also be relevant to teachers wishing to incorporate literature (and pedagogical stylistics) into EFL classrooms more widely.

Stylistics in language teaching is also the topic of Gary G. Fogal's 'Pedagogical Stylistics in Multiple Foreign Language and Second Language Contexts: A Synthesis of Empirical Research' (*L&L* 24[2015] 54-72), which considers the ability of pedagogical stylistics to assist in foreign and second-language teaching, synthesizing a number of studies that investigate the adoption of stylistic techniques into language classrooms. While the synthesis points to the role of stylistics in improving L2 performance, language awareness and developing academic skills, Fogal outlines under-reporting and under-collecting of data as a reason for the weak representation of stylistics as a tool in language teaching. Kieran O'Halloran provides a different perspective on using stylistics in the classroom. In 'Creating a Film Poem with Stylistic Analysis: A Pedagogical Approach' (*L&L* 24[2015] 83-107), he outlines an activity which can be used in stylistics teaching, one where students 'draw on their cinematic literacy to dramatise a poem imaginatively' (p. 83), creating film images connected to the poem's stylistic detail. Explicitly connecting the image and stylistic layer of the poem is argued to enhance the creativity of the film, setting it apart from others in the film poem genre.

The relationship between style and film discourse is also the topic of Marc Raymond's 'Two-Shots and Group Shots: Hong Sang-soo's Mannerist and Classical Mise-en-scene' (*Style* 49[2015] 196-217). The article explores the style of the South Korean film director Hong Sang-soo using two methodological approaches – mise-en-scene criticism and statistical style analysis – with an aim to develop and enhance both approaches to the analysis of cinematic staging. In 'Back to Owl Creek Bridge: Robert Enrico's Adaptation Reconsidered' (*Style* 49[2015] 181-95), Toru Sasaki examines the visual and auditory devices in the filmic discourse of Enrico's *The Occurrence at Owl Creek Bridge*, focusing on the dramatic irony created in the text. Alan Palmer and Andrew Salway's 'Audio Description on the Thought-Action Continuum' (*Style* 49[2015] 126-48), finally, focuses on 'audio description' in film soundtracks, suggesting how it may convey information about characters' mental states. The authors use a narratological approach combined with corpus-linguistic analysis to create a classification of how these states are conveyed by audio describers.

Another aspect of film and television discourse relevant to stylistics is the study of dialogue. Simon Statham, in "'A Guy in My Position is a Government Target ... You Got to Be Extra, Extra Careful": Participation and Strategies in Crime Talk in *The Sopranos*' (*L&L* 24[2015] 322-37), analyses dialogue extracts from the HBO drama *The Sopranos*, applying Erving Goffman's (1981) participation framework and Paul Grice's (1975) conversational maxims to investigate the conversational caution strategies used by characters engaged in 'crime talk'. Laura Dorigato, Gill Philip, Ramona Bongelli and Andrzej Zuczkowski study utterances of characters in written narrative fiction. In 'Knowing, Unknowing, Believing Stances and Characters' Dialogic Identities in the Harry Potter Books' (*L&D* 5[2015] 62-89), they consider the dialogues in the seven books in the J.K. Rowling's saga to explore the construction and development of the identities of Harry Potter and Lord Voldemort and their epistemic roles in the dialogues, with the additional aim of comparing linguistic and literary analyses. Bálint Péter Furkó's 'From Mediatized Political Discourse to *The Hobbit*: The Role of Pragmatic Markers in the Construction of Dialogues, Stereotypes and Literary Style' (*L&D* 5[2015] 264-82) points to the common ground between literary pragmatics, dialogue analysis and pragmatic markers research, proposing the analysis of pragmatic markers as a tool for studying the interactional dynamics of naturally occurring, scripted and literary dialogues. Another application of pragmatics to the study of literary language is Andreas H. Jucker's 'Pragmatics of Fiction: Literary Uses of *uh* and *um*' (*JPrag* 86[2015] 63-7), which considers the use of the planners 'uh' and 'um' in Douglas Adams's *The Hitchhiker's Guide to the Galaxy*, as part of a more general discussion of the potential of fictional language (particularly the language of literature) as a legitimate source of data for pragmatic analysis. Neal R. Norrick's 'Narrative Illocutionary Acts Direct and Indirect' (*JPrag* 86[2015] 94-9), finally, develops the pragmatics of narrative by analysing the stories which people tell each other in interaction. He considers the illocutionary forces (e.g. confessing, apologising, warning – directly or indirectly) evident in short conversational stories, suggesting that stories can fulfil speech-act functions, rather than simply entertain or illustrate points.

The study of spoken language may also enhance stylistic analysis in other ways, as can be seen in 'Code-Switching in Literature: Expanding the Paradigm', a special issue of *Language and Literature*. Guest editors Penelope Gardner-Chloros and Daniel Weston discuss the relationship between spoken and written code-switching, pointing to a partial overlap between the functions of the two ('Code-switching and Multilingualism in Literature', *L&L* 24[2015] 182-93). They also argue that the study of literary code-switching is highly relevant to the sociolinguistic study of code-switching in spontaneous speech, as it provides information on the patterns of speech modes and language choices, multicultural identities and tensions in various communities (David Weston and Penelope Gardner-Chloros, 'Mind the Gap: What Code-switching in Literature Can Teach Us about Code-switching', *L&L* 24[2015] 194-212). Alex Mullen's 'In Both Our Languages': Greek-Latin Code-Switching in Roman Literature'

(*L&L* 24[2015] 213-32) explores the historical dimensions of the topic by considering code-switching in ancient Roman letter writing. A historical perspective is also adopted by Herbert Schendl, whose ‘Code-Switching in Early English Literature’ (*L&L* 24[2015] 233-48) investigates the functions of code-switching in medieval literature, focusing on the uses (and different status of) of Latin, French and English in early poetry and drama. The two final articles deal with more contemporary texts, with Katharina B. Müller (in ‘Code-Switching in Italo-Brazilian Literature from Rio Grande do Sul and São Paulo: A Sociolinguistic Analysis of the Forms and Functions of Literary Code-switching’, *L&L* 24[2015] 249-63) discussing how the switching between Brazilian-Portuguese and Italian in Italo-Brazilian prose texts represents the roles of code-switching in multilingual immigrants’ communities, and Cecilia Montes-Alcalá (in ‘Code-Switching in US Latino Literature: The role of Biculturalism’, *L&L* 24[2015] 264-81) analysing a range of Spanish-English literary texts written by Mexican-American, Nuyorican and Cuban-American authors, and exploring the socio-pragmatic and cultural aspects of code-switching in their works.

While the work discussed so far has been relevant primarily to literary, film and television, discourse, the remainder of the review will concentrate on stylistic approaches to other text types. *The Stylistics of Professional Discourse* by Martin Solly, for example, shows how stylistic methods of analysis can be applied to the study of the language of professional communities – focusing primarily on healthcare, legal and educational discourse. Solly’s interest is in ‘stylistic distinctiveness’ as a feature of the discourse of particular communities of practice (p. 4), i.e. the linguistic choices made by practitioners to express their meaning and construct their identities. The book begins with a concise introduction to style, stylistics and approaches within linguistics (e.g. CDA, conversation analysis, narrative and corpus analysis) that form part of the practice of stylistics. The author applies a range of these methods in an analysis of extracts from blogs, speeches, statutes and job advertisements (among others) in order to outline some of the linguistic trends and strategies in healthcare communication (Chapter 3), legal texts (Chapter 4) and educational discourse (Chapter 5). He additionally provides a discussion of how technological developments can affect the language use of professional communities and devotes a chapter to an exploration of the relationship between pedagogy and stylistics, suggesting how a stylistic approach can benefit students of professional discourse. As Solly re-iterates throughout the book, his interest is largely pedagogical – hoping not only to allow new participants of the professional groups to become aware of the modes of communication within their domains, but also to help members of these communities to communicate effectively both with those in their field and with outsiders. In line with this pedagogical focus, each chapter provides a number of activities which can be used in learning and teaching professional discourse, both in English and other languages.

Another book using stylistic methods of analysis to explore the patterns of language use in non-literary texts is *Crime and Corpus: The Linguistic Representation of Crime in the Press*, in which Ulrike Tabbert considers the intersection of language and ideology by investigating the way crime is reported in the British and German media. Based on her experience as a prosecutor and her training as a linguist, Tabbert investigates the language used to construct the representations of victims, offenders and crimes in the press and discusses the relationship between these portrayals and the underlying ideologies that can be said to inform the discourse surrounding the issues. The approach in this study is primarily corpus-linguistic: two corpora containing representative articles from German and British national newspapers were compiled and subsequently analysed with WordSmith in order to identify the most significant linguistic devices used to represent crime. A new method for identifying the keywords in a specialised corpus and the issues encountered in an analysis of data in two different languages are outlined in Chapter 5. The results of the corpus analysis are subsequently discussed in relation to the critical stylistics framework (Lesley Jeffries 2010), with a focus on the naming, representation of processes and states and contrasting (among others) devices that are most commonly used to

construct victims and offenders in both British and German news crime reports. The volume thus provides a mixed, corpus-linguistic and critical stylistic approach to media discourse – an approach which, additionally, broadens our understanding of the ideologies which inform our perceptions of crime.

This kind of mixed approach is also used by Matthew Evans and Lesley Jeffries in ‘The Rise of Choice as an Absolute “Good”: A Study of British Manifestos (1900-2010)’ (*JLP* 14[2015] 751-77), which combines quantitative and qualitative methods of analysis to explore the use of the word *choice* by the Conservative, Labour and Liberal parties in their general election manifestos between 1900 and 2010. The authors map the changing frequency of the lexical item throughout the years (suggesting that the term is going out of fashion), as well as outlining how *choice* has taken on a range of meanings in political language. Lesley Jeffries’s critical stylistic framework is also used by Matthew Evans and Simone Schuller in ‘Representing “Terrorism”: The Radicalisation of the May 2013 Woolwich Attack in British Press Reportage’ (*JLA&C* 3[2015] 128-50), in which the authors use critical stylistics to investigate the application of the term *terrorism* in the British press – specifically, how a number of the newspaper articles covering the 2013 attack in Woolwich justify the use of this label in their reporting of the incident, and how their use compares with the academic definitions of the term.

Another key application of stylistics, next to broadening our understanding of the language of the press, political discourse, and communication within different communities of practice, is the analysis of texts relating to our experiences of health and illness. *Narrative Matters in Medical Contexts across Disciplines* edited by Franziska Gygax and Miriam A. Locher brings together work in literary and cultural studies, linguistics, psychology and medicine to explore the concept of ‘narrative’ in medical contexts. Focusing specifically on ‘illness narratives’ (stories patients tell about their illness), this volume provides an interdisciplinary account of a range of texts, from autobiographies and first-person reports (Part I) to transcripts of sessions, interviews with patients and computer-mediated communication (Part II). In ‘Autism and the American Dream: Progress and Recovery in the American Autie-Biography’ (pp. 17-31), for example, Annette Kern-Stähler and Anna Thieman investigate a selection of U.S.-American life narratives of people with autism and their carers, discussing how issues of disability, gender, class and race are negotiated in relation to the master narrative of the American dream and the notions of progress, autonomy and self-reliance. Also in Part I, Franziska Gygax’s ‘“Woundable, around the Bounds”: Life (beyond) Writing and Terminal Illness’ (pp. 33-45) and Dominique Brancher’s ‘Pox Pain and Redeeming Narratives in Renaissance Europe’ (pp. 47-69) offer literary discussions of life writing, focusing on the representations of death in contemporary autobiographical novels dealing with terminal illness and the descriptions of pain in fifteenth-century accounts of sufferers of pox respectively. Part II moves from medical life writing to interactions in healthcare contexts that contain narratives. Brigitte Booth investigates ‘Illness Narratives in the Psychotherapeutic Session’ (pp. 74-98), focusing on the role of the narrator in transcripts of narrative sequences in patient-psychotherapist interaction. Gabriele Lucius-Hoene, Sandra Adami and Janka Koschack (‘Narratives that Matter: Illness Stories in the “Third Space” of Qualitative Interviewing’, pp. 99-116) explore the positioning and contextualization strategies (among other issues) in narrative interviews with patients. Cynthia Gordon’s ‘“I Would Suggest You Tell This ^^ to Your Doctor”: Online Narrative Problem-Solving Regarding Face-to-face Doctor-Patient Interaction about Body Weight’ (pp.118-40) applies computer-mediated discourse analysis (Susan C. Herring 2004) and the concept of ‘small stories’ (e.g. Alexandra Georgakopolou 2007) in the analysis of the discourse of an online support forum. In the last chapter in this section, ‘A Genre Analysis of Reflective Writing Texts by English Medical Students: What Role Does Narrative Play?’, Miriam A. Locher, Regula Koenig and Janine Meier (pp. 141-64)

broaden the definition of ‘illness narrative’ to analyse medical students’ narratives that reflect on their encounters with patients.

Another study exploring the intersection of language and illness is Zsófia Demjén’s *Sylvia Plath and the Language of Affective States: Written Discourse and the Experience of Depression*, in which Demjén investigates what the language of Sylvia Plath’s Smith Journal can tell us about the poet’s emotional life – particularly, what it suggests about her experience of depression. In order to explore the linguistic patterns in Plath’s writing, Demjén combines qualitative and quantitative methods, beginning with a corpus analysis (parts of speech and semantic category frequencies, using Paul Rayson’s 2009 Wmatrix), which outlines the main linguistic characteristics of the whole text, before pursuing a more detailed, intensive manual stylistic analysis of a selection of extracts. Comparing the Journal to the autobiography section of the Speech, Writing and Thought Presentation corpus (Elena Semino and Mick Short 2004) allows Demjén to make general observations about the unusual level of description and pronoun use in Plath’s text; these characteristics are subsequently analysed in more detail with reference to, for example, concepts such as metaphor and second-person narration. While the mixed methodological approach to stylistic analysis is a particular strength of the monograph, the book is likely to be relevant not only to stylisticians, but also to those interested in how linguistic choices can provide clues about affective states. By discussing her findings with reference to research in psychology and psychopathology, the author suggests the specific ways in which Plath’s linguistic choices reveal the poet’s negative self-image, insecurity and self-doubt, outlining patterns consistent with theories of depression, but which ‘add to the clinical descriptions by highlighting aspects of the experience that might otherwise be backgrounded’ (p. 214).

Zsófia Demjén’s joint work with Elena Semino is also of particular interest here; ‘Henry’s Voices: The Representation of Auditory Verbal Hallucinations in an Autobiographical Narrative’ (*MedH* 41[2015] 57-62) investigates the linguistic representation of auditory verbal hallucinations (voice-hearing) in the autobiographical narrative *Henry’s Demons: Living with Schizophrenia: A Father and Son’s Story* by Henry and Patrick Cockburn. Henry’s hallucinations, or ‘voices’, are classified according to their type (based, primarily, on who uttered them and which speech-acts are involved), and subsequently analysed with regard to the speech presentation strategies adopted to recount them (e.g. direct vs. indirect speech), as well as other distinctive linguistic features appearing in them (such as sensory verbs or expressions which indicate uncertainty). The linguistic analysis of the different types of voices provides insight into the experience of voice-hearing that offers potential implications for healthcare practitioners. Both linguists and medical professionals are also the target readership for ‘The Online Use of Violence and Journey Metaphors by Patients with Cancer, as Compared with Health Professionals: A Mixed Methods Study’ by Elena Semino, Zsófia Demjén, Jane Demmen, Veronika Koller, Sheila Payne, Andrew Hardie and Paul Rayson (*BMJS&PC*[2015] 1-7), in which the authors analyse two corpora of online writing to investigate the way patients and health professionals use metaphorical language to talk about cancer. In view of recent UK policy documents promoting the notion of cancer as a ‘journey’ rather than a ‘war’, the authors consider the frequency and, crucially, functions of the ‘Journey’ and ‘Violence’ metaphors in an online forum for cancer patients and a website for health professionals. They conclude that neither metaphor is wholly positive or negative – in fact, patients are found to be using each of these in both empowering and disempowering ways to describe their experience of cancer. The same authors, but in a slightly different order of appearance, investigate ‘Violence’ metaphors for cancer in ‘A Computer-assisted Study of the Use of Violence Metaphors for Cancer and End of Life by Patients, Family Carers and Health Professionals’ (*IJCL* 20[2015] 205-31). They compare the way the metaphor is used by three different groups: patients, healthcare professionals and family carers. Like in their other study, the authors combine quantitative corpus methods with qualitative analysis to analyse a corpus of online data, showing the wide,

varied range of 'Violence' metaphors used by the different stakeholder groups in the healthcare of cancer.

Moving from studies with direct applications in healthcare, education and translation, to those developing classic theoretical frameworks or outlining new methodological directions, the best stylistics research of 2015 has, as always, focused on the study of the *text*, investigating what Lesley Jeffries refers to as 'textual meaning' ('Textual Meaning and Its Place in a Theory of Language', *TLing* 15[2015] n.p.). By placing the text at the heart of linguistic enquiry and concentrating on the purely text-based layer of meaning separate from the linguistic or interpersonal meaning associated with the context, Jeffries argues, stylisticians are able to situate their work within other rigorous approaches to the study of language.

## 14. Stylistics

A useful starting point for the review of the year's work in stylistics is a volume which provides a broad overview of some of the main theoretical approaches, methods of analysis and current areas of research within the discipline: *The Bloomsbury Companion to Stylistics* edited by Violeta Sotirova. The book begins with an introduction to the key theoretical directions in the area, showing how stylisticians are able to draw on such fields as pragmatics (Siobhan Chapman's 'Pragmatics and Stylistics', pp. 78-91), discourse analysis (Marina Lambrou's 'Discourse Stylistics', pp. 92-108) and corpus linguistics (Michaela Mahlberg's 'Corpus Stylistics', pp. 139-57), among others. This overview of the various perspectives and methods is followed by chapters which outline a number of areas of research within stylistics, where such classic topics as foregrounding, point of view and metaphor are discussed and illustrated by examples from a range of texts, such as neurological illness autobiographies (Catherine Emmott and Marc Alexander's 'Defamiliarization and Foregrounding: Representing Experiences of Change of State and Perception in Neurological Illness Narratives', pp. 289-307), email novels (Joe Bray's 'Narrative Point of View', pp. 341-55) and love poems (Gerard Steen's 'Metaphor: Metaphor and Style through Genre, with Illustrations from Carol Ann Duffy's *Rapture*', pp. 308-324). Steen's discussion of metaphor in literary texts focuses on the notion of genre – a topic which is expanded in the final section of the volume, and which extends from considerations of style in OE literary compositions (Sara M. Pons-Sanz's 'Old English Style', pp. 596-82), to the language of contemporary popular novels, specifically horror fiction dealing with vampiric themes (Rocío Montoro, 'Style in Popular Literature', pp. 671-77).

Whether it is horror fiction novels or illness memoirs, narratives continue to be one of the key areas of study within stylistics and narratology. *Narrative: The Basics* by Bronwen Thomas is a concise, accessible overview of some of the basic concepts and questions in the study of narrative. Rather than providing a comprehensive summary of narrative theory, this short book aims to offer a jargon-free, beginner's guide to many of the terms and theories used by narratologists, and to show how these can be applied in discussions of various types of narratives, such as fairy tales, news stories, advertising campaigns and tweets. Popular films and television series are used in particular to illustrate theoretical concepts, with Thomas discussing Propp's idea of 'spheres of action' in relation to the characters in *Fight Club* (1999), explaining the distinction between story and discourse with regard to the ordering of events in *Memento* (2000) and showing how point-of-view shots in *Peep Show* (Channel 4, 2003-) relate to the concept of focalization. Following brief introductions to such essential narratological topics as point of view, types of narration, and speech and thought representation, Thomas discusses the intersections of narrative and genre, readership, ideology, and finally, the changing nature of the narrative in the digital age. This last chapter particularly, as well as the range of examples from different media used throughout, allows Thomas to address one of her primary goals, that is, to explore 'the specific ways in which narratives continue to enthrall,

move and unsettle us in an age when the boundaries between different forms and media, between authors and readers and even between fiction and reality are becoming more and more blurred' (p.8).

While Thomas addresses narrative theory as a whole, Henrik Skov Nielsen, James Phelan and Richard Walsh's 'Ten Theses about Fictionality' (*Narrative* 23[2015] 61-73) focuses on one particular issue in the study of narrative, namely fictionality, understood as 'the intentional use of invented stories and scenarios' such as spoofs, what-if projections, if-only regrets, thought experiments and hypotheses (p. 61) – a mode or quality of discourse rather than a set of genres. The topic of fictionality is further explored by Paul Dawson in 'Ten Theses against Fictionality' (*Narrative* 23[2015] 74-100), which focuses on non-fictional narratives and their treatment in narratology. Meir Sternberg and Tamar Yacobi tackle another complex issue relevant to narratology: unreliability. Their '(Un)Reliability in Narrative Discourse: A Comprehensive Overview' (*PoT* 36[2015] 327-498) presents a thorough outline of the various aspects of reliability/unreliability in narrative texts (taking Wayne Booth's work on unreliable narration as a starting point), exploring, among other issues, concepts such as 'narrator', 'author', and 'implied author', and their role in affecting reliability judgements. These subjects are further discussed in Tamar Yacobi's 'Narrative and Normative Pattern: On Interpreting Fiction, with Special Regard to (Un)Reliability' (*PoT* 36[2015] 499-528), which explores how the type of mediation between the interpreter and the implied author shapes the interpretation of different texts. Another topic of interest to narratologists is time. Eyal Segal's 'Time Travel Stories as a Challenge to Narratology: The Case of *The Time Traveler's Wife*' (*PoT* 36[2015] 529-60) examines the story-world (including its chronology and its order of presentation) and the different time perspectives in Audrey Niffenegger's novel, suggesting that the way in which time-travel stories play with the temporality of the story-world is of interest to narratology. Time and place are also discussed in Alistair Brown's 'Communication Technology and Narrative: Letters, Instant Messaging, and Mobile Phones in Three Romantic Novels' (*PoT* 36[2015] 33-58), in which the author considers how communicative devices (letters, emails, phone calls) connect fictional characters in different times and places, helping novelists structure plots, create characters and present narrative voice. These communicative devices are explored in the context of three romantic novels from different periods, with a focus on how they allow romance to develop in various ways. Plot development is also one of the topics in Dan Shen's 'Dual Textual Dynamics and Dual Readerly Dynamics: Double Narrative Movements in Mansfield's "Psychology"' (*Style* 49[2015] 411-38), which discusses the hidden narrative movements that lie behind the plot development in fictional narratives. This kind of covert textual progression, according to Shen, can be described as 'a powerful dynamic that runs, at a deeper level, throughout the text' (p. 411). The double narrative movements constitute dual textual dynamics – these, in turn, encourage dual readerly dynamics, inviting complex responses from readers.

The ways in which different types of narrative can invite particular reader responses have also been the focus of research in stylistics. In 'Language Varieties and Youthful Involvement in Indonesian Fiction' (*L&L* 24[2015] 108-28), Dwi Noverini Djenar and Michael C. Ewing explore how the interplay between standard and colloquial varieties can encourage young readers' involvement with Indonesian teen fiction and comics, focusing on those techniques that help to shift narrators' and characters' perspectives, building empathy and involvement in the story-world. Leah Anderst's 'Feeling with Real Others: Narrative Empathy in the Autobiographies of Doris Lessing and Alison Bechdel' (*Narrative* 23[2015] 271-90) addresses the issue of narrative empathy by discussing the empathetic responses to 'real' people, representing characters in autobiographical writing. Finally, Louise Brix Jacobsen's 'Vitafiction as a Mode of Self-Fashioning: The Case of Michael J. Fox in *Curb Your Enthusiasm*' (*Narrative* 23[2015] 252-70) examines the construction and perception of

unsympathetic behaviour in an audio-visual narrative which seems ‘simultaneously fictional and non-fictional’ (p. 252) – a mode which Jacobsen terms ‘vitafiction’.

While the studies outlined above focus on narratives, poetry has also been the subject of stylistic investigation. For example, Eva María Gómez-Jiménez’s ‘Oride Lesgo Eckshun’: Spelling Foregrounding in the Experimental Poetry of E. E. Cummings’ (*L&L* 24[2015] 307-21) examines the use of misspelling in E.E. Cummings’ poetry. In a sample of 66 poems, she identifies and classifies techniques used by Cummings in spelling foregrounding, and discusses the functions, effects and meanings of those spelling choices in his poetry. Wit Pietrzak’s ‘Survivals: The Yeatsian Element in Paul Muldoon’s “At the Sign of the Black Horse, September 1999”’ (*ETC* 8[2015] 177-93) considers intertextuality in Muldoon’s poem, suggesting how an examination of the references to Yeats’s work present in the poem show Muldoon challenging Yeats’s ideology and aesthetic. Another poet who has received considerable scholarly attention this year has been Emily Dickinson. In ‘Overcoming Oneself as Subject in Dickinson’s Poetry: Adorno and Heidegger’ (*Style* 49[2015] 334-54), Colleen Shu-Ching Wu applies Adorno’s and Heidegger’s work in an analysis of Dickinson’s poems, showing how the philosophical ideas are challenged by the ‘lyric self’ in her poetry. Matthias Bauer, Nadine Bade, Sigrid Beck, Carmen Dörge, Burkhard von Eckartsberg, Janina Niefer, Saskia Ottshofski, Angelika Zirker’s ‘Emily Dickinson’s “My Life Had Stood a Loaded Gun” – An Interdisciplinary Analysis’ (*JLS* 44[2015] 115-40) shows a very different methodological approach: the authors identify the possible interpretations of Dickinson’s poem by combining two analytical methods: firstly, by carrying out linguistic text analysis (involving grammar and compositional semantics), and secondly, by undertaking a more ‘subjective’ literary analysis, which involves considering the wider external context of the poem. These two methods, the authors suggest, complement each other in helping to uncover the interpretative process. Finally, Richard Cureton, in ‘A Reading in Temporal Poetics: Emily Dickinson’s “I Taste a Liquor Never Brewed”’ (*Style* 49[2015] 354-62), discusses the relationship between rhythm and form in poetry, using Dickinson’s poem to explore the idea that poems are mixtures of temporalities – these mixtures are said to give poems their unique sensibility, or “inner” form’. Rhythm in poetry is also the subject of Tatiana Nikitina and Boris Maslov’s ‘Verse Structure and Literary Tradition: The Interaction between Rhyme and Stress in the Onegin Stanza’ (*Style* 49[2015] 439-69), which explores the relationship between rhyme and rhythm (stress within the line) in syllabo-accented verse, with an aim to showing how these effects correlate. Their statistical analysis of Pushkin’s *Eugene Onegin* suggests that rhythm of individual lines can mimic rhyming structures within the stanza.

Rhythm is also a recurring topic in ‘Free Verse Rhythms’, a special issue of *Style*, which addresses amongst other topics, the role of prosodic features in the performance of free verse poems. Roi Tartakovsky’s ‘The Case for Pace’ (*Style* 49[2015] 65-77), for example, focuses on pace as a way of discussing rhythm in both metrical and non-metrical verse, outlining punctuation, stress and other pacing devices that can cause the reader to increase and decrease speed in the course of reading. In ‘Intonation and the Conventions of Free Verse’ (*Style* 49[2015] 8-34), Natalie Gerber argues for the crucial role of intonation in prosodic criticism, suggesting that an analysis of free verse must consider the relationship between line, syntax and intonation – where intonation is seen as a prosodic measure with its own structure. Reuven Tsur’s ‘Free Verse, Enjambment, Irony: A Case Study’ (*Style* 49[2015] 35-45) examines the role which blank verses play in the perception of free verse poems, discussing the vocal strategies used by a performer during the reading of Yehuda Amichai’s ‘Rain in the Battlefield’, and the relationship between the perception of blank verses and irony. Clive Scott’s ‘The Rhythms of Free Verse and the Rhythms of Translation’ (*Style* 49[2015] 46-64) explores the affinities between free verse and translation, suggesting that both place an emphasis on performance, that is ‘the translation of the linguistic toward the paralinguistic’ (p. 46). Richard



Cureton, finally, also focuses on rhythm (as well as theme, time and form) in ‘Rhythm, Temporality, and “Inner Form”’ (*Style* 49[2015] 78-109).

Listeners’ perceptions of the performer’s prosodic features in the reading of poems have also been the subject of empirical research. Chen Gafni and Reuven Tsur’s ‘“Softened” Voice Quality in Poetry Reading and Listener Response’ (*SSOL* 5[2015] 49-83) investigates listeners’ perceptions of a ‘softened’ voice quality by eliciting open-ended descriptions and ratings on scales, and confirm that listeners are sensitive to this ‘emotional’ style of delivery. Also on the subject of reader response to poetry, David I. Hanauer’s ‘Beauty Judgements of Non-Professional Poetry: Regression Analyses of Authorial Attribution, Emotional Response and Perceived Writing Quality’ (*SSOL* 5[2015] 183-99) explores the responses to poems written by non-professional writers, suggesting that ‘the decision that a poem is written by a published poet predicted the quality of writing’ (p. 183). Readers’ predictions (but in the context of fictional narratives) are also the topic of an article by Peter Dixon, Marisa Bortolussi and Blaine Mullins, ‘Judging a Book by its Cover’ (*SSOL* 5[2015] 23-48), which investigates how those readers who identify as either science-fiction or mystery fans apply their knowledge in using the visual information on book covers to determine the genre of the text. The authors conclude that for experienced readers of particular genres book covers do provide a source of valuable information. Massimo Salgaro’s ‘How Literary Can Literariness Be? Methodological Problems in the Study of Foregrounding’ (*SSOL* 5[2015] 229-49) recounts two experiments in which his team investigated the role of genre expectations (literary texts vs. newspaper articles) in the processing of literary language – specifically, rhetorical devices associated with foregrounding. The fact that the studies did not produce analogous results, Salgaro suggests, points to the ‘limitations of an exclusive focus on foregrounding’ (p. 229) without giving consideration to backgrounding elements. While the studies above relied on self-report as methods of measuring reader response, Gareth Carrol, Kathy Conklin, Josephine Guy and Rebekah Scot, in ‘Processing Punctuation and Word Changes in Different Editions of Prose Fiction’ (*SSOL* 5[2015] 200-28), discuss the results of an eye-tracking experiment in which readers’ attention to minor lexical and punctuation changes in various editions of prose extracts was compared, allowing the authors to consider the implications of adopting such methodology in the study of text processing. Various methodologies for such ‘scientific’ studies of literature are compared in Arthur M. Jacobs’s ‘The Scientific Study of Literary Experience: Sampling the State of the Art’ (*SSOL* 5[2015] 139-70), which reviews four recent empirical studies of literary experience (from fields such as phenomenology and cognitive neuroscience) and outlines various theoretical and methodological issues involved in the scientific study of literature.

A unique approach to the study of reader response is outlined in *The Discourse of Reading Groups: Integrating Cognitive and Sociocultural Perspectives* by David Peplow, Joan Swann, Paola Trimarco and Sara Whiteley, in which the authors explore reading as a collaborative activity, investigating the talk produced when readers interact with each other in reading groups. By focusing specifically on the discussion taking place in these groups, the authors further develop the already established ‘discursive approach’ to the study of reading groups (e.g. Swann and Allington 2009, Allington 2011, Peplow 2011) – an approach which draws on sociocultural work in literacy studies and sociology of reading but which relies on the analytical tools from discourse analysis (primarily interactional sociolinguistics and conversation analysis). One of this book’s contributions is that it adds a new, *cognitive* perspective to the existing sociocultural frameworks, resulting in what the authors refer to as a ‘sociocognitive’ perspective on reading-group discourse; one which, as the authors suggest, can be applied more broadly to other fields that investigate the practice of reading. While this cognitive focus is particularly evident in Chapter 2, which draws on text-world theory, Chapters 3 and 4 offer a more sociocultural approach to individual and group readings (respectively). The remainder of the book explores the significance of settings for reading-group interaction – from institutional settings (the authors discuss groups at the University of the Third Age, a

university medical department and primary/secondary schools) to reading and writing in online contexts (specifically, in blogs, online genre groups and social networking sites). By bringing together a selection of discursive studies of reading groups which the authors have carried out over the last seven years, Peplow et al. illustrate the nature, functions and complexity of everyday literary discussions in a way which not only aids our understanding of readers' interpretative activity and the behaviour of interpretative communities but also points to 'the value of stylistic and discourse analysis that looks for common ground between cognitive and sociocultural perspectives' (p. 194).

The way cognitive perspectives can help to shed light on readers' interpretation of texts continues to be investigated in stylistics, as is evident in Kathryn S. McCarthy's 'Reading beyond the Lines: A Critical Review of Cognitive Approaches to Literary Interpretation and Comprehension' (*SSOL* 5[2015] 99-128), which reviews existing work in literary theory, empirical approaches to literature, and cognitive work on text comprehension to explore what is known about the psychological mechanisms involved in literary interpretation. Elżbieta Chrzanowska-Kluczevska's 'Textual Indeterminacy Revisited: From Roman Ingarden Onwards' (*JLS* 44[2015] 1-21) focuses on the work of the Polish philosopher Roman Ingarden (in the period between the 1930s and 1960s), whose model of textual 'indeterminacy' is, as Chrzanowska-Kluczevska suggests, still of relevance to those approaches to aesthetic response which connect phenomenology, cognitive studies and neuroscience. Alexandra Berlina (*PoT* 36[2015] 151-74) revisits another classic text that has had an impact on the development of cognitive stylistics, and offers a retranslation of Victor Shklovsky's essay 'Art, as Davice' (first published in *Poetika* in 1919), which she precedes with a discussion of Shklovsky's key term, 'ostranenie', translated variously as 'defamiliarization', 'estrangement' and 'enstrangement'. While Shklovsky's text does not focus on cognition in itself, it has nevertheless been instrumental in providing a key theoretical direction to those working in cognitive stylistics and the empirical study of literature, including a number of the studies mentioned in this review (see Emmott and Alexander, and Salgaro discussed above).

A study that directly addresses the relationship between cognition and our engagement with literature – specifically narratives – is Yanna B. Popova's *Stories, Meaning, and Experience: Narrativity and Enaction*, which argues for the centrality of storytelling in human lives and the crucial role stories play in organizing our knowledge, experience, and allowing us to make sense of the world. 'The study of narrative', the author suggests, 'presents a unique way to approach the study of the human mind' – her book, consequently, is 'a view of the mind through narrative' (p.3). Basing herself on the embodied/enactive view of cognitive science, Popova proposes to study narrative as an aspect of social cognition, with a focus on the interaction between the represented world and the reader's perception of it. The first part of the monograph outlines a theory of narrativity that is based on the notions of causality, enaction and metaphor. These issues are subsequently analysed in detail in reference to works by Gabriel García Márquez, Kazuo Ishiguro and Henry James. Even though considerable attention is devoted to literary narratives, such an enactive approach to narrativity and cognition can be applied to any stories we tell each other according to the author; stories that allow us to create and comprehend meaning.

*Refiguring Minds in Narrative Media* by David Ciccoricco, also drawing on narratology to explore cognition in relation to literary reading, is interested in the treatment and representation of minds, cognition and consciousness in different kinds of narrative media: print novels, digital fiction and video games. Ciccoricco explores not only how we understand the minds presented in digital narratives but also provides suggestions as to how we comprehend the multimodal and computational elements in these texts more generally. By discussing the notions of attention and perception (Part 1 of the book) and memory and emotion (Part 2) with reference to digital narratives, Ciccoricco extends insights from the existing cognitive-oriented literary studies framework (which are typically applied to print texts) to a wider range of

narrative media, with a view to ‘placing these narrative media in dialogue’ (p. 237). This is a contribution which is likely to be of relevance to those narrative and literary scholars with an interest in media studies (particularly digital art and culture), game studies, and digital humanities more broadly.

Like Ciccoricco’s book, much of the work in cognitive stylistics (and cognitive approaches to literary study generally) has focused on the issue of representing and attributing minds to characters in fiction. Louise Nuttall’s ‘Attributing Minds to Vampires in Richard Matheson’s *I Am Legend*’ (*L&L* 24[2015] 23-39) draws on Cognitive Grammar and psychological research on ‘mind attribution’ to explore the construction of vampire characters in Matheson’s (1954) science fiction/horror novel. She points to the linguistic choices that shape readers’ perceptions of those characters, supporting her analysis with a discussion of the readers’ online responses to the text. Sandrine Sorlin, in ‘Person Deixis and Impersonation in Iain Banks’s *Complicity*’ (*L&L* 24[2015] 40-53), combines linguistic, stylistic, cognitive and psychological approaches to suggest how personal pronouns (specifically, first- and second-person) can be used to construct different mindstyles, and how readers construct mental representations to comprehend ambiguities in literary style. In ‘When Narrative Takes Over: The Representation of Embedded Mindstates in Shakespeare’s *Othello*’ (*L&L* 24[2015] 148-66), Max J. van Duijn, Ineke Sluiter and Arie Verhagen discuss readers’ ability to process ‘embedded mind-states’ (e.g. ‘A believes that B thinks that C intends’) – a cognitive task, which, as the authors suggest, increases in difficulty with every level of embedding added. Based on an analysis of *Othello*, the article outlines a number of ‘expository strategies’ which are used in the text of the play to help readers make sense of the various level of embedding. Finally, Jonas Grethlein’s ‘Is Narrative “The Description of Fictional Mental Functioning”? Heliodorus against Palmer; Zunshine & Co.’ (*Style* 49[2015] 257-99), perhaps controversially, challenges the idea that our reading of narratives relies primarily on our ability to apply our theory of mind mechanism to ‘read the minds’ of characters. While Grethlein agrees that the concept of mind-reading can be relevant to readers’ engagement with modern novels, his discussion of Heliodorus’s ancient novel *Ethiopica* aims to show that in narratives that do not focus on the presentation of characters’ consciousness, a theory-of-mind approach is insufficient as it downplays the role of the temporal dynamics of narrative and its experiential features such as suspense and curiosity.

Minds in narratives are also the topic of a special issue of *Narrative*, ‘Social Minds’. In this issue, editors Maximilian Alders and Eva von Contzen bring together a range of contributions which address the issue of the representation of a collective, shared experience in textual narratives – the formation of *social*, rather than individual minds (the idea based on Alan Palmer’s (2010) *Social Minds in the Novel*). This investigation of social minds in literature is done diachronically and includes discussions of the writers of ancient Greece (in Jonas Grethlein’s ‘Social Minds and Narrative Time: Collective Experience in Thucydides and Heliodorus’, *Narrative* 23[2015] 123-39), Medieval literature (Eva von Contzen’s ‘Why Medieval Literature Does Not Need the Concept of Social Minds: Exemplarity and Collective Experience’, *Narrative* 23[2015] 140-53) and Shakespearean drama (Miranda Anderson’s ‘Fission-Fusion Cognition in Shakespearean Drama: The Case for *Julius Caesar*’, *Narrative* 23[2015] 154-68). Twentieth-century narratives are discussed in the last two articles: Brian Richardson’s ‘Representing Social Minds: “We” and “They” Narratives, Natural and Unnatural’ (*Narrative* 23[2015] 200-12) and Jan Alber’s ‘The Social Minds in Factual and Fictional We-Narratives of the Twentieth Century’ (*Narrative* 23[2015] 213-25), both of which focus on the use of personal pronouns in the construction of social minds.

Another topic explored by those interested in cognitive approaches to stylistic analysis is the cognitive linguistic notion of metaphor. María D. López Maestre’s ‘“Man the Hunter”: A Critical Reading of Hunt-Based Conceptual Metaphors of Love and Sexual Desire’ (*JLS* 44[2015] 89-113) combines cognitive linguistics and CDA to explore metaphorical expressions

relating to love and sexual desire involving the source domain of the hunt (specifically: male hunters and female prey), and considers the ideological implications of such portrayal of men and women. Metaphor is also one of the topics discussed by Leona Toker, whose ‘Hypallage and the Literalization of Metaphors in a Dickens Text’ (*Style* 49[2015] 113-25) explores the uses and effects of hypallage in Dickens’s *A Tale of Two Cities*. Like metaphor, metonymy, personification and enthymeme, hypallage is seen as ‘epithet transfer’ which, amongst other functions, serves as a conceptual blend in the narrative.

Aside from being analysed qualitatively, like in the studies above, metaphors in fiction and other texts have also been studied using corpus methods. Aletta G. Dorst in ‘More or Different Metaphors in Fiction? A Quantitative Cross-Register Comparison’ (*L&L* 24[2015] 3-22) compares the frequency and types of metaphors in prose fiction, news texts, academic discourse and conversation. The metaphors are identified using the MIPVU method (Gerard Steen et al. 2010, an extension from the ‘Metaphor Identification Procedure’, Pragglejaz Group 2007). The analysis shows that while fiction is not (contrary to expectations) the register with the highest number of metaphors, metaphors in fiction can exhibit characteristics that set them apart from those in other text types. Another corpus-based comparison of language use in different corpora is Rolf Kreyer’s ‘“Funky Fresh Dressed to Impress”: A Corpus-Linguistic View on Gender Roles in Pop Songs’ (*IJCL* 20[2015] 174-204), which explores the representations of men and women in the lyrics of pop songs by analysing two corpora of contemporary songs by male and female artists. While the analysis points to similarities in the corpora, it is suggested that the portrayal of women and their roles can be considered damaging. A rather different genre is analysed by Sean Murphy in ‘*I Will Proclaim Myself What I Am*: Corpus Stylistics and the Language of Shakespeare’s Soliloquies’ (*L&L* 24[2015] 338-54) using WordSmith Tools to compare the language of soliloquies with that of dialogue in thirty-seven Shakespeare plays, with a view to identifying key language forms in soliloquies and testing interpretations of the forms that have been proposed within literary criticism. Murphy additionally compares the linguistic features of comedy, tragedy and history soliloquies, and discusses the functions of particular language forms in Shakespeare’s works. Another study testing qualitative hypothesis with quantitative methods is ‘REMEMBER and FORGET in Dan Brown’s *Angels and Demons*: A Corpus-Informed Account’ (*L&L* 24[2015] 292-306), in which Ernestine Lahey uses corpus tools (specifically, WordSmith Tools) to examine the frequency and function of the verbs ‘remember’ and ‘forget’ in Brown’s *Angels and Demons* (2000). The corpus-informed investigation is used to test hypotheses generated through qualitative analysis of the novel – while these are partly validated, some results are contradictory to expectations.

While Dorst’s metaphor study outlined above focuses on the intersection of cognitive linguistics and corpus linguistics, a mixed corpus and cognitive *stylistic* approach is used in Peter Stockwell and Michaela Mahlberg’s ‘Mind-modelling with Corpus Stylistics in *David Copperfield*’ (*L&L* 24[2015] 129-47), which applies corpus linguistic methods to explore the cognitive stylistic notion of mind-modelling in literary characterization (mind-modelling is a concept related to the representation of fictional minds, discussed above with regard to cognitive stylistics). The authors use the CLiC (Corpus Linguistics in Cheshire) tool to analyse the textual information around the character of Mr. Dick from Dickens’s *David Copperfield* – this is done in order to identify the linguistic patterns in the text that act as triggers of character information. Stockwell and Mahlberg’s study seems very much in line with the approach Dan McIntyre proposes in ‘Towards an Integrated Corpus Stylistics’ (*TLing* 16[2015] 59-68). McIntyre points to a number of problems with the term ‘corpus stylistics’: its potentially narrow definition as the corpus linguistics of literary language (somewhat misleading because stylistics is, of course, not restricted to the study of literary texts), as well as the assumption that traditional, non-corpus stylistics somehow lacks academic rigour. McIntyre argues for a more integrated view of corpus stylistics, one that aims to ‘incorporate theories, models and methods from qualitative stylistic analysis to augment computational techniques’ (p.60). He adds that a

particularly productive link can be made between the disciplines of corpus stylistics and cognitive stylistics; these should be used to complement each other, rather than in isolation.

A discipline making use of both corpus and cognitive approaches to stylistics is translation studies. In ‘Translation Meets Cognitive Science: The Imprint of Translation on Cognitive Processing’ (*Multilingua* 34[2015] 721-46), Ana Rojo reviews the current work in translation studies focusing on the cognitive aspects of translation, drawing from disciplines such as cognitive linguistics, psycholinguistics and neurology. Applying cognitive science in the study of translation has potential implications, according to the author, not only for understanding the translation process but also for the research on language processing generally. Anna Čermáková’s ‘Repetition in John Irving’s Novel *A Widow for One Year*: A Corpus Stylistics Approach to Literary Translation’ (*IJCL* 20[2015] 355-77), on the other hand, uses corpus methods (cluster and keyword analysis) to examine the repetition in Irving’s book and its translations into Czech and Finnish. By identifying repetitive textual features in the texts, Čermáková shows that while repetition is central to the original novel, it has been avoided by translators – this suggests that corpus analysis may bring to light certain stylistic features in literary texts, allowing translators to keep their translations consistent with the original.

A study which, like Čermáková’s above, combines stylistics, corpus linguistics and translation studies is Libo Huang’s *Style in Translation: A Corpus-Based Perspective*. The author investigates Mona Baker’s (2000) notion of the ‘style of the literary translator’, which is understood as the translator’s ‘thumbprint’ evident in the target text – a concept said to mark a shift of perspective from the interest in the source text and the original author to the linguistic patterning in the work of the translator. Huang approaches the translator’s style statistically through a Corpus-Based Translation Studies (CTS, Mona Baker 1993) framework applied to Chinese prose and its translations into English, based on an analysis of the Chinese-English Parallel Corpus of Modern and Contemporary Chinese Novels (built by Huang). Following a review of some stylistic notions relevant to translation (Chapter 2) and an outline of the design of the corpus (Chapter 3), Huang uses corpus tools – such as standardized type-token ratio, mean sentence length, frequencies of reporting verbs – to compare the literary styles of two translators, Howard Goldblatt and Gladys Yang (Chapter 4); his analysis points to common features in the style of these translators, something that Huang links to ‘translational style’ or ‘translation universals’ rather than the translator’s own way of writing. The remainder of the book focuses on corpus statistical comparisons of such issues as speech and thought representation, direct and inverse translation, and readability in a range of translations of Chinese narrative fiction. Even though the corpus analysis is sometimes found to be insufficient (especially when it comes to defining the concept of ‘style’), Huang believes that, by enabling a comparison of a large number of texts, the computational method makes the study ‘more scientific and objective’ (p. 113).

A different, cognitive-based approach to applying stylistics in translation is *Translation and Linguistic Hybridity: Constructing World-View* by Suzanne Klinger. Klinger analyses linguistic hybridity in cross-cultural writing (e.g. migrant, travel, postcolonial writing), focusing on Anglophone Nigerian narrative prose and its translations into German. Drawing on concepts from narratology and (cognitive) stylistics, the author proposes a typology of linguistic hybridity – a typology which subsequently allows her to investigate ‘whether and how linguistic hybridity potentially has an impact on the mental representations the reader constructs when interacting with the text and, hence, whether and how TT [target text] shifts in linguistic hybridity can affect the text’s meaning potential’ (p. 2). The three main aspects of this discussed in the book are the perspective from which readers perceive narrative events (Chapter 3), narrator’s identification or allegiance with the narrated cultures (Chapter 4) and characters’ cultural identity and world-views (Chapter 5). By using concepts such as focalization, mind-style, text-world theory and schema theory, Klinger demonstrates how existing work on cross-cultural writing (as well as translation studies more generally) can be enriched by extending its

conceptual apparatus to include those narratological and cognitive stylistic notions which focus on voice, perspective and ideology.

Aside from translation, another area that was enhanced by the application of stylistics is teaching, particularly teaching English as a Foreign Language. *Literature and Language Learning in the EFL Classroom* edited by Masayuki Teranishi, Yoshifumi Saito and Katie Wales explores how literary texts can be used in English Language teaching. The volume first describes the current approaches to using literature in EFL/ESL contexts (Part I), and then presents a number of case studies illustrating how the theories can be applied in teaching and learning settings (Part II). The collection begins with Geoff Hall's 'Recent Developments in Uses of Literature in Language Teaching' (pp. 13-25), which provides an overview of some of the trends, such as the use of new technologies, creative writing and translation in English-teaching classes. While creative writing in the classroom is also the topic of Yoshifumi Saito's 'From Reading to Writing: Creative Stylistics as a Methodology for Bridging the Gap between Literary Appreciation and Creative Writing in ELT' (pp. 61-74), Soichiro Oku explores the use of new media ('A Stylistic Approach to Digital Texts: Teaching Literary Texts through New Media', pp. 131-50), and Kiyoko Sakamoto's 'Translation of Japanese Poems into English: Literature in the First Language as a Motive to Communicate in a Second Language' (pp. 197-211) provides a case study of using translation to motivate learners in a Japanese college class. Whereas many of the chapters in the collection are concerned with the current trends in English language teaching in Japan, others explore stylistics in EFL/ESL teaching and learning generally – for example, Marina Lambrou in 'Pedagogical Stylistics in an ELT Teacher Training Setting' (pp. 298-315) recounts her experience as a stylistician teaching a postgraduate module for students (primarily non-native speakers of English) training to become language teachers. In 'Unpacking and Evaluating Properties in Conceptual Metaphor Domain Mapping: Cognitive Stylistics as a Language Learning Tool' (pp. 75-93), Michael Burke proposes blending stylistics with cognitive linguistics by 'asking learners to consider the nature of underlying conceptual metaphor in literature and other creative texts' (p. 91). The range of topics and contributors means that while this book may be of particular interest to those teaching in Japan, it will also be relevant to teachers wishing to incorporate literature (and pedagogical stylistics) into EFL classrooms more widely.

Stylistics in language teaching is also the topic of Gary G. Fogal's 'Pedagogical Stylistics in Multiple Foreign Language and Second Language Contexts: A Synthesis of Empirical Research' (*L&L* 24[2015] 54-72), which considers the ability of pedagogical stylistics to assist in foreign and second-language teaching, synthesizing a number of studies that investigate the adoption of stylistic techniques into language classrooms. While the synthesis points to the role of stylistics in improving L2 performance, language awareness and developing academic skills, Fogal outlines under-reporting and under-collecting of data as a reason for the weak representation of stylistics as a tool in language teaching. Kieran O'Halloran provides a different perspective on using stylistics in the classroom. In 'Creating a Film Poem with Stylistic Analysis: A Pedagogical Approach' (*L&L* 24[2015] 83-107), he outlines an activity which can be used in stylistics teaching, one where students 'draw on their cinematic literacy to dramatise a poem imaginatively' (p. 83), creating film images connected to the poem's stylistic detail. Explicitly connecting the image and stylistic layer of the poem is argued to enhance the creativity of the film, setting it apart from others in the film poem genre.

The relationship between style and film discourse is also the topic of Marc Raymond's 'Two-Shots and Group Shots: Hong Sang-soo's Mannerist and Classical Mise-en-scene' (*Style* 49[2015] 196-217). The article explores the style of the South Korean film director Hong Sang-soo using two methodological approaches – mise-en-scene criticism and statistical style analysis – with an aim to develop and enhance both approaches to the analysis of cinematic staging. In 'Back to Owl Creek Bridge: Robert Enrico's Adaptation Reconsidered' (*Style* 49[2015] 181-95), Toru Sasaki examines the visual and auditory devices in the filmic discourse

of Enrico's *The Occurrence at Owl Creek Bridge*, focusing on the dramatic irony created in the text. Alan Palmer and Andrew Salway's 'Audio Description on the Thought-Action Continuum' (*Style* 49[2015] 126-48), finally, focuses on 'audio description' in film soundtracks, suggesting how it may convey information about characters' mental states. The authors use a narratological approach combined with corpus-linguistic analysis to create a classification of how these states are conveyed by audio describers.

Another aspect of film and television discourse relevant to stylistics is the study of dialogue. Simon Statham, in "'A Guy in My Position is a Government Target ... You Got to Be Extra, Extra Careful": Participation and Strategies in Crime Talk in *The Sopranos*' (*L&L* 24[2015] 322-37), analyses dialogue extracts from the HBO drama *The Sopranos*, applying Erving Goffman's (1981) participation framework and Paul Grice's (1975) conversational maxims to investigate the conversational caution strategies used by characters engaged in 'crime talk'. Laura Dorigato, Gill Philip, Ramona Bongelli and Andrzej Zuczkowski study utterances of characters in written narrative fiction. In 'Knowing, Unknowing, Believing Stances and Characters' Dialogic Identities in the Harry Potter Books' (*L&D* 5[2015] 62-89), they consider the dialogues in the seven books in the J.K. Rowling's saga to explore the construction and development of the identities of Harry Potter and Lord Voldemort and their epistemic roles in the dialogues, with the additional aim of comparing linguistic and literary analyses. Bálint Péter Furkó's 'From Mediatized Political Discourse to *The Hobbit*: The Role of Pragmatic Markers in the Construction of Dialogues, Stereotypes and Literary Style' (*L&D* 5[2015] 264-82) points to the common ground between literary pragmatics, dialogue analysis and pragmatic markers research, proposing the analysis of pragmatic markers as a tool for studying the interactional dynamics of naturally occurring, scripted and literary dialogues. Another application of pragmatics to the study of literary language is Andreas H. Jucker's 'Pragmatics of Fiction: Literary Uses of *uh* and *um*' (*JPrag* 86[2015] 63-7), which considers the use of the planners 'uh' and 'um' in Douglas Adams's *The Hitchhiker's Guide to the Galaxy*, as part of a more general discussion of the potential of fictional language (particularly the language of literature) as a legitimate source of data for pragmatic analysis. Neal R. Norrick's 'Narrative Illocutionary Acts Direct and Indirect' (*JPrag* 86[2015] 94-9), finally, develops the pragmatics of narrative by analysing the stories which people tell each other in interaction. He considers the illocutionary forces (e.g. confessing, apologising, warning – directly or indirectly) evident in short conversational stories, suggesting that stories can fulfil speech-act functions, rather than simply entertain or illustrate points.

The study of spoken language may also enhance stylistic analysis in other ways, as can be seen in 'Code-Switching in Literature: Expanding the Paradigm', a special issue of *Language and Literature*. Guest editors Penelope Gardner-Chloros and Daniel Weston discuss the relationship between spoken and written code-switching, pointing to a partial overlap between the functions of the two ('Code-switching and Multilingualism in Literature', *L&L* 24[2015] 182-93). They also argue that the study of literary code-switching is highly relevant to the sociolinguistic study of code-switching in spontaneous speech, as it provides information on the patterns of speech modes and language choices, multicultural identities and tensions in various communities (David Weston and Penelope Gardner-Chloros, 'Mind the Gap: What Code-switching in Literature Can Teach Us about Code-switching', *L&L* 24[2015] 194-212). Alex Mullen's "'In Both Our Languages': Greek-Latin Code-Switching in Roman Literature' (*L&L* 24[2015] 213-32) explores the historical dimensions of the topic by considering code-switching in ancient Roman letter writing. A historical perspective is also adopted by Herbert Schendl, whose 'Code-Switching in Early English Literature' (*L&L* 24[2015] 233-48) investigates the functions of code-switching in medieval literature, focusing on the uses (and different status of) of Latin, French and English in early poetry and drama. The two final articles deal with more contemporary texts, with Katharina B. Müller (in 'Code-Switching in Italo-Brazilian Literature from Rio Grande do Sul and São Paulo: A Sociolinguistic Analysis of the

Forms and Functions of Literary Code-switching', *L&L* 24[2015] 249-63) discussing how the switching between Brazilian-Portuguese and Italian in Italo-Brazilian prose texts represents the roles of code-switching in multilingual immigrants' communities, and Cecilia Montes-Alcalá (in 'Code-Switching in US Latino Literature: The role of Biculturalism', *L&L* 24[2015] 264-81) analysing a range of Spanish-English literary texts written by Mexican-American, Nuyorican and Cuban-American authors, and exploring the socio-pragmatic and cultural aspects of code-switching in their works.

While the work discussed so far has been relevant primarily to literary, film and television, discourse, the remainder of the review will concentrate on stylistic approaches to other text types. *The Stylistics of Professional Discourse* by Martin Solly, for example, shows how stylistic methods of analysis can be applied to the study of the language of professional communities – focusing primarily on healthcare, legal and educational discourse. Solly's interest is in 'stylistic distinctiveness' as a feature of the discourse of particular communities of practice (p. 4), i.e. the linguistic choices made by practitioners to express their meaning and construct their identities. The book begins with a concise introduction to style, stylistics and approaches within linguistics (e.g. CDA, conversation analysis, narrative and corpus analysis) that form part of the practice of stylistics. The author applies a range of these methods in an analysis of extracts from blogs, speeches, statutes and job advertisements (among others) in order to outline some of the linguistic trends and strategies in healthcare communication (Chapter 3), legal texts (Chapter 4) and educational discourse (Chapter 5). He additionally provides a discussion of how technological developments can affect the language use of professional communities and devotes a chapter to an exploration of the relationship between pedagogy and stylistics, suggesting how a stylistic approach can benefit students of professional discourse. As Solly re-iterates throughout the book, his interest is largely pedagogical – hoping not only to allow new participants of the professional groups to become aware of the modes of communication within their domains, but also to help members of these communities to communicate effectively both with those in their field and with outsiders. In line with this pedagogical focus, each chapter provides a number of activities which can be used in learning and teaching professional discourse, both in English and other languages.

Another book using stylistic methods of analysis to explore the patterns of language use in non-literary texts is *Crime and Corpus: The Linguistic Representation of Crime in the Press*, in which Ulrike Tabbert considers the intersection of language and ideology by investigating the way crime is reported in the British and German media. Based on her experience as a prosecutor and her training as a linguist, Tabbert investigates the language used to construct the representations of victims, offenders and crimes in the press and discusses the relationship between these portrayals and the underlying ideologies that can be said to inform the discourse surrounding the issues. The approach in this study is primarily corpus-linguistic: two corpora containing representative articles from German and British national newspapers were compiled and subsequently analysed with WordSmith in order to identify the most significant linguistic devices used to represent crime. A new method for identifying the keywords in a specialised corpus and the issues encountered in an analysis of data in two different languages are outlined in Chapter 5. The results of the corpus analysis are subsequently discussed in relation to the critical stylistics framework (Lesley Jeffries 2010), with a focus on the naming, representation of processes and states and contrasting (among others) devices that are most commonly used to construct victims and offenders in both British and German news crime reports. The volume thus provides a mixed, corpus-linguistic and critical stylistic approach to media discourse – an approach which, additionally, broadens our understanding of the ideologies which inform our perceptions of crime.

This kind of mixed approach is also used by Matthew Evans and Lesley Jeffries in 'The Rise of Choice as an Absolute "Good": A Study of British Manifestos (1900-2010)' (*JLP* 14[2015] 751-77), which combines quantitative and qualitative methods of analysis to explore



the use of the word *choice* by the Conservative, Labour and Liberal parties in their general election manifestos between 1900 and 2010. The authors map the changing frequency of the lexical item throughout the years (suggesting that the term is going out of fashion), as well as outlining how *choice* has taken on a range of meanings in political language. Lesley Jeffries's critical stylistic framework is also used by Matthew Evans and Simone Schuller in 'Representing "Terrorism": The Radicalisation of the May 2013 Woolwich Attack in British Press Reportage' (*JLA&C* 3[2015] 128-50), in which the authors use critical stylistics to investigate the application of the term *terrorism* in the British press – specifically, how a number of the newspaper articles covering the 2013 attack in Woolwich justify the use of this label in their reporting of the incident, and how their use compares with the academic definitions of the term.

Another key application of stylistics, next to broadening our understanding of the language of the press, political discourse, and communication within different communities of practice, is the analysis of texts relating to our experiences of health and illness. *Narrative Matters in Medical Contexts across Disciplines* edited by Franziska Gygax and Miriam A. Locher brings together work in literary and cultural studies, linguistics, psychology and medicine to explore the concept of 'narrative' in medical contexts. Focusing specifically on 'illness narratives' (stories patients tell about their illness), this volume provides an interdisciplinary account of a range of texts, from autobiographies and first-person reports (Part I) to transcripts of sessions, interviews with patients and computer-mediated communication (Part II). In 'Autism and the American Dream: Progress and Recovery in the American Autie-Biography' (pp. 17-31), for example, Annette Kern-Stähler and Anna Thieman investigate a selection of U.S.-American life narratives of people with autism and their carers, discussing how issues of disability, gender, class and race are negotiated in relation to the master narrative of the American dream and the notions of progress, autonomy and self-reliance. Also in Part I, Franziska Gygax's "'Woundable, around the Bounds": Life (beyond) Writing and Terminal Illness' (pp. 33-45) and Dominique Brancher's 'Pox Pain and Redeeming Narratives in Renaissance Europe' (pp. 47-69) offer literary discussions of life writing, focusing on the representations of death in contemporary autobiographical novels dealing with terminal illness and the descriptions of pain in fifteenth-century accounts of sufferers of pox respectively. Part II moves from medical life writing to interactions in healthcare contexts that contain narratives. Brigitte Booth investigates 'Illness Narratives in the Psychotherapeutic Session' (pp. 74-98), focusing on the role of the narrator in transcripts of narrative sequences in patient-psychotherapist interaction. Gabriele Lucius-Hoene, Sandra Adami and Janka Koschack ('Narratives that Matter: Illness Stories in the "Third Space" of Qualitative Interviewing', pp. 99-116) explore the positioning and contextualization strategies (among other issues) in narrative interviews with patients. Cynthia Gordon's "'I Would Suggest You Tell This ^^^ to Your Doctor": Online Narrative Problem-Solving Regarding Face-to-face Doctor-Patient Interaction about Body Weight' (pp.118-40) applies computer-mediated discourse analysis (Susan C. Herring 2004) and the concept of 'small stories' (e.g. Alexandra Georgakopolou 2007) in the analysis of the discourse of an online support forum. In the last chapter in this section, 'A Genre Analysis of Reflective Writing Texts by English Medical Students: What Role Does Narrative Play?', Miriam A. Locher, Regula Koenig and Janine Meier (pp. 141-64) broaden the definition of 'illness narrative' to analyse medical students' narratives that reflect on their encounters with patients.

Another study exploring the intersection of language and illness is Zsófia Demjén's *Sylvia Plath and the Language of Affective States: Written Discourse and the Experience of Depression*, in which Demjén investigates what the language of Sylvia Plath's Smith Journal can tell us about the poet's emotional life – particularly, what it suggests about her experience of depression. In order to explore the linguistic patterns in Plath's writing, Demjén combines qualitative and quantitative methods, beginning with a corpus analysis (parts of speech and

semantic category frequencies, using Paul Rayson's 2009 Wmatrix), which outlines the main linguistic characteristics of the whole text, before pursuing a more detailed, intensive manual stylistic analysis of a selection of extracts. Comparing the Journal to the autobiography section of the Speech, Writing and Thought Presentation corpus (Elena Semino and Mick Short 2004) allows Demjén to make general observations about the unusual level of description and pronoun use in Plath's text; these characteristics are subsequently analysed in more detail with reference to, for example, concepts such as metaphor and second-person narration. While the mixed methodological approach to stylistic analysis is a particular strength of the monograph, the book is likely to be relevant not only to stylisticians, but also to those interested in how linguistic choices can provide clues about affective states. By discussing her findings with reference to research in psychology and psychopathology, the author suggests the specific ways in which Plath's linguistic choices reveal the poet's negative self-image, insecurity and self-doubt, outlining patterns consistent with theories of depression, but which 'add to the clinical descriptions by highlighting aspects of the experience that might otherwise be backgrounded' (p. 214).

Zsófia Demjén's joint work with Elena Semino is also of particular interest here; 'Henry's Voices: The Representation of Auditory Verbal Hallucinations in an Autobiographical Narrative' (*MedH* 41[2015] 57-62) investigates the linguistic representation of auditory verbal hallucinations (voice-hearing) in the autobiographical narrative *Henry's Demons: Living with Schizophrenia: A Father and Son's Story* by Henry and Patrick Cockburn. Henry's hallucinations, or 'voices', are classified according to their type (based, primarily, on who uttered them and which speech-acts are involved), and subsequently analysed with regard to the speech presentation strategies adopted to recount them (e.g. direct vs. indirect speech), as well as other distinctive linguistic features appearing in them (such as sensory verbs or expressions which indicate uncertainty). The linguistic analysis of the different types of voices provides insight into the experience of voice-hearing that offers potential implications for healthcare practitioners. Both linguists and medical professionals are also the target readership for 'The Online Use of Violence and Journey Metaphors by Patients with Cancer, as Compared with Health Professionals: A Mixed Methods Study' by Elena Semino, Zsófia Demjén, Jane Demmen, Veronika Koller, Sheila Payne, Andrew Hardie and Paul Rayson (*BMJS&PC*[2015] 1-7), in which the authors analyse two corpora of online writing to investigate the way patients and health professionals use metaphorical language to talk about cancer. In view of recent UK policy documents promoting the notion of cancer as a 'journey' rather than a 'war', the authors consider the frequency and, crucially, functions of the 'Journey' and 'Violence' metaphors in an online forum for cancer patients and a website for health professionals. They conclude that neither metaphor is wholly positive or negative – in fact, patients are found to be using each of these in both empowering and disempowering ways to describe their experience of cancer. The same authors, but in a slightly different order of appearance, investigate 'Violence' metaphors for cancer in 'A Computer-assisted Study of the Use of Violence Metaphors for Cancer and End of Life by Patients, Family Carers and Health Professionals' (*IJCL* 20[2015] 205-31). They compare the way the metaphor is used by three different groups: patients, healthcare professionals and family carers. Like in their other study, the authors combine quantitative corpus methods with qualitative analysis to analyse a corpus of online data, showing the wide, varied range of 'Violence' metaphors used by the different stakeholder groups in the healthcare of cancer.

Moving from studies with direct applications in healthcare, education and translation, to those developing classic theoretical frameworks or outlining new methodological directions, the best stylistics research of 2015 has, as always, focused on the study of the *text*, investigating what Lesley Jeffries refers to as 'textual meaning' ('Textual Meaning and Its Place in a Theory of Language', *TLing* 15[2015] n.p.). By placing the text at the heart of linguistic enquiry and concentrating on the purely text-based layer of meaning separate from the linguistic or

interpersonal meaning associated with the context, Jeffries argues, stylisticians are able to situate their work within other rigorous approaches to the study of language.

## 11. English as a Lingua Franca

With its twenty years of investigation, ELF has produced a substantial body of research ranging from studies dealing with different levels of linguistic analysis, to investigations on different applied linguistic contexts and domains. It has also shown a considerable increase in the number of researchers involved in investigating this phenomenon and in the range of publications outlets too (see AILA ELF ReN for a list of research publications at [english-lingua-franca.org](http://english-lingua-franca.org)). Some of these are journals dedicated to the field, such as the *Journal of English as a Lingua Franca (JELF)*, edited by Barbara Seidlhofer, the open-access journal *Englisches in Practice (EngiP)*, edited by Robert Baird and *Waseda Working Papers in ELF* edited by Kumiko Murata. Research monographs find space in the book series *Developments of English as a Lingua Franca (DELFL)*, published by de Gruyter and edited by Jennifer Jenkins and Will Baker, and many other papers, PhD theses and MA dissertations have contributed to important discussion and understanding of the field, and its interdisciplinary implications and applications for other areas.

In the research carried out so far, ELF has been investigated in a number of domains, such as business, academic and touristic settings, but more recent research (Maria Grazia Guido ‘ELF Authentication and Accommodation Strategies in Crosscultural Immigration Encounters’ (*JELF* 1[2012] 219-40); Nora Dorn, Martina Rienzner, Brigitta Busch and Anita Santner-Wolfartsberger ‘“Here I Find Myself to Be Judged”: ELF/Plurilingual Perspectives on Language Analysis for the Determination of Origin’ (*JELF* 3[2014] 409-24)) has emphasized the importance of the role ELF can play in gate-keeping domains or encounters, such as the ones involving asylum seekers, where both migrants and immigration officials use ELF extensively as a means of communication. Barbara Seidlhofer (‘The Global Significance of ELF’ (Seidlhofer, the open-access journal *Englisches in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 28-36) reflects on the contributions of ELF research to such social issues and includes a discussion of international publishing and teaching as thorny and gate-keeping issues for academics from diverse backgrounds and for learner/teachers in different pedagogical contexts. The pedagogical aspect is also crucially related to critical language testing, an area addressed by Elana Shohamy in relation to ELF research (‘Critical Language Testing and English as a Lingua Franca: How Can One Help the Other?’ Seidlhofer, the open-access journal *Englisches in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 37-51). Shohamy critically reviews current testing practices and shows how measuring methods and proficiency definitions on which these are based do not reflect the increasingly multilingual world and classes, nor has adapted to an ELF approach to language. She suggests that when making tests, language varieties, and especially language variation in the case of ELF, should be addressed, instead of the current tendency to monolingual orientations in international tests. She then illustrates the very different reality of language use with examples of linguistic landscape and multilingual/multimodal data. These socio-political and pedagogical aspects emphasize the global significance of ELF and, although they are still at the beginning of being investigated, they will, no doubt, develop in future years and more work on these will find space in future YWES reviews.

This review will first concentrate on the nature of the phenomenon of ELF. In the past two decades research in ELF has consolidated into some important findings in this respect, and there has also been some discussion and debate, which helped to refine the concept and clarify aspects of research even further. Among these are the “Topic & Comment” feature between Sabine Fiedler (‘ELF and the Alternatives: Comments on Ian MacKenzie’s “Topic & Comment”’, *JELF* 4[2015] 333–37) and Ian MacKenzie (‘Response to Sabine Fiedler’, *JELF* 4[2014] 339–40), which considers alternatives to the use of ELF, in particular Esperanto, and the related tension between the notions of error and creativity; the response by Antje Wilton (“‘It’s All Greek to Me!’ or “‘Am I speaking Chinese?’”, *JELF* 3[2015] 387-93) to Peter Trudgill (‘Before ELF: GLF from Samarkand to Sfakia’, *JELF* 3[2014] 387-93) commenting on the decline of English as the world’s lingua franca and supporting a multiplicity of international linguae francae in future; and, finally, the debate between Will Baker/Jennifer Jenkins (‘Criticizing ELF’, *JELF* 4[2015] 191-98) and John O’Regan (‘English as a Lingua Franca: An Immanent Critique’, *AppLing* 35[2014] 533-52), dealing with the criticism of

ELF as ‘undertheorized’ and ‘reified’, to which Baker/Jenkins reply by referring to the copious empirical research and theoretical discussion which confirm the richness of ELF research and the fluidity and complexity of its nature, and remind critics of the field that criticism should be informed by in-depth reading of the research that is being criticized and supported by academic rigour (cf. Tomokatsu Ishikawa ‘Academic Rigour in Criticising English as a Lingua Franca’, *EngiP* 2[2015] 39-48).

Despite these debates, researchers are now in agreement that ELF is not a single variety or varieties because of its fluid, variable and contingent nature which does not allow for conventional codification. The point of whether ELF is a variety was a particularly thorny issue at the beginning of research in this field, but as more descriptive and theoretical research appeared, agreement has now consolidated on the nature of the phenomenon. Widdowson (‘ELF and the Pragmatics of Language Variation’, *JELF* 4[2015] 359-72) reflects on the distinctive nature of ELF as relying not on sociolinguistics of variety but on the pragmatics of variation. He indicates how this perspective relates to current ELF research and its possible development in the future, and suggests its implications for pedagogy in terms of a genuinely learner-centred approach to English language teaching (pedagogical aspects are discussed at the end of this section).

Another aspect on which researchers have agreed so far is that ELF is essentially a multilingual phenomenon where English interacts with other languages in a lingua franca mode. Jenkins (‘Repositioning English and Multilingualism in English as a Lingua Franca’ *EngiP* 2[2015] 49-85) reflects on the conceptualizations of English and multilingualism in ELF and argues that ELF is in need of further theorization in respect of its essentially multilingual nature: a nature that has always been present in ELF theory and empirical work, but which, she believes, has not so far been sufficiently foregrounded. Through three phases of evolution – ‘ELF 1’, focused on forms; ‘ELF 2’, focused on its variability and pragmatic processes as ELF’s defining features; ‘ELF 3’, conceptualizing it within a framework of multilingualism – Jenkins attempts to redress the balance by taking ELF theorization a small step further in its evolution.

Turning to studies on communication occurring in ELF, today’s ELF communication largely takes place as a global and de-territorialized phenomenon, which when it is used or constructed can take forms that depart from StE and the typical NS usage. The corpus research carried out in the past ten years in this area has contributed to describing these forms and, perhaps more importantly, has provided the empirical data needed to analyse the processes that underlie and support ELF communication. Anna Mauranen (‘What Is Going On in Academic ELF? Findings and Implications’ in Paola Vettorel, ed., *New Frontiers in Teaching and Learning English*, pp. 31-52) examines some of these underlying processes and provides examples of academic ELF from the ELFA corpus. She explores how processes of simplification and complexification work simultaneously in ELFA, with the former involving regularization and approximation and the later concerning increased flexibility of forms. She foregrounds the importance of multi-word units for ensuring clarity and understanding. For example, an expression like ‘to put the end on it’ (p. 43) is easily understood in the ELFA corpus because the multi-word unit contains the same key vocabulary and the same order as the equivalent NS expression ‘to put an end to it’, while the function words like prepositions and articles can change. Mauranen also explores the effectiveness of clarity-boosting strategies such as rephrasing and reformulation in ensuring intelligibility, which reveals that successful interaction is an outcome of collaborative efforts that speakers put into securing shared understanding through skilful deployment of various strategies. Working on aspects of conceptualizations, Svetlana Vetchinnikova (‘Usage-Based Recycling or Creative Exploitation of the Shared Code? The Case of Phraseological Patterning’, *JELF* 4[2015] 223-52) argues that there are two distinct explanations of the differences between NS and ELF usage in ELF research, which she exemplifies using examples of phraseological patterning to illustrate different paradigms of linguistic scholarship: classical Saussurean and usage-based. The first one, exemplified by the work of Barbara Seidlhofer and Henry Widdowson, maintains that ELF users draw on the virtual language to create new forms, while according to the second, usage-based explanation, exemplified by the work of Anna Mauranen language emerges from usage rather than that it exists independently of it. She argues that whether or not quite native-like phraseological patterning in ELF is a result of creation or approximation, the first or the second approach, and whether on the whole ELF speakers predominantly operate on the open-choice or on the idiom principle, have far-reaching implications for our understanding of the properties of L2 processing and use.

For what concerns the area of pronunciation, research has shown how intelligibility is not directly related to accuracy and does not depend on approximation to native speaker pronunciation, but is strictly related to accommodation skills instead. George O'Neal's study on 'Segmental Repair and Interactional Intelligibility: The Relationship between Consonant Deletion, Consonant Insertion, and Pronunciation Intelligibility in English as a Lingua Franca in Japan' (*JPrag* 85[2015] 122-34) provides empirical evidence of the importance of accommodation for intelligibility. The study concerns pronunciation in Japanese contexts and the issue of intelligibility in relation to segmental repair, i.e. the modification of segmental phonemes to address the trouble source of a non-understanding moment caused by unintelligible pronunciation. It carries out a conversation-analytic exploration of ELF interactions among university students, which were recorded as part of their English conversation homework assignments. The findings show that problems of mutual intelligibility are not caused by non-standard pronunciation, while examples of standard pronunciation could create intelligibility problems. The study demonstrates that consonant deletion can harm mutual intelligibility and that consonant insertion can help restore it. In another paper, 'ELF Intelligibility: The Vowel Quality Factor' (*JELF* 4[2015] 347-58), O'Neal investigates the negotiation of intelligibility in segmental repair sequences within which vowel quality is oriented to as unintelligible and then modified into a more intelligible variant. He analyses ELF interactions extracts among Japanese undergraduate students and non-Japanese exchange students at a large public university in Japan. The examples show that maintaining mutual intelligibility can be a collaborative process among ELF speakers, who use segmental repair as an effective communication strategy to overcome miscommunication.

In terms of what is acceptable or non-acceptable ELF communication, researchers agree that the aspects of ELF communication that do not conform to ENL models are considered acceptable if intelligible in the context of communication and if they do not create problems with understanding. This is valid at all levels of linguistic analysis, i.e. pronunciation, lexico-grammar and discourse. Ishamina Athirah and David Deterding analyse the relationship between lexico-grammatical use and understanding ('The Role of Noun Phrases in Misunderstandings in Brunei English in ELF settings', *JELF* 4[2015] 283-308) in a study of NPs in English conversations between Bruneians and people from elsewhere. Through the analysis of ten recordings of elicited semi-structured interviews, the aim is to investigate the extent to which grammatical adjustments involving NPs influence mutual understanding. Despite the constructed nature of the methodological approach, which is untypical of ELF empirical research (normally based on naturally occurring data), the authors find limited evidence of problematicity in ELF communication among speakers of Brunei English. In terms of vocabulary research, Leah Gilner investigates ELF speakers' vocabulary preferences in terms of general service vocabulary in 'A Consideration of the Methodological Underpinnings in the Elicitation of ELF Speakers' Vocabulary Preferences' (Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 168-83). She explores the preferences for this vocabulary in the VOICE and ELFA corpora and finds that speakers tend to use the same general vocabulary listed in the general service lists of ENL corpora.

Apart from pronunciation and lexico-grammar, discourse and interactional aspects have also been important aspects of ELF research. Mayu Konakahara carries out a conversation analysis of overlapping questions that request the turn space in elicited casual ELF interactions in 'An Analysis Overlapping Questions in Casual ELF Conversation: Cooperative or Competitive Contribution' (*JPrag* 84[2015] 37-53). It examines how overseas students at UK universities use and respond to overlapping questions to develop the ongoing communication in informal contexts. The findings indicate that speakers regard overlapping questions as neither interruptive nor competitive, demonstrating their interactional competence in smoothly resolving the overlap and collaboratively moving the talk forward. The appropriate use of overlapping questions signals the interactants' understanding of and interest in the interlocutor's preceding utterance and also encourages clarification of the previous ambiguous points, which, consequently, helps to facilitate ELF-effective exchanges. Also from a conversation analytic (CA) perspective, Anita Santner-Wolfartsberger ('Parties, Persons, and One-at-a-Time: Conversation Analysis and ELF', *JELF* 2[2015] 253-82) deals with the characteristics and complexities of turn-taking in interactions involving three or more participants. She relies on the key CA model of a party, which posits that turn-taking does not take place between individual speakers, but between parties (hence the term multi-party conversation) potentially consisting of several speakers (cf. Emanuel Schegloff 1995: 32-33). Scrutinizing the

applicability of the turn-taking model for group interactions the present paper offers a preliminary account of this aspect of turn-taking in multi-participant interaction by discussing data extracts from an ELF workplace meeting of seven speakers and suggests possible avenues for further research on the phenomenon.

Moving to the role of culture in ELF, researchers often refer to ELF as an area of investigation that concerns the use of English in *intercultural* contexts where people from different *lingua-cultural* backgrounds use English as their common means of communication. They also point out that ELF is not a neutral medium of communication, and though 'ELF speakers do not share a cultural background or a first language' (Mauranen 2012: 5), they also do not refer to the 'culture' of English NSs or of English native-speaking countries of the inner circle. Instead, they do share and co-construct cultural references from the situation, contexts and practices they have in common. Therefore, NSs' cultural conventions may be rather inappropriate in an ELF context, but also a combination of national or 'target' cultures may be totally irrelevant and unsuited. ELF communication is intercultural, but it highlights the complexity and fluidity of culture, rather than the national, fixed and limited notion of 'culture' (A. Suresh Canagarajah 2013).

In this area, a substantial body of work this year is provided by Will Baker's contribution on cultural aspects of ELF (*Culture and Identity through English as a Lingua Franca. Rethinking Concepts and Goals in Intercultural Communication*). Baker argues that ELF research has some major implications for our conception of the relationships between communication, language, identity and culture. He provides relevant evidence of the substantial body of knowledge documenting how cultures and identities are constructed and enacted in intercultural communication within ELF practices to reconsider how we approach English language teaching (ELT) and teaching intercultural communication. These concerns are summarized in four main arguments. Firstly, Baker considers the points of convergence and divergence between ELF and intercultural communication research. He remarks that ELF is a form of intercultural communication by its very definition since it involves interlocutors who have different linguistic and cultural backgrounds. Both intercultural communication and ELF studies have focused on the aspects of communication that contribute to effective intercultural interaction and this typically goes beyond linguistic features and positions issues of pragmatics, power, and identity as equally important. Secondly, Baker argues for the influence provided by studies of intercultural communication through ELF on our understanding of the relationship between culture, identity and language. He argues that new cultural practices and references emerging from interaction should be seen through the lens of complexity theory because it allows us to examine culture as a constantly changing and evolving whole. He argues that the work on interculturality provides a productive framework for investigating identity construction and negotiation in a manner that avoids predetermined assumptions about participants' cultural identities. Thirdly, Baker considers how participants successfully manage the diversity and variety of communicative practices in intercultural communication through ELF. He outlines how intercultural awareness [ICA] is specifically engaged with the more fluid notions of culture and communication. ICA also contains a high degree of reflexivity and criticality since participants in intercultural communication through ELF often need or desire to challenge and re-interpret communicative practices, and related cultural references, in ways that are appropriate to the communicative situations in which they find themselves. Finally, he gives reasons for the impact of ELF and ICA research on ELT. Moving away from prescriptive approaches to teaching, Baker suggests a recognition of L2 learning and use as an intercultural process of adaptation and negotiation of communicative practices for successful intercultural communication. According to him, ICA offers a model and a set of pedagogic goals for the knowledge, skills and attitudes needed for intercultural communication through ELF as well as how these can be put into practice in intercultural communication. Baker outlines five general themes for the development of ICA in the classroom. He adds a case study of a course in intercultural communication, intercultural awareness and Global Englishes implemented at a Thai university as an example of an alternative teaching praxis to normative applications of a narrow range of linguistic structures, Anglo-centric perspectives on communication and culture and a restricted notion of communicative competence.

In another paper on this topic ('Research into Practice: Cultural and Intercultural Awareness', *LTeach* 48[2015] 130-41), Baker reflects on the gap between 'what research have suggested' and 'what practitioners actually do in terms of policy and teaching' with regard to the role of cultural awareness and intercultural awareness in the English language classroom. Drawing on his own

teaching experiences in the UK and Thailand, Baker emphasizes how English language learners are still poorly equipped for the flexibility of linguistic forms and the diversity of communication they will encounter in intercultural interactions. Nonetheless, Baker demonstrates the recognition of the significance of culture in language learning by prevailing language policy and the feasibility of adopting an intercultural-awareness-fostering approach in the classroom. Baker also notes that cultural comparisons should be handled carefully as they could produce stereotype and thus impede successful intercultural communication. In another contribution ('Culture and Complexity through English as a Lingua Franca: Rethinking Competences and Pedagogy in ELT', *JELF* 4[2015] 9-30) Baker discusses how complexity theory offers a framework for understanding culture as a constantly changing but nonetheless meaningful category in ELF research, whilst avoiding essentialism and reductionism. Moreover, he critically questions simplistic and essentialist cultural characterizations of intercultural competence offered in language pedagogy. He concludes giving some suggestions and examples for how such complex understandings of culture and language through ELF can be meaningfully incorporated into pedagogic practice.

The research focus in the role of culture in ELF, therefore, has been mainly on intercultural awareness, emphasizing the role of attitudes, knowledge and skills in relation to ELF communication, but interculturality, as the ability to construct and negotiate aspects of cultural identity in actual interactions, is another important aspect of research. Interculturality is a key aspect of Zhu Hua's work who, in 'Negotiation as the Way of Engagement in Intercultural and Lingua Franca Communication: Frames of Reference and Interculturality' (*JELF* 4[2015] 63-90), focuses on how the concept of interculturality can shed light on cultural aspects of ELF. Zhu highlights the essential role that negotiation plays in intercultural and ELF interactions, where speakers tend to bring in differing cultural schemata and identities. She draws on the VOICE corpus to exemplify how cultural frames of reference could be revised as well as how the degree of alignment between self-preferred identities and assumed-by-interactants identities is signalled through negotiation. Accordingly, attention should be placed on how negotiation can provide opportunities for intercultural learning and also illustrate the role of culture in intercultural and ELF talk.

Aspects of interculturality and intercultural awareness are also strongly interconnected with issues of identity. Previous research on identity focused mainly on ELT professionals (Jennifer Jenkins [2007] *English as a Lingua Franca: Attitude and Identity*) and explored identity in relation to attitudes to ELF. However, the notion of identity for L2 speakers is another aspect of particular interest. Chit Cheung Matthew Sung's contribution ('Exploring Second Language Speakers' Linguistic Identities in ELF Communication: A Hong Kong Study', *JELF* 2[2015] 309-32) aims to shed light on the complexity of identity construction in ELF settings within an Asian context. The paper reports on a qualitative study of a group of Hong Kong university students' perceptions of their linguistic identities. The participants consider their 'non-nativeness' as an empowering force in ELF interactions, validating their identities as multilingual, multicompetent, and translingual speakers of English. Relying upon a diverse set of multilingual resources, the participants define their linguistic identities by constructing and negotiating them in relation to the perceived linguistic competence of other ELF speakers, especially L2 speakers of other cultural/national backgrounds.

Possibly the domain of expertise that ELF is mostly associated with is business. This area has also produced a considerable amount of research since its beginnings; the findings show that ELF is today considered the language of international business and that Business English as a Lingua Franca [BELF] communication is generally considered content-oriented, rather than form-focused (usually in terms of ENL forms). In international business contexts, especially multinational corporations, the use of English as a 'corporate language' has become a common practice, if not an official recognition of the company's language policy. BELF is now a requirement in globalized business and, even more, an essential aspect of business knowledge. In a special issue of *JELF* focusing on 'Teaching ELF, BELF, and/or Intercultural Communication?' (*JELF* 4:i[2015]) the editors, Susanne Ehrenreich and Marie-Luise Pitzl embark on the ambitious attempt of bringing together ELF, Intercultural Communication, and BELF, and the more application-oriented dimension of teaching. The papers included in the issue range from conceptualizations of BELF, conceptualizations of culture, to the inclusion of intercultural competence in curricula, and analysis of the CEFR.

Anne Kankaanranta, Leena Louhiala-Salminen and Päivi Karhunen, in 'English as Corporate Language: Implications for Teaching 'English' at an International Business School' (*JELF* 4[2015] 125-48) explore the role of English as a shared 'corporate language' in multinational corporations. The

article concentrates on three research streams – applied linguistics, international management and corporate communication – to explore how this research informs the teaching of English for business professionals, and how this can impact on international business schools teaching programmes and course design. They explore BELF research and introduce the notion of Global Communicative Competence, constituted by three intertwined layers, i.e. multicultural competence, competence in BELF and business know-how. The authors also discuss a continuum between ‘official’ English and ‘working language BELF’ which is critically reviewed in the response paper by Alessia Cogo (‘Complexity, Negotiability and Ideologies: A response to Zhu, Pitzl, and Kankaanranta et al.’, *JELF* 4[2015] 149-55). In this paper Cogo offers a response to three papers in the special issue and highlights how the papers converge on at least two aspects, i.e., the fluid conceptualization of ‘English’ / ‘language’, and the complexity of ELF communication. She clarifies that a re-conceptualization has occurred in some concerned disciplines, such as applied linguistics and language teaching, which have shifted towards more fluid and emergent conceptualizations. However, in international management and corporate communication a unified model still persists, which is reflected in Kankaanranta et al.’s contribution. Another paper in the collection explores the integration of intercultural competence into curricula designed for students studying Business Administration and Economics in Higher Education. Patricia Pullin in ‘Culture, Curriculum Design, Syllabus and Course Development in the Light of BELF’ (*JELF* 4[2015] 31-53) chooses a research-based approach to curriculum development, in the light of BELF research findings, to focus in particular on the interface between language and culture, drawing on pragmatics, and the need to raise awareness of the impact of cultural differences in business communication. The final aim of the article is to consider ways in which educators can draw on BELF findings to integrate more authentic interaction into the classroom, notably in relation to intercultural awareness and communication. This paper is also reviewed in a response article by Anita Santner-Wolfartsberger (‘Intercultural Awareness, (B)ELF, and Bridging the Gap between Theory and Practice: A Response to Baker and Pullin’, *JELF* 4[2015] 55-61), which relates to both Baker’s (reviewed above) and Pullin’s contributions. She stresses the procedural nature of culture as a concept, highlighting that culture is not something static, but dynamic, negotiated, and emergent. From this comparison of ideas Santner-Wolfartsberger is able to conclude that, although Pullin’s paper is probably of greater relevance for day-to-day pedagogical practice, Baker’s conceptualization of culture as a complex, emergent social system covers much of the conceptual groundwork that is needed for ELF research to build on. In her conclusion she evaluates these two papers as important starting points for reconsidering assumptions we hold regarding best practices of teaching language and culture. The last paper in the special issue explores a completely different topic (‘Understanding and Misunderstanding in the Common European Framework of Reference: What We Can Learn from Research on BELF and Intercultural Communication’, *JELF* 4[2015] 91-124). The author, Marie-Luise Pitzl, discusses the concepts of ‘understanding’ and ‘misunderstanding’ as they are discursively constructed in CEFR (Council of Europe 2001). Pitzl critically reviews the general aim of CEFR ‘to develop a plurilingual competence’ where the native speaker is ‘no longer the ultimate model’, and the inconsistencies of this aim with the tables of descriptors for the different levels of competence, which refer to the native speaker model. The CEFR is responsible for creating an unreal, imagined and unachievable image of successful communication as communication where miscommunication does not occur. Also the CEFR creates imagined scenarios of communication as happening only with native speakers, and puts the responsibility of achieving understanding exclusively on the non-native speakers/learners-users. Pitzl demonstrates that the CEFR uses a wide range of terms to describe instances of miscommunication, but fails to provide satisfactory definitions and coherent theoretical argumentation to support its premises in terms of international development of intercultural competence and skills for intercultural communication.

Another interesting area of BELF research concerns the analysis of actual business communication, as for example in naturally occurring business exchanges. For reasons of difficulties in data collection, papers exploring this kind of empirical data are generally more difficult to find, but two of those papers appeared in 2015. The first one by Jane Lockwood (‘Virtual Team Management: What is Causing Communication Breakdown?’ *L&IC* 15[2015] 125-40) addresses the root causes of a virtual team communication failure within a globalized workplace. The researcher carries out a ‘training needs analysis’ for this particular program of communicating in a virtual team. The causes of interactive breakdown are examined through reviews of corporate documentation, surveys and



interviews with managers and team members and observation of meetings. The findings note the inadequacy of both technology quality and meeting strategies, and the differences in language use and culture as surface symptoms, mostly and importantly revealing the issue of disempowerment and distrust over offshoring members as the fundamental cause of unsuccessful virtual team interaction. The second paper is by Akiko Otsu ('Beyond 'Nice to Meet You': Small Talk in ELF for Initial Business Communication', Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 55-69) and is a CA exploration of a business encounter between a Japanese architect and a Malaysian taxi driver, who takes the architect from the hotel to work in their first meeting. Otsu focuses on the use of repetitions in building rapport and securing understanding in their small-talk exchange. She demonstrates how the participants, despite their limited English proficiency, manage to communicate by using all resources available to them, including paying attention to face and enjoying the exchange. The paper further confirms the need to view ELF communication as 'successful' and 'proficient' for the purposes it is put to and the communication per se. Finally, Catherine Nickerson in 'The Death of the Non-Native Speaker? English as a Lingua Franca in Business Communication: A Research Agenda' (*LTeach* 48[2015] 390-404), outlines a research agenda for ELF in business communication of relevance to scholars and language teaching practitioners. An understanding of both the production and reception of BELF will further develop English in business theory and how this impacts on language teaching, including the role played by NSs of English in the co-construction of business. Furthermore, an understanding of the increasingly advanced levels of proficiency, and of what constitutes professional communicative competence in business, in addition to both the production and reception of BELF, internationally used, will be instrumental in determining pedagogy and teaching material.

Probably the second biggest domain of investigation at the moment is the use and conceptualization of ELF in academic settings. Universities around the world are increasing their number of international students and are becoming common settings of ELF exchanges concerning academic subjects. Research in this area has focused both on descriptions of academic communication and reflections on the role and consequences of 'English' in the 'international' university. The nature of ELF academic exchange has become the subject of empirical analysis thanks to the creation of corpora, such as the aforementioned ELFA and the latest addition WrELFA, or Written ELFA, a collection of academic texts written in ELF including evaluative reports (examiners' and peer reviewers' reports) and academic/research blogs (see <http://www.helsinki.fi/englanti/elfa/index.html>).

Apart from Mauranen's contribution (in Vettorel, ed.) concerning the nature of ELFA more generally, empirical research of exchanges in academic settings has also focused on pragmatic speech acts. Mayu Konakahara's 'How ELF Users Negotiate Face During Complaining' (Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 128-48) is a multimodal, CA exploration of ELF interactions among international students at a UK university focusing on third-party complaints. The author pays attention to complaint sequences in relation to eye-movement, facial expressions, hand gestures and postures which become relevant in her analytic approach. The author skilfully describes how ELF speakers manage a very sensitive and face-threatening act like complaining about an absent third party, by using both non-verbal communication and skilled communication strategies.

From actual communication we now turn to the very topical area of English as a Medium of Instruction [EMI] in international university courses. As seen in Jenkins's research (*English as a Lingua Franca in the International University* [2014]) universities are increasing their numbers of programmes in English and present themselves as 'international, although their English language policies and practices do not necessarily reflect this. While some studies have addressed the implications of this development, others have started evaluating the effectiveness of English instruction. Hassan Belhiah and Maha Elhami in 'English as a Medium of Instruction in the Gulf: When Students and Teachers Speak' (*LPol* 14[2015] 3-23) examine the effectiveness of English as EMI in the Gulf according to solicited perceptions from both students and instructors. Five hundred students and one hundred teachers from six UAE universities are involved in the survey questionnaire and structured email interview. The findings show a general consensus among participants that EMI enhanced students' English proficiency. However, it is also reported that the exclusive use of English caused impediment to learning for many students; accordingly a preference for bilingual curriculum is expressed by a majority of informants. This paper advocates a move towards bilingualism in education policy-making.

Three other papers on EMI focus on the Japanese context, where, as Kumiko Murata maintains, ‘the Japanese government is currently very eager to promote EMI to develop more globally-minded human resources although the connection between “global” and “English” is not necessarily well defined’ (‘Furthering ELF Research in Academic and Business Contexts’, Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015], p. 9). Based on his experience in conducting EMI classes in Japan, Nobuyuki Hino suggests incorporating ELF into CLIL [Content and Language Integrated Learning] and provides the conditions for implementing CELFIL in his paper ‘Towards the Development of CELFIL (Content and ELF Integrated Learning) for EMI classes in Higher Education in Japan’ (Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 187-98). The second paper, by Masaki Oda (‘University English Language Programs in Transition: EFL to ELF, and Then?’, Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 199-208), discusses the challenges and rationale of a Japanese private institution, Tamagawa University (Tokyo), in shifting their mainly English as a Foreign Language programme to an ELF one. The author also offers a discussion of the innovative recruitment policy, which, unlike other similar policies that require lecturers to be NSs of English, specifies the need for lecturers to be bi- or multi-lingual with TESOL qualifications. The third paper, by James D’Angelo (‘Nurturing EMI in Broad-Based Japanese Higher Education: The Case of Chukyo University’, Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015] 219-28), discusses the successes and challenges of implementing EMI in a Japanese university at the interfaces between World Englishes and ELF paradigms.

Similarly to Japan, Chinese institutions are also developing ‘getting on the international track’ (Ying Wang, in ‘A Case Study of the Role of English in a Chinese University’, Seidlhofer, the open-access journal *Englishes in Practice (EngiP)*, edited by Robert Baird and *WWPiELF* 4[2015], p. 209). Wang reports on a qualitative study of one university, China Three Gorges University, where she analysed language-policy documents, media communication (online website, advertisements, bulletins etc.), and conducted interviews and classroom observations. She observes a mismatch between policies and classroom practices: where Chinese is the language preferred in the education policies, English is actually used and expected in university practices. She also notices a lack of engagement with what ‘English’ is and a lack of ELF awareness in the pedagogical and classroom contexts.

Turning now to ELF and pedagogy, since the beginning of research in this field questions have been raised about how research findings could be applied for pedagogical purposes, but ELF researchers were initially reluctant to engage with this topic. However, since descriptive research of how English is used in lingua franca settings has started to consolidate, pedagogical suggestions have also started to appear. 2015 was possibly the strongest year in terms of publications concerning pedagogy and a turning point for applications of ELF research, not only for the considerable number of publications that address this area, but also for the coverage of topics and for the depth of engagement with them. The publications reviewed in this section, however, show rather different approaches to ELF and pedagogy, which vary from referring to ‘features of ELF’ to suggestions of teaching ‘for ELF communication’ rather than teaching ELF itself, to ELF-aware pedagogy and transformative pedagogy. There were three main edited books that engaged with this area which included chapters from most ELF researchers, namely Yasemin Bayyurt and Sumru Akcan (eds.) (*Current Perspectives on Pedagogy for English as a Lingua Franca*), Hugo Bowles and Alessia Cogo (eds.) (*International Perspectives on English as a Lingua Franca* [2015]), and Paola Vettorel (ed.) (*New Frontiers in Teaching and Learning English*), together with a wide range of papers covering a multiplicity of aspects.

ELF research has shown that effective communication is not directly proportional to grammatical accuracy in NS terms, but rather requires engagement in accommodation and pragmatic strategies which put into question the relationship between ‘complexity’, ‘fluency’ and ‘accuracy’. Barbara Seidlhofer (‘ELF-Informed Pedagogy: From Code-Fixation towards Communicative Awareness’, in Vettorel, ed., pp. 19-30) particularly elaborates on this matter. The mismatch between ELT and the changed reality of English at this time of globalization requests practitioners to re-evaluate the relations of accuracy, fluency and complexity, encouraging users to move away from how to achieve native-like competence and turn to ‘how they language’ (p. 28), that is how English users strategically exploit the potential of language. An ELF-informed pedagogy would inspire teachers to approach textbooks in a different manner and meanwhile encourage students to reflect on the

language, the rationale of learning and the relationship between being accurate and being communicative, fostering language and communication awareness. Pedagogical emphasis should be placed on 'how language is learned' (p. 30) rather than 'how much of it is picked up' (p. 32). Similarly, Henry Widdowson reflects on the pragmatics of language variation (in 'English and the Pragmatics of Language Variation', *JELF* 4[2015] 359-72) and maintains that ELF can offer a genuinely learner-centred approach to ELT, but also a particularly challenging one. According to Widdowson '[N]ew ways of thinking are of their nature disruptive and disturbing. They call into question the validity of the established order and create uncertainty and insecurity' (p. 230) (in 'Frontiers of English and the Challenge of Change', in Vettorel, ed., pp. 227-32). Perhaps not surprisingly then, some of the papers in this area relate the challenges that teachers, students and stakeholders experience in introducing an ELF-oriented pedagogy. Patrick NG Chin Leong and Patrick Shaou-Whea Dodge in 'Situating English as a Lingua Franca in Context: Narratives From Japanese and Chinese Classrooms' (*ICoMS* 24:iii[2015] 50-63), for instance, explore two teachers' statements about their teaching philosophies, their immediate linguistic environment, and the obstacles they encountered in introducing ELF in two university classrooms in Japan and China. The authors also explain what tactics the teachers employed to encourage a positive attitude towards ELF-oriented pedagogy among students. The article accentuates that certain contextual elements, namely, the sociolinguistic circumstance where English is studied, the classroom culture and students' perceptions of English learning, need to be considered while practicing ELF in institutions.

The challenges to an ELF-oriented pedagogy are also explored in the first part of Yasemin Bayyurt and Sumru Akcan's edited book, *Current Perspectives on Pedagogy for English as a Lingua Franca*, which examines the implications of ELF at virtually every educational level, specifically, from elementary schools in Italy (Lucilla Lopriore, 'ELF and Early Language Learning: Multiliteracies, Language Policies and Teacher Education' in Bayyurt and Akcan, eds., pp. 69-86.), secondary schools in Germany (Kurt Kohn, 'A Pedagogical Space for ELF in the English Classroom', in Bayyurt and Akcan, eds., pp. 51-67) up to universities in Hong Kong (Lynne Flowerdew, 'Adjusting Pedagogically to an ELF World: An ESP Perspective', in Bayyurt and Akcan, eds., pp. 13-34) and Japan (Nobuyuki Hino and Setsuko Oda, 'Integrated Practice in Teaching English as an International Language (IPTEIL): A Classroom ELF Pedagogy in Japan', in Bayyurt and Akcan, eds., pp. 35-50). These four chapters emphasize the need to integrate ELF concepts into ELT / English for specific purposes, calling for a transformation of the practitioners' and learners' mind-sets with regard to the ownership of English and the awareness of content overriding form. The researchers emphasize, in particular, the importance of accommodation and meaning-negotiation in both spoken and written English, but also acknowledge the challenges of practising such communicative strategies in the traditional classroom environment. In this regard, several suggestions have been put forward to maximize students' exposure and participation into real-life intercultural communication, for example, the program of English Café (Hino and Oda), Programs enabling transnational experience like Global challenge (ibid.), the introducing of online learning platform (Kohn), among others. Another challenge faced by teachers and educators is the increasing number of diverse classrooms, including learners from different linguistic/cultural backgrounds. Lucilla Lopriore points out that primary classes in Europe have become increasingly multilingual with English serving as their lingua franca. In 'Young Learners in ELF Classrooms: A Shift in Perspective' (in Vettorel, ed., pp. 159-77), Lopriore explores spoken communication in primary English language classrooms in Italy. She observes diversity in the classroom, together with learners' exposure to English outside the classroom, and the strength of their desire to communicate using all available strategies (including the use of multilingual resources). She then argues that primary-teacher education should include awareness-raising of the ways in which such ELF practices emerge in their classrooms and how they can be capitalized on in their teaching. A further challenge identified by various researchers in the field concerns assessment and its role in driving norms of language learning and teaching. David Newbold maintains in 'Assessing ELF in European Universities: The Challenges Ahead' (in Vettorel, ed., pp. 205-26) that European university entry tests should include more appropriate and ELF-oriented tasks. He discusses a project on oral production, where an ELF-oriented listening test was designed by a group of researchers and then taken by a group of students at an Italian university, and also explores proposals for a speaking test that involves using students as ELF informants. He concludes by observing that although developing tests to assess ELF interaction and writing is recommended, the task presents major challenges, which

are related both to the validity issue and the washback effect, i.e. the way such tests would lead to more ELF-aware teaching and learning.

Martin Dewey's 'Time to Wake Up Some Dogs! Shifting the Culture of Language in ELT' (in Bayyurt & Akcan, eds., pp. 121-34) reflects on current practices in ELT, which continue to foster a norm-based approach to language, and criticises the persistence of supposedly 'global' textbooks in referring to NS standard Englishes, such as BrE and AmE. He suggests to refocus teachers' priorities and argues for an approach to language and communication that would be 'less concerned with language as an abstracted system and more in line with a notion of language as "local practice" (Alastair Pennycook 2010)' (p.133).

A considerable part of research on pedagogy focuses on materials for the classroom. Researchers tend to promote awareness of the diversity of English and an ELF-orientation in course-books, classroom materials and material development. What researchers also emphasize is that the ELF approach to materials is not about abandoning or replacing current NS-oriented materials, instead practitioners are encouraged to add to current materials by shifting the perspective towards more intercultural, situated and fluid orientations to language and linguistic practices.

In 'Promoting Awareness of Englishes and ELF in the English Language Classroom' (in Bowles and Cogo, eds., pp.13-34), Lucilla Lopriore and Paola Vettorel engage with the two distinct paradigms of ELF and World Englishes and promote awareness-raising of their differences in classroom teaching materials and text books. The chapter contains a number of practical suggestions for raising awareness and attempts at clarifying the confusion that still exists between the two phenomena, i.e. between the relatively bounded and describable World English varieties, and the fluid and variable use of ELF.

In 'Developing Critical Classroom Practice for ELF Communication: A Taiwanese Case Study of ELT Materials Evaluation' (in Bowles and Cogo eds., pp.35-54), Huiyen Melissa Yu presents a case study of two Taiwanese teachers reflecting on classroom material and promotes an ELF approach for evaluating material and developing resources for ELF-oriented teaching. The author also touches upon how these aspects can be incorporated into teacher-education programmes.

Telma Gimenez, Luciana Cabrini Simões Calvo and Michele Salles El Kadri ('Beyond Madonna: Teaching materials as windows into pre-service teachers' understandings of ELF', in Bayyurt and Akcan, eds., pp. 225-38) analyse teaching materials produced by prospective English teachers in Brazil which aimed at moving away from a strict EFL perspective and the typical celebrity-oriented course-book units. Despite the short teacher-training course, the initiative proved successful but the authors suggest further development toward a more in-depth discussion of English as a practice (rather than a system) and a more context-sensitive pedagogy. The paper by Domingos Sávio Pimentel Siqueira ('English as a Lingua Franca and ELT Materials: Is the "Plastic World" Really Melting?', in Bayyurt and Akcan, eds., pp. 239-57) explores ELT textbooks, which are found to place heavy emphasis on English as a native language, and concludes that more work is needed to translate ELF into the classroom.

Some of the studies in this area attempt to suggest classroom-related activities that implement an ELF-oriented pedagogy. Enrico Grazzi's contribution ('Linking ELF and ELT in Secondary School through Web-Mediation: The Case of Fan Fiction' (in Bowles and Cogo, eds., pp. 55-71) is a pilot study of creative writing and fan fiction in Italian secondary schools. Students engaged in web-based collaborative writing tasks among Italian students, and the author analyses some interesting examples of creative use of idiomatic expressions. The project questionnaires, instead, show that ELF is still controversial (and poorly understood) and that standard native English is preferred. The author emphasizes the importance of classroom ELF awareness-raising, especially in same-L1 student groups, and the development of approach training programmes that integrate an ELF approach. Another project concerning online communication and applications for the classroom is also developed by Grazzi ('ELF and the Development of Intercultural Communicative Competence: An Italian-American Telecollaboration Project', in Vettorel, ed., pp.179-204). Unlike the previous one, this project aims to develop intercultural competence among Italian and US university students through telecollaboration. Iris Schaller-Schwaneer's contribution, 'ELF Oral Presentations in a Multilingual Context: Intelligibility, Familiarity and Agency' (in Bowles and Cogo, eds., pp. 72-95) carries out an ethnographic study of academic presentations in a higher education institution in Switzerland; the author argues in favour of prioritizing intelligibility particularly in respect of pronunciation, and of the importance of promoting familiarity and multilingual awareness in this respect. Other examples of classroom engagement with ELF communication concerns the use of

naturally occurring data extracts of conversations with the aim of developing awareness of language variation and diversity. One such study is Luciana Pedrazzini's 'Raising Trainee Teachers' Awareness of Language Variation through Data-Based Tasks' (in Vettorel, ed., pp. 77-101). Trainee teachers were asked to engage in data-based tasks exemplifying ELF communication. These tasks were audio-recorded samples of different accents and written transcripts of spoken data taken from research, and teachers were asked to express their opinions in relation to the different accents, their perceptions of ELF and their awareness of language variation. Although her findings confirmed 'conservative' orientations towards language variation, Pedrazzini concludes that this kind of work opens trainees' minds to the kind of variation found in ELF communication, even though they might eventually opt for the 'safety' of established native varieties in their teaching. Luisa Bozzo's paper, 'Which English(es) to Teach? Empowering EFL Trainee Teachers to Make Their Choices' (in Vettorel, ed., pp. 103-27,) also focuses on trainee teachers in the Italian context and which English variety or varieties is/are most suited to them. She concludes that learners should be taught about World Englishes and ELF and then embarks on a detailed description of teacher-education curricula that would include such an approach.

Most researchers agree that for change towards an ELF-perspective to happen researchers need to engage with the attitudes and perceptions of teachers and learners. Research on attitudes towards ELF and perceptions of English variation and change has been particularly fruitful in pedagogical contexts. Paola Vettorel's 'Primary School Teachers' Perceptions: Englishes, ELF and Classroom Practices – Between 'Correctness' and 'Communicative Effectiveness'' (in Vettorel, ed., pp. 129-55) describes a follow-up phase of a project involving primary school experienced teachers from Italy. She argues, by means of a questionnaire survey, a focus group and individual interviews, that the EFL primary teachers are aware of the lingua franca role that English increasingly plays in their pupils' lives outside their school environment. Although teachers are aware of the importance of communicative effectiveness over correctness, they seem to experience tension between this awareness and the idea of a 'pure' standard model experienced in formal education, as well as in their teacher-training. The author reflects on the implications of these aspects to promote ELF-informed pedagogic practices that should involve realistic opportunities to communicate with both native and non-native speakers in connection to the global spread of English and its international lingua franca role. Ying Wang explores 'Language Awareness and ELF Perceptions of Chinese University Students' (in Bowles and Cogo, eds., pp.96-116) and demonstrates that explicit knowledge and awareness of ELF can lead to a change in students' attitudes towards English. She suggests useful ways of raising students' consciousness of ELF, and ends by asking readers (in her 'Engagement priorities' section) to consider whether her findings could apply to their own contexts.

Veronika Quinn Novotná and Jiřina Dunková's 'Teaching through ELF at International Post-Secondary Institutions: A Case Study at United World Colleges' (in Bowles and Cogo, eds., pp. 159-75) focuses on the attitudes of teachers and students in international schools towards ELF usage in relation to CLIL (content and language integrated learning). Teachers reported a focus on English-only communication in the schools despite the multilingual backgrounds of the students, a general focus on content rather than language form, linguistically a tendency to focus on subject-specific vocabulary and an awareness of the importance of accommodation strategies. Although the implications of their work connect more with CLIL than to ELF per se, the authors make suggestions that contribute to ELF, such as the importance of exposure not only to the use of ELF inside the classroom but also to 'social' ELF, i.e. outside it, and to the recommendation to teachers to exploit multilingual resources and teaching practices. The authors also suggest in-class reflective activities on ELF and World Englishes for language awareness training.

ELF researchers and practitioners have made a strong case for the importance of ELF-aware teacher education. This research has focused mainly on pre- or in-service teacher education programmes, and has covered different countries and institutions. For instance, Dilek İnal and Esra Özdemir's 'Re/Considering the English Language Teacher Education Programs in Turkey from an ELF Standpoint: What Do the Academia, Pre-Service and In-Service Teachers Think?' (in Bayyurt and Akcan, eds., pp. 135-52) shows that awareness-raising of ELF increased the participants' favourable attitudes towards ELF. And Areti-Maria Sougari and Roxani Faltzi, in 'Drawing upon Greek Pre-Service Teachers' Beliefs about ELF-Related Issues' (in Bayyurt and Akcan, eds., pp. 153-69) conclude that the participants with intercultural experience considered it more likely to use English also with NNSs of the language than those who did not have such experience, but that such experience

may not lead to more ELF-aware perceptions concerning the teaching of English in Greece. In general, these contributions are important in shedding light on the current situation of teacher education in different countries and in providing suggestions for further action. Other contributions also point to possible obstacles to introducing ELF in teacher education. Luísa Azuaga and Lili Cavalheiro's ('Bringing New ELT Policies and ELF to Teacher Training Courses' (in Bayyurt and Akcan, eds., pp. 103-20) findings imply a tendency for teachers in Portugal to be influenced by NS models, which then prompts the authors to call for a reconsideration of the appropriateness of the NS model and English native language cultural content in English teaching, as well as for a critical analysis of cultural content to increase intercultural awareness. In Austria, Elisabeth Weber's paper 'Can We Change the Subject, Please? A Pedagogic Perspective of ELF' (in Bayyurt and Akcan, eds., pp. 171-89) criticizes the current foreign-language assistant system, where nativeness is the only criterion required from an assistant. The problem is that in this system simply being a NS of a particular language may be valued higher than language-pedagogical knowledge and experience. Weber suggests that in order to provide learners of English with a realistic reference point, schools would do well to hire multilingual assistants who have experience of using English as a lingua franca and who are also interested in the teaching profession, rather than (monolingual) native English speakers simply for being NSs.

Yasemin Bayyurt and Nicos C. Sifakis write on 'Developing an ELF-Aware Pedagogy: Insights from a Self-Education Programme' (in Vettorel, ed., pp. 55-76), where they describe their ELF-Teacher Education distance-learning project, which aims to develop the idea of ELF awareness-raising for teacher education. In their study, teachers engage with ELF research and develop awareness in relation to the de-centering of the native-speaker in ELT, a critical view of the ownership of English, and empowerment as non-native teachers. However, the study also shows that some teachers resist ELF-aware pedagogy because of the influence of other stakeholders (institutional constraints, parents etc.). The same authors focus more on the transformative perspective to teacher education in 'ELF-Aware In-Service Teacher Education: A Transformative Perspective' (in Bowles and Cogo, eds., pp. 117-35), presenting the findings of their joint Greek/Turkish pilot study in which they provided teachers with readings and questions to enable them to reflect on the relevance of ELF for their own classrooms. They concentrated on the transformative stage of teachers' development and found that the teachers underwent change during the course of the study, particularly in relation to becoming aware that English is an international language for a vast number of non-native English speakers, and as a result, the change concerned their perceptions of themselves as non-native English teachers. However, the study also emphasizes the lack of available ELF-aware teaching materials, and to help fill this gap, their chapter ends with suggested activities that teachers and teacher trainers could use 'when engaging in ELF-aware teaching and teacher education' (p. 132). Development of language awareness, and especially awareness of ELF, is a key aspect of an ELF-aware pedagogy and the first step in the development of change. Martin Dewey's 'ELF, Teacher Knowledge and Professional Development' (in Bowles and Cogo, eds., pp.176-93) considers two popular and international teacher-training courses/awards in order to explore the extent to which ELF is introduced at this stage of professional development. His study is based on a questionnaire that he administered to a group of trainee teachers on one of these courses, which shows that the trainee teachers were familiar with StE, but had little knowledge of ELF, since this is not part of the courses curricula. Dewey therefore argues for the early introduction of ELF in teacher training. In an article entitled 'The Pedagogical Implications of ELF in a Domestic Migrant Workplace' (in Bowles and Cogo, eds., pp. 136-58), Kellie Gonçalves builds on a growing and increasingly important line of investigation, that is mobile, migrant workers in multilingual workplace settings, in this case, Portuguese and Spanish speakers working in the United States. The study explores the communicative practices of these workers in relation to English and other languages and suggests possible pedagogical implications. Migrant domestic workers from Portuguese- and Spanish-speaking backgrounds do not normally use English in their private lives but use English as an additional language of wider communication. Their lack of exposure to English/ELF outside the workplace and the negative perceptions of their own English have considerable impact on their confidence in using English and affect their investment and motivation. Working on these premises, Gonçalves develops useful suggestions for the teacher's approach such as the inclusion of 'translanguaging' in classes for migrant workers (translanguaging being a key part of the 'more multilingual turn' in ELF research, see above), and for appropriate materials development.

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