



Belgian Association of Anglicists in Higher Education

ANNUAL CONFERENCE
SATURDAY 22 NOVEMBER 2008

Abstracts

Theme

From theory to application (and back again)

Venue

Faculty of Arts, University of Namur (FUNDP)

Conference website

www.baahe.be/namur

Acknowledgements

The 2008 BAAHE conference was funded by the English Unit and the Faculty of Arts of the University of Namur. The English Unit wishes to thank the following people and bodies:

- the Faculty of Arts for its generous financial support,
- the BAAHE board for its support and encouragement,
- Lieven Buysse (HUB), Ellen Simon (Ghent University) and Yvette Van Quickelberghe (ILMH) for accepting to chair the late afternoon sessions,
- Anke Bosse (German Unit, FUNDP) for useful advice on practical matters,
- Adrian McCormick and Stefano Antonini from Cambridge University Press, Emma Calland and Noëlle Godding from Oxford University Press, and Michiel Dewaele from Audivox, for their kind and efficient cooperation towards putting on a book exhibition,
- Carine Thirion and Sarah Duvivier from the Arts faculty's secretariat for their assistance in practical matters,
- the student helpers from BA3 for their availability and help on the day of the event: Sybille Bataille, Louise Chandaras, Elodie Coene, H  l  ne Vancompernelle and Marie-Eve Vandoorne.

Organizers

Conference convenor Lieven Vandelanotte

Programme committee Dirk Delabastita
 Lieven Vandelanotte
 Johan Vanparys

Local organizing committee Ruth Astley
 Dirk Delabastita
 Norbert Jacquinet
 Jos   Noiret
 Eloy Romero-Mu  noz
 Lieven Vandelanotte

BAAHE

The Belgian Association of Anglicists in Higher Education, founded in 1981, brings together anglicists working in the fields of literature, cultural studies, linguistics, translation studies, and ELT. In order to promote teaching and research in English studies, it circulates calls for papers and job offers via its mailing list and website, holds yearly conferences, awards an annual thesis award, and publishes, with John Benjamins, the internationally peer-reviewed journal *English Text Construction* (ETC). BAAHE membership benefits include

- a subscription to ETC (two issues per year, ca. 300 pages)
- free participation in national BAAHE conferences and reduced fees for participation in international BAAHE conferences
- the right to submit papers to BAAHE conferences and MA theses written under one's supervision to the BAAHE thesis award
- membership in the European Society for the Study of English (ESSE), which entails
 - o a subscription to *The European English Messenger*, the biannual ESSE newsletter
 - o the right to submit papers or theme session proposals for ESSE conferences

The membership dues amount to EUR 40 for students, non-tenured and retired members, and EUR 55 for tenured members. For more information, go to www.baahe.be.

Programme outline

10.00 am [3rd floor, outside rooms L4 and L5]
Welcome coffee / Registration / Book exhibition

PLENARY SESSION [2nd floor, room L1]

10.30 am

Plenary lecture by Barbara Dancygier (University of British Columbia)

'O happy dagger!' Material objects as discourse participants in dramatic and poetic discourse

11.45 am

BAAHE Annual General Meeting with president's address, treasurer's report, and presentation of the BAAHE 2008 Thesis Award

12.30 pm [3rd floor, rooms L4 and L5]
Sandwich and quiche lunch (*Le Pain Quotidien*)

PARALLEL SESSIONS I (1.30-3 pm)

Literature [5th floor, room L568] chair: Dirk Delabastita (FUNDP)

- Frederik Van Dam (K.U.Leuven)
Character and the career: Anthony Trollope's *Phineas Finn* and the rhetoric of the Victorian state
- Ilka Saal (U Richmond/Ghent U)
"Hmp, Utopia!": Realism, myth, and melodrama in David Belasco's *Girl of the Golden West*
- Manel Msalmi (ULg)
Ecocriticism and ecofeminism

Linguistics [5th floor, room L558] chair: Lieven Vandelanotte (FUNDP)

- Dirk Noël (U Hong Kong) and Johan van der Auwera (UA)
Applying diachronic construction grammar: The development of deontic *be supposed to*
- Lieselotte Brems (K.U.Leuven)
The grammaticalization of size noun expressions: A diachronic corpus study
- Tom Brzyk, Kristin Davidse and Sigi Vandewinkel (K.U.Leuven)
Adjectives of purity as a case for distinguishing contextual from reinforcing emphasizees

English Language Teaching [5th floor, room L562] chair: Eloy Romero-Muñoz (FUNDP)

- Kris Van de Poel (UA)
Developing an academic writing programme for beginners:
Changing practice in applied linguistics
- Sylvie De Cock (UCLouvain/FUSL)
To contract or not to contract: Contracted forms in native and learner speech and writing
- Katrien Deroey (Ghent U)
Corpus-informed EAP syllabus design: A study of lecture functions

3 pm [3rd floor, outside rooms L4 and L5]

Coffee break / Book exhibition

PARALLEL SESSIONS II (3.30-5 pm)

Translation studies [5th floor, room L568] chair: Yvette Van Quickelberghe (ILMH)

- Peter Flynn (Lessius)
Translators' narratives and their contribution to a deeper understanding of translation practice
- Michael Boyden (UC Ghent)
Translation and linguistic justice
- Dirk Delabastita (FUNDP)
Language, comedy and translation in the BBC sitcom '*Allo 'Allo*

Linguistics [5th floor, room L558] chair: Ellen Simon (Ghent U)

- Timothy Colleman and Bernard De Clerck (Ghent U)
Constructional semantics on the move: A diachronic account of the English ditransitive construction
- Daniël Van Olmen (UA)
Look versus *listen* in English versus Dutch
- Astrid De Wit (UvA) and Frank Brisard (UA)
A semantic analysis of the English present progressive in Cognitive Grammar

English Language Teaching [5th floor, room L562] chair: Lieven Buysse (HUB)

- Jianwei Xu (UA)
Attitude and confidence in using English as a foreign language at tertiary level
- William Petty (ULB)
Spatial constraints on the expression of cause in English: Evidence from note-taking
- Deogratias Nizonkiza (UA)
Lexical competence as a predictor of L2 proficiency

5 pm [5th floor, room L566]

Send off drink / Book exhibition

Abstracts

Abstracts are listed in chronological order per session.

Plenary lecture

Barbara Dancygier (University of British Columbia)

'O, happy dagger!'

Material objects as discourse participants in dramatic and poetic discourse

The occurrence of material objects functioning as speakers and addressees seems specific to dramatic and poetic discourse in interesting ways. Cases in point include Juliet exclaiming “O, happy dagger!” to announce her suicide, or the drug in Szymborska’s poem “Advertisement” asking the potential user to “have faith in [its] chemical compassion”. The aim of this talk is to analyze the cognitive mechanisms underlying such uses from the perspective of conceptual integration or ‘blending’, as defined in the work of Fauconnier and Turner (e.g. their 2002 book *The way we think: Conceptual blending and the mind's hidden complexities*).

[barbara.dancygier@ubc.ca]

Short bio

Barbara Dancygier is Associate Professor in the Department of English, University of British Columbia (Vancouver). She has published two books on conditionals with Cambridge University Press (*Conditionals and prediction* in 1998 and, together with Eve Sweetser, *Mental spaces in grammar* in 2005) as well as numerous articles and book chapters on various topics in cognitive linguistics. In recent years she has devoted a lot of attention to the application of cognitive linguistic insights to literature, as evidenced for instance in the special issue on blending she guest-edited for *Language and Literature* in 2006, or indeed in her own (2005) paper in the same journal on narrative viewpoint in Jonathan Raban's fiction. She is currently preparing a monograph on the narrative as well as a volume co-edited with Eve Sweetser on viewpoint.

Representative publications

- (1993) Interpreting conditionals: Time, knowledge and causation. *Journal of Pragmatics* 19: 403-434.
- (1997) with Eve Sweetser. "Then" in conditional constructions. *Cognitive Linguistics* 8 (2): 109-136.
- (1998) *Conditionals and prediction: Time, knowledge and causation in conditional constructions* (Cambridge studies in linguistics 87). Cambridge: Cambridge University Press.
- (2002) Mental space embeddings, counterfactuality, and the use of *unless*. *English Language and Linguistics* 6 (2): 347–377.
- (2004) Identity and perspective: the Jekyll-and-Hyde effect in narrative discourse. In Michel Achard and Susanne Kemmer (eds.) *Language, culture, and mind*. Stanford, CA: CSLI Publications. 363–376.
- (2005) Blending and narrative viewpoint: Jonathan Raban's travels through mental spaces. *Language and Literature* 14 (2): 99–127.
- (2005) with Eve Sweetser. *Mental Spaces in grammar: Conditional constructions* (Cambridge studies in linguistics 108). Cambridge: Cambridge University Press.
- (2008) Personal pronouns, blending, and narrative viewpoint. In Andrea Tyler, Yiyong Kim and Mari Takada (eds.) *Language in the context of use: Discourse and cognitive approaches to language* (Cognitive Linguistics Research 37). Berlin: Mouton de Gruyter. 167-182.
- (2008) The text and the story: levels of blending in fictional narratives. In Todd Oakley and Anders Hougaard (eds.) *Mental Spaces in Discourse and Interaction* (Pragmatics & Beyond New Series 170). Amsterdam: Benjamins. 51-78.

Literature

Frederik Van Dam (K.U.Leuven)

Character and the career:

Anthony Trollope's Phineas Finn and the rhetoric of the Victorian state

Since the turn of the millennium, *Victorian Studies* has increasingly turned to political theory as a partner in the business of literary criticism. Recent work in the field tries to show how Victorian works engaged with contemporary politics and, in turn, how today's political theories can illuminate and are illuminated by Victorian literature.

Politics had a huge impact on Victorian literature, as the absence of bureaucracy in combination with the rise of capitalism caused the 19th century to be thought of as a period of profound crisis (Goodlad). The Victorian novelist provided one solution to this crisis: like the public intellectual, he or she promised to form a construction of the individual as a rational and emotional citizen, and of a state adequately representing this citizen (Collini). This paper's core objective is to examine the details of this construction in *Phineas Finn* (1869), a novel by Anthony Trollope (1815-1882). My method draws on the work of Paul de Man and is inductive, descriptive and rhetorical.

First, I seek to reconstruct the discourse of subject formation through an analysis of the text's figurative language for the imagination of the individual ethos. The central metaphors that Trollope uses to this end are the career and love. These two images generate a whole metaphorical field and are marked by a peculiar form of linearity: they encompass a movement that supplants pre-existing desire by a desire engendered by the track. This displaced narrative displays a pedagogical nature and becomes an aesthetic procedure through the novel's form as a sequence novel and *Bildungsroman* (Redfield).

Second, the rhetoric for the individual is mirrored in the ethos of the community. On the one hand, Trollope's images here establish a metonymical relation of causality and contiguity between the people and the state: like the career, the state must create a fluid movement towards a purpose (equality) that must be displaced in order to uphold the difference that forms the basis for material progress. At the same time, Trollope uses a rhetoric of assent to ensure that the tensions thus created are contained. On the other hand, Trollope's imagery of the state also works metaphorically. Trollope even likens the state to a metaphor itself. Reality thus becomes fictionalized, and this entails the paradox or ironic credulity: immersion in the fiction is only made possible through the cultivation of detachment (Gallagher).

Third, if the images of the career, love and the government are created by constitutive contradictions, the possibility conditions for their coherence are sustained by the political concepts of character and pastorship. These two overwrite both the individual's and the community's career by tying the career to honesty in order to make it possible. Honesty is therefore also the element that bridges character and pastorship, individual and society. Honesty both endorses and questions embedded social ethos (Anderson); it also causes character formations such as the career and love to be descriptive, while keeping prescriptive forces such as ambition and desire at bay (Goodlad). This combination of rhetoric and political theory was epitomized in the figure of the gentleman, thus clearly but invisibly serving an upper-class interest (Shuman).

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[frederik.vandam@student.kuleuven.be]

Ilka Saal (U Richmond/Ghent U)

"Hmp, Utopia!": Realism, myth, and melodrama in David Belasco's Girl of the Golden West

This paper engages in a close reading of David Belasco's popular turn-of-the-century drama *The Girl of the Golden West* (1905) – a play that has been praised by many critics for its bold modernization of American theater with regard to its realistic rendition of mise-en-scène, character, speech, and plot – in many ways anticipating techniques of classical Hollywood cinema. While reading it through the customary lens of American stage realism might enable us to situate the play within an evolutionary trajectory leading from what is often considered the crude, histrionic mass entertainment of the 19th century to the mature and sophisticated realism of Eugene O'Neill, it also forecloses much of the aesthetic and political complexity of the play. I argue that, in fact, it is precisely by approaching the play as a continuation of 19th century melodrama, rather than its successful overcoming, that we can gauge Belasco's innovative amalgamation of realism with melodrama which is at the very heart of his perceptive critique of American nationalism. Such a reading, however, has become possible only recently thanks to the theoretical framework of melodrama studies developed by scholars such Thomas Elsaesser (1972), Peter Brooks (1976), Christine Gledhill (1987) and Linda Williams (1998). In light of their work on the genre's preoccupation with "the moral occult" (Brooks), its entwinement of "pathos and action" (Williams) as well as its inherent "radical ambiguity" (Elsaesser), it becomes evident to what extent Belasco considers both melodrama and realism formative narrative modes of the national imagination. If melodrama proves to be the perfect vehicle to convey the American nation's romance of the Golden West, then the realism evident in the play's depiction of gender and race, as well as in its move from the mythological to the quotidian, also entails a profound critique of this very romance, revealing its inherent imperialist aspirations. At the same time, however, the melodramatic mythologization of the West does not simply give way to a realistic denouement. Rather, the nostalgic ending of the play along with its central motto ("We always may be what we might have been") indicate that the ostensible realism of the American stage (as well as of American nationhood) is inseparable from its underlying melodramatic vision. What the play then also

shows, is that melodrama and realism are not two separate – and as often argued – competing aesthetical strategies but rather that in American culture they are intrinsically intertwined.

[ilka.saal@ugent.be / isaal@richmond.edu]

Manel Msalmi (ULg)

Ecocriticism and ecofeminism

The dualistic thinking which characterizes the western worldview in general, is perhaps the cornerstone of the latest literary theories such as the Feminist and the postcolonial critiques. From this vantage point, the Ecocritical and Ecofeminist approaches emerge to deconstruct the kind of stereotypes that are essential to man's domination of both nature and women. Ecocriticism can be further characterized by distinguishing it from other critical approaches by the challenges that it brought to literary theory. Basically, the overall objective of any literary theory is to examine the relationship between the written texts and the world.

If we assume that the “world” is synonymous with society, Ecocriticism expands the notion of the world to include the ecosystem. In this way, literature cannot escape from the physical world in which nature and ideas interact. Ecocriticism thereby offers a new direction in the field of literary studies in an attempt to reconsider the relationship between man and nature based on man's sovereignty and superiority over the non-human environment.

Ecofeminism, as well, departs from the western patriarchal way of thinking based on “dualism”. Dualism is a worldview attitude which splits male from female and humans from nature. It thereby creates imbalanced power relationships by giving rise to an “other” which is then discriminated against (“What is Ecofeminism Anyway?”). This paper aims at revealing the different challenges that Ecocriticism and Ecofeminism bring and the environmental efforts that are integral to overcoming the different types of oppression. My project will rely heavily on Leo Marx's *The Machine in the Garden* which focuses attention on the relationship between technology and culture.

[mselmi.manel@yahoo.fr]

Translation studies

Peter Flynn (Lessius)

Translators' narratives and their contribution to a deeper understanding of translation practice

In making a distinction between “textual” and “extra-textual” sources for the exploration of norms – and by extension, in conducting other forms of translation research – Toury warns us to be particularly circumspect with the latter (Toury in Venuti, 2000: 207). He provides various reasons for this, one being the post-hoc rationalisations such “extra-textual” sources may contain. This distinction between translations and their para-texts (including other aspects of entextualisation and contextualisation practices; see Silverstein and Urban, 1996) is indeed important from a methodological point of view, but should not prevent us from tackling such problematic sources. In fact, much of the recent work in Translation Studies has been devoted to social and cultural aspects of and approaches to the discipline. Recent publications such as Pym, Shlesinger & Jettmarová (eds) (2006), Wolf & Fukari (eds) (2007) and Pym, Shlesinger and Simeoni (eds) (2008) all provide clear proof of what could be called a ‘social turn’ in Translation Studies research. As these works amply demonstrate, investigating socio-cultural aspects of translation involves reaching out beyond the discipline proper, and drawing on appropriate research methods from sociology and historiography, for example, Bourdieu’s framework of social inquiry being a clear case in point. As Pym points out, the problem is one of providing an explanatory framework that can clarify the relation between translators, their translations and translatorial discourse on the one hand, and the society/culture or community of practice involved (Pym in Pym, Shlesinger & Jettmarová, eds, 2006). In a related vein, Delabastita and Grutman (eds, 2005) argue, among other things, for a “fictionalisation” of translation (and multilingualism), advocating an examination of translator narratives of all types in search of deeper insights into translation and its products.

Using a constructivist approach to discourse, and based on the assumption in linguistic ethnography that “to a considerable degree, language and the social world are mutually shaping¹”, this paper examines narratives told during in-depth interviews with literary translators in Belgium and the Netherlands (Flynn 2006). An analysis of these narratives reveals how the respondents constructed and negotiated identities for themselves as translators and positioned themselves within the context of (literary) translation. The translators involved in the research also positioned themselves in relation to the various intersecting markets and actors involved, thereby contributing to the discursive construction of the field. The narratives further reveal stances with regard to language, genre and professional practice, etc. which impact directly on their translation work (Flynn 2004, 2007). Among other things, the narratives also lay bare forms of collaboration, no matter how minimal, all of which calls for a re-examination of the nature of Toury’s distinction between the textual and the extra-textual.

Keywords: narratives, (linguistic) ethnography, textual, extra-textual sources, identity

[*Peter.Flynn@lessius.eu*]

¹ See UK Linguistic Ethnography discussion paper co-authored by Rampton, Tusting, Maybin, Barwell, Creese and Lytra at <http://www.ling-ethnog.org.uk/papers.htm>.

Michael Boyden (UC Ghent)

Translation and linguistic justice

In my paper I want to look at language planning practices and theories and confront them with the ongoing normative debate on linguistic justice in political philosophy. So far there has been little or no cross-fertilization between language policy research in sociolinguistics, translation studies and literary and cultural studies on the one hand, and political philosophy on the other.

I argue that a more thorough engagement with theories of linguistic justice can help traditional research on language planning and translation practices to articulate and undergird its normative assumptions in at least three ways. First of all, this would help to challenge the widespread but largely unquestioned view that languages are constitutive of people's identities, a position which may sometimes unwittingly produce equality-reducing measures. Second, theories of linguistic justice reveal that a hands-off approach, the standard liberal response to diversity issues, does not work when it comes to linguistic diversity. As Will Kymlicka has argued most forcefully in his *Multicultural Citizenship*, a state can be neutral towards its citizens' religions, but not towards the use of languages in schools or in the courtroom. As a consequence, the oft-invoked opposition between freedom and regulation does not hold. Finally, the distinction between group rights and individual rights is equally problematic. Most theories of linguistic justice propose to justify language rights not as collective or intrinsic group rights, but in terms of group-differentiated individual rights. This is particularly relevant in cases where the interests of individuals seem to clash with those of a community.

On the other hand, linguistic justice theorists may also learn from language planners in linguistics and literature. Many theories of linguistic justice are based on an untenable one-on-one relation between language and national identity. In this way, hybrid cases are considered to be anomalous. Literary scholars and linguists are generally more attuned to the complexities involved in multilingual societies. A worked-out theory of linguistic justice should take these into consideration.

[*michael.boyden@hogent.be*]

Dirk Delabastita (FUNDP Namur / CETRA Leuven)

Language, comedy and translation in the BBC sitcom 'Allo 'Allo!

'*Allo 'Allo!* is a successful British sitcom that ran on BBC 1 from 1982 to 1992. The basic story centres on a café owner, René Artois, in the French village of Nouvion which is occupied by the Germans during the Second World War. René's life is complicated by the fact that he has to deal simultaneously with the German occupants, the Gestapo, an Italian officer, and the local resistance groups – not to mention his sexy girl servants, his wife Edith, his mother-in-law Fanny and two British airmen he has to keep hidden but wants to get rid of. An English secret agent, named officer Crabtree, who makes rather hopeless efforts to pose as a French *gendarme* (and to speak like one), stumbles into many situations to compound matters further.

After a brief general presentation of the sitcom and its range of comic techniques, this paper zooms in on the question of how the series represents languages, language contact and language difference. The complex multilingual reality that the series may be supposed to represent involves no fewer than four nationalities, with communication occurring either within the same speech community or across language barriers. A systematic survey is given

of the various linguistic situations in the “reality” underlying the sitcom, as well as of the textual means (stage dialects and accents) that the scriptwriters have actually used in the game of multilingual make-believe.

The sitcom’s Babylonian effects perform an obvious mimetic role, but the illusion of linguistic realism is always subservient to the comic function. Three ways are suggested in which interlinguistic effects such as foreign accents and inadequate translation are mobilised to produce humour in *'Allo 'Allo*. Possibly the most striking of these is specifically linked with Officer Crabtree, whose very poor command of the French language is suggested by making him speak a nonsensical broken English. However, Crabtree’s broken English shows few of the conventional English/French interference phenomena and basically serves as an inexhaustible source of sound-based wordplays.

The paper concludes by suggesting that the complex specificity of these interlinguistic effects may be further highlighted by examining the particular challenges that arise when *'Allo 'Allo* gets translated via either dubbing or subtitling.

[*dirk.delabastita@fundp.ac.be*]

Linguistics

Dirk Noël (U Hong Kong) and **Johan van der Auwera** (UA)

Applying diachronic construction grammar: The development of deontic be supposed to

21st-Century grammaticalization theory has so far been marked by the realization that, in more ways than one, the proper unit of grammaticalization is the (supra-word level) construction. This has made grammaticalization theory (GT) and diachronic construction grammar (DCG) mutually relevant, if not coincident, analytical linguistic frameworks (Noël 2007). One of the advantages of a DCG approach to grammaticalization is that it invites researchers not to treat grammaticalizing constructions in isolation, but to position them in a “construct-i-con” (Goldberg 2003), where they are linked up with other constructions which are structurally and semantically similar, on different levels of abstraction. A good example of this interaction between GT and DCG is Traugott’s (2008) research on the grammaticalization of degree modifiers, where a distinction is made between “micro-constructions” (individual, fully lexically-specified constructions), “meso-constructions” (sets of specific constructions that behave similarly) and “macro-constructions” (more schematic form-meaning pairings). The present paper will illustrate how such an integrative, constructionist approach to grammaticalizing constructions can lead to entirely different results from an isolatory approach through the example of the development of the deontic *be supposed to* construction.

This construction recently became the dedicated focus of a number of corpus and frequency-based diachronic studies (Ziegeler 2003; Visconti 2004; Mair 2004; Berkenfield 2006; Moore 2007), which all take for granted that it has developed from a formally identical construction with a meaning that some call “epistemic” and others “evidential”. All of these studies interpret a Late Modern English rise in the frequency of the deontic construction and the concomitant drop in the frequency of the epistemic/evidential construction as evidence for the grammaticalization of an older construction into a newer one. All of them also consider *be supposed to* in isolation, but if the pattern is considered from a construction grammatical perspective as only one of many possible realizations (others including *be said to*, *be thought to*, *be found to*, *be seen to*, *be known to*, *be believed to*) of a small number of so-called “nominative and infinitive” (or “NCI”) constructions (a plain passive NCI, an evidential NCI, a descriptive NCI), an evolution from epistemic/evidential to deontic *be supposed to* becomes highly unlikely for several reasons. By contrast, such an approach makes more plausible an alternative suggestion put forward by Traugott (1989) that deontic *be supposed to* has developed from a no longer extant volitive meaning of the verb *suppose*, because it induces one to consider *be supposed to* together with *be expected to*, as two patterns that can realize a deontic NCI.

The paper will use data from the online *Middle English Dictionary* and the *OED Online* to support the (insufficiently researched) Traugott hypothesis about the development of deontic *be supposed to* and will outline how its development from volitive *suppose* fits within “modality’s semantic map” (Van der Auwera & Plungian 1998).

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- [dnoel@hkucc.hku.hk / johan.vanderauwera@ua.ac.be]

Lieselotte Brems (K.U.Leuven)

The grammaticalization of size noun expressions: A diachronic corpus study into synchronically layered and collocationally constrained constructions

In this presentation diachronic data from the Helsinki Corpus and CLMETEV (Corpus of Late Modern English Texts, extended version) on size nouns (SNs) such as *heap(s)*, *pile(s)*, *load(s)* and *bunch* will be discussed in order to diachronically validate the most important observations and claims made in Brems (2007). On the basis of extensive data from the synchronic COBUILD corpus (CB), Brems (2007) claims that SN expressions synchronically display head (1), quantifier (2) and valuing quantifier uses (3), in addition to ambivalent uses, and that each type of SN-use links up with systematic (pre- and) postnominal collocational patterns:

- (1) She dumped a foot-high **pile** of manure in his bed. (CB)
- (2) He asked me **heaps of** questions. (CB)
- (3) It makes holidaymakers look like a **bunch of** morons. (CB)

In its head noun use the SN refers to a specific constellation and is restricted to (subsets of) concrete postnominal collocates. In the quantifier use the SNs team up with all sorts of concrete, abstract and animate nouns and the valuing quantifier use is typically restricted to animate and abstract nouns that are negatively evaluated (semantic prosody; Stubbs 1995). Such collocational patterning cannot be accounted for by regular functional models of the NP because they assume that the various positions in the NP can be filled in freely, whereas SN-patterns are collocationally filled-in. This observation necessitated the incorporation of a constructional component in the descriptive-theoretical framework and SN-constructions are argued to constitute collocationally constrained constructions (cf. Goldberg's 2006 'partially filled in constructions'). In addition, it is hypothesized that the synchronic variation in SN-uses is the result of diachronic processes of grammaticalization-cum-subjectification

involving head to modifier reanalyses (i.e. ‘synchronic layering’; Hopper 1991, Hopper and Traugott 2003).

In this presentation, the analysis of diachronic data will be discussed in order to investigate the diachronic dimensions of the synchronic collocation patterns and validate claims and hypotheses made in Brems (2007). The hypothesis is that the present collocational constraints of the various SN-uses are the result of extension (for the quantifier use) and reclustering (for the valuing use) of the collocational range of SNs. Distinct collocational patterns then not only mark synchronic variation between SN-uses, but also the diachronic head to modifier shift. Special attention will also go to the discussion of mechanisms in and/or motivations behind the grammaticalization of SN expressions that have generally been under-researched within grammaticalization research, e.g. semantic prosody and collocational processes in general and analogy. In addition, other, more established, factors in the grammaticalization of SNs will be discussed such as delexicalization, decategorialization, subjectification, coalescence and the existence of syntactically extended uses.

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[lieselotte.brems@arts.kuleuven.be]

Tom Brzyk, Kristin Davidse and Sigi Vandewinkel (K.U.Leuven)

Adjectives of purity as a case for distinguishing contextual from reinforcing emphasizees

As is well known, prenominal adjectives can be used as ‘emphasizers’, e.g. *sheer delight*, *pure hard work*, *mere repetition*, (Quirk et al 1972: 260; Bolinger 1972). Emphasizers differ syntactically from descriptive modifiers, e.g. *pure water*, which alternate with predicative position and can typically be graded: *the water is pure*, *very pure water*, whereas emphasizees allow neither: *the hard work is pure*, **very pure hard work*. Semantically, emphasizees do not describe distinct properties of entities but convey speaker stance towards the referents. Paradis (2000) has developed a cognitive account of this generally held view of emphasizing adjectives, which, according to her, **reinforce** specific semantic features of nouns, and can therefore only be used with gradable nouns, describing such things as emotions, evaluations or other concepts with quantitative implications.

A potential descriptive gap was identified by Vandewinkel (2005), who proposed that, besides reinforcing emphasizees, a distinct subtype, viz. **contextual** emphasizees, has to be recognized. These do *not* heighten the semantic specifications of the nominal description they are used with, but rather convey a contextual form of emphasis, such as contrastive-specificational relations with other elements in the discourse, illustrated in (1).

- (1) Considering that 80 per cent of the price of a litre of petrol goes to the Government in tax anyway, the difference of 7p a litre is a lot. It’s **virtually pure extra profit** as manufacturing, distribution and tax costs will be almost the same. (CB – UK sunnow)

Pure in (1) means ‘nothing but’ and has a specificational function (Declerck 1991: 266), singling out *extra profit* in contrast with *manufacturing, distribution and tax costs*.

Vandewinkel’s distinction was investigated further by Brzyk (2007), who identified contextual emphasizing uses of a contrastive-specificational kind for *sheer* and *mere*. Whereas with *sheer* and *pure* these currently form a minority, *mere* is now predominantly used to convey a contextually emphasizing sense, viz. ‘only that in contrast with something more important or more useful’, e.g.

(2) Neither is in the Test team but, as good sportsmen must, both feel they ought to be, so the three-day game that begins ... today is, for them at least, more than **mere practice**. (CB – UK times)

In this paper, we will, firstly, discuss the current emphasizing uses of *pure*, *mere* and *sheer*, as they are attested in the opposed registers of spontaneous spoken dialogue and formal writing, on the basis of exhaustive extractions on these adjectives in the UKtimes and UKspoken subcorpora of the COBUILD Corpus. Particular attention will be paid to grammatical, collocational and pragmatic-semantic arguments for distinguishing reinforcing from contextual emphasizing uses. Secondly, we will examine the development of these two types of uses, mainly with a view to finding out whether or not contextual emphasizees tend to be transitional between descriptive and reinforcing uses (cf. Vandewinkel & Davidse 2008). The diachronic data are formed by exhaustive data extractions on *pure*, *mere* and *sheer* from the Helsinki Corpus and from the Corpus of Late Modern English (De Smet 2005). Both the synchronic and diachronic findings will be brought to bear on a better general understanding of the development of emphasizee uses from descriptive uses of adjectives.

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- [tom.brzyk@student.kuleuven.be / Kristin.Davidse@arts.kuleuven.be / Sigi.Vandewinkel@arts.kuleuven.be]

Timothy Coleman and **Bernard De Clerck** (Ghent U)

Constructional semantics on the move:

A diachronic account of the English ditransitive construction

Goldberg's version of Construction Grammar presents the English ditransitive [SBJ V OBJ1 OBJ2] argument structure construction as a prime case of constructional polysemy: the construction's semantic structure consists of a family of related senses built around a prototypical 'Agent causes Recipient to receive Patient' sense (Goldberg 1995, 2006). Each of the construction's subsenses is associated with one or a few semantic classes of verbs: the combination of verbs of refusal such as *deny* and *refuse* with double object syntax, for instance, instantiates the subsense 'Agent causes Recipient not to receive Patient'. This paper explores the (recent) semantic history of the English ditransitive. On the basis of data from the CLMET corpus of Late Modern British English (De Smet 2005), it will be shown that in 17th- to 19th-century English, the construction was compatible with a larger array of semantic verb classes than it is in the present-day version of the language. Examples of uses which have either completely disappeared from the grammar or which have been marginalized include the use of the ditransitive with 'banishment' verbs such as *banish* and *dismiss*, the use of the ditransitive to encode "true" benefactive events which do not involve a subevent of reception (e.g. 'Open me the door'), and the use of the construction with attitudinal verbs such as *envy* and *forgive*. These and other examples suggest that the semantic range of the construction has decreased considerably over the last three to four centuries. The proposed paper will document this semantic shift and will investigate to what extent these obsolete uses – and their demise – can be accounted for within a polysemous approach to constructional semantics. This shift from theory to practice will show that the data further supports and justifies constructional polysemy with a kernel meaning and (disappearing) peripheral meanings (as opposed monosemous analyses, cf. Kay 1996, 2005). At the same time, however, the data also questions other more general theoretical assumptions, more specifically the impact of the Latinate restriction on the use of the DOC.

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[timothy.colleman@ugent.be / bernard.declerck@ugent.be]

Daniël Van Olmen (UA)

Look versus listen in English versus Dutch

The topic of this paper is a corpus-based investigation of the imperative discourse markers of intentional visual and auditory perception in present-day English and Dutch. To be precise: visual *look* and *kijk* and auditory *listen* and *luister*. These markers are compared –with respect to frequency, distribution and usage– from a language-internal as well as a contrastive point

of view. The data comes from the ICE-GB (Survey of English Usage 2006) and a comparable corpus of spoken Dutch on the basis of the CSD (Dutch Language Union 2004).

Some of the differences between *look* and *listen* and/or English and Dutch are: 1. Dutch makes more use of imperative discourse markers than English. *Kijk* in particular is much more frequent than *look*; 2. *listen* and *luister* function in (roughly) the same way, but *look* and *kijk* are different in two respects. Firstly, *look* correlates highly with the verb *say* in the ICE-GB. It serves as the introduction of quotes in such cases. Internet data (via google) show that *kijk* can function similarly, but the lack of attestations in the CSD suggests that the quotative-like use is not the primary function of the Dutch discourse marker. Secondly, in contrast to *look*, it is possible to use *kijk* at the end of an utterance and as an autonomous utterance. At the end of an utterance, it puts emphasis on what precedes – sometimes with overtones of surprise. As an autonomous utterance, it acts as some sort of backchanneling device – usually with overtones of acceptance. The meaning of *kijk* in the latter case is particularly bleached; 3. The English discourse markers are only frequent in private dialogue. In contrast, the Dutch ones are also frequently used in broadcast discussions, business negotiations and unscripted monologue. In other words, unlike *look* and *listen*, *kijk* and *luister* are not limited to colloquial language.

What English and Dutch have in common is that the imperative of visual perception is more often used as a discourse marker and has more functions than the imperative of auditory perception. This fact, which appears to have some crosslinguistic validity (Bergs 2003; with the notable exception of French *écoute*), is explained in terms of ‘likely grammaticalization or pragmaticalization’. In line with Waltereit (2002), *look* and *kijk* can be said to be recruited as discourse markers because of their strategic but “improper use” (998) in the management of discourse. But *listen* and *luister* are, it is argued, not able to enter the class of discourse markers by that side door.

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[Daniel.VanOlmen@ua.ac.be]

Astrid De Wit (UvA) and **Frank Brisard** (UA)

A semantic analysis of the English present progressive in Cognitive Grammar

The semantics of the English progressive, which is used in a notoriously wide variety of contexts and therefore occupies a unique position from a cross-linguistic point of view, has attracted a lot of scholarly attention in the past decades (cf. e.g. Scheffer 1975; Bertinetto et al. 2000). The majority of the existing literature, however, exclusively focuses on the temporal meaning types of the progressive (involving, for instance, duration or temporariness). Ample evidence from the Santa Barbara corpus of spoken American English (Du Bois et al. 2000) shows that such temporal descriptions cannot account for *all* the uses of the progressive. Examples such as (1), for instance, crucially involve an *epistemic-modal* component (rather than a temporal one):

- (1) MONTOYA: .. Well he says minorities.
 .. He's smart.
 He's talks about minorities.
But he's really talking about African_Americans.
- FRANK: ... In the uh,
 .. managerial process [of],
- MONTOYA: [Right].

The conception of tense as an essentially epistemic notion is central to the theory of grounding as worked out in Cognitive Grammar (CG; cf. Langacker 1987, 1991). Within this theory, Langacker (to appear) and Brisard (2002) argue for a schematic characterization of the English simple present – the counterpart of the present progressive in the English present-tense paradigm – in terms of *epistemic certainty* within the speaker's model of immediate reality. The English present progressive, on the other hand, is considered to express *epistemic contingency* in immediate reality.

Whether this theoretical and highly abstract description covers the actual linguistic facts can be verified by closely analyzing the meaning of the progressive construction as used in particular contexts, which is the aim of the present study. On the basis of a set of strictly defined semantic criteria, the progressive constructions found in the Santa Barbara Corpus can be grouped into various usage types, as illustrated by concrete and contextualized examples. These usage types range from basically temporal categories such as Duration or Current Ongoingness to explicitly modal categories like 'Actuality', as in (1). We shall argue that each of these can in fact be regarded as a specific instantiation of the schematic epistemic description proposed in CG.

The framework of CG also provides the basic tools for describing the relationships between the attested usage types and for analyzing the sometimes very subtle meaning differences between them. The findings of this corpus analysis may then be visualized in the form of a semantic network or map, which includes detailed information on how the various (temporal and modal) usage types can be derived and related to one another, at different levels of specificity.

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- [astrid.dwt@gmail.com / frank.brisard@ua.ac.be]

English Language Teaching

Kris Van de Poel (UA)

Developing an academic writing programme for beginners:

Changing practice in applied linguistics

Following the Bologna Declaration (1999) the Flemish university system was restructured, and reforms have led to a more diverse and heterogeneous student population. Since study duration has been reduced, writing in an academic context has moved forward in the curriculum. Furthermore, at Antwerp University, students of English are increasingly evaluated through written, rather than oral, exams (Van de Poel & Brunfaut 2004b).

Despite efforts to make curricula more explicit for all parties involved, there remains a discrepancy between what academic staff and students consider a well-written academic text (Lea & Street 1998; Street 1999; Van de Poel & Brunfaut, 2004a). Two types of complaints are voiced: staff is frustrated with the level of work students are producing and students do not know how to improve their work. These realities, in combination with the fact that secondary school does not provide adequate preparatory training in this area, support the need for formal instruction in writing in an academic context. Moreover, they underline that becoming academically literate in a foreign language is a challenge (Dubin 1989; Odell 1995; Blanton 1994; Johns 1997; Starfield 1994; Jones, Turner & Street 1999; Van de Poel & Brunfaut 2004a, b).

The first Antwerp response to this challenge was *Scribende: Academic Writing for Students of English* (2006), an online and autonomous remedial training programme for students in their second year, consisting of a diagnostic entry test, an awareness raising module, and online skills training. After an extensive evaluation of grades, different teaching concepts, and students' and staff's perceptions, a second response -a Ba1 Bridging Course- was formulated (for a critical analysis, see Van de Poel & Brunfaut 2004a and Van de Poel & Gasiorek 2008).

The course development process was innovative (see e.g. Munby 1978 and Brown 1995 for traditional approaches). It involved all stakeholders: junior and senior students, content and language proficiency staff, and potential employers were asked for input. Senior students in Curriculum and Syllabus Design reflected on their own writing experiences and gathered data on needs for and preferences in a writing course. Concurrently, linguistic and literature staff analysed essays written by undergraduate students and studied the language tasks students have to engage in.

The result was *All Write* (2007), a one-semester course that focuses on teaching students to formulate and convey their message(s) effectively and efficiently in an academic context. It includes a language awareness raising module that contains an application section and feeds into a practical module with online reflection and reinforcement exercises. This approach attempts to make students aware of the effects of writing principles and rules on their message and audience, rather than explaining theory and hoping they understand, or asking them to (mindlessly) imitate. The reflection and reinforcement exercises are created on the basis of authentic materials (literature essays, student tasks, exam papers).

By consulting all stakeholders to design the new writing programme, we aimed to bridge the gap in expectations between staff and students. Using *All Write* as a case study, this presentation shows that language programme needs analysis does not have to be "costly", as well as demonstrates the benefits of multiple evaluation as both a validation process and a

guide for course revision. We no longer have to take an osmotic stance in which a university is believed to be able to reproduce “the learning environment of a literate home” (Howes 1999:209), thus almost automatically fostering ‘good’ writing. However, staff has to provide a helping hand, because students are language learners, but at the same time they are “experts” at showing staff where their deficiencies lie, and where they need help.

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[kris.vdpoel@telenet.be]

Sylvie De Cock (UCLouvain/FUSL)

To contract or not to contract: Contracted forms in native and learner speech and writing

The use of contracted forms of auxiliary verbs is widely presented as typical of informal speech and writing. Learners of English, on the other hand, appear to be somewhat reluctant to use contracted forms in informal speech while they do not hesitate to use them in formal

writing (De Cock 2003). This paper sets out to investigate the use of contracted forms in native and non-native informal spoken English and in native and non-native formal argumentative essay writing. The corpora used include comparable native and non-native corpora of informal spoken English, namely LOCNEC (the Louvain Corpus of Native English Conversation) and LINDSEI (Louvain International Database of Spoken English Interlanguage), and comparable native and non-native corpora of formal argumentative essay writing, namely ICLE (International Corpus of Learner English) and LOCNESS (Louvain Corpus of Native English Essays) (Granger 1998).

After giving an overall picture of the use of contracted forms in NS and NNS speech and writing, the paper focuses more specifically on the contracted forms of *be* in negative constructions and compares the use of '*not*-contractions' with 'operator contractions' (i.e. it **isn't** vs. it's **not**) (Biber et al. 1999) in informal NS and NNS speech. Biber et al. (1999) and Carter and McCarthy (2005) have shown that 'operator contraction' is the preferred form when the subject is a pronoun and when the contracted form does not occur is clause-initial position. This study seeks to find out whether the use of '*not*-contractions' and 'operator contractions' is determined by the same factors in LOCNEC and in the spoken productions of advanced EFL learners of a variety of mother tongue backgrounds (e.g. French, German or Chinese).

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[sylvie.decock@uclouvain.be]

Katrien Deroey (Ghent U)

Corpus-informed EAP syllabus design: A study of lecture functions

Increasing student and lecturer mobility along with the spread of English as an academic lingua franca (Mauranen, 2006) means a growing number of university lecturers in Europe are delivering at least some lectures in English. Well-designed English for Academic Purposes (EAP) courses can help lecturers whose first language is not English in meeting this challenge and findings from corpus linguistic research on authentic lectures are invaluable in informing decisions about the development of such courses. However, a comprehensive corpus-based account of language use in English language lectures does not exist, although recent publications by Biber (2006) and Crawford Camiciottoli (2007) constitute significant contributions to such a description.

This paper aims to add to our understanding of what language is used for in lectures by providing an overview of language functions (e.g. interacting, evaluating, organizing discourse, class management) as related to the reported purposes of lectures (e.g. knowledge transfer and the socialization of students into disciplinary communities). This functional framework is based on a manual inspection of British lectures using qualitative methods, with larger stretches of speech being assigned to particular functional categories on the basis of

lexico-grammatical features, an understanding of the text and generic knowledge of the genre (Dudley-Evans, 1994).

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[katrien.deroey@ugent.be]

Jianwei Xu (UA)

Attitude and confidence in using English as a foreign language at tertiary level

Researchers in SLA have increasingly argued that, apart from studying cognitively how second language learners acquire practical language skills, we need to draw attention to and understand better the nature of the learning processes at the site of language use from sociocultural perspectives. In order to gain insights into the complex processes involving various social and contextual factors, one useful approach is to adopt an ‘emic’ perspective, that is, the perspective of learners themselves, and study the conceptual, affective and social contributions of learners in interaction with features of second language context.

This paper is based on an exploratory study that examines the affective thoughts, beliefs and attitudes of L2 learners of English at Flemish tertiary level. It also explores the extent to which the learners feel confident about using English. In addition, due to the growing and explicit attention paid to English concerning its role as an international language and particularly a lingua franca in Europe, the study makes an attempt to look at the level of awareness among the learners with regard to the alleged diversities of English. The research questions are as follows:

- How do learners at tertiary level feel about learning English as a foreign language?
- How confident are they when it comes to using English (in both academic and non-academic contexts)? What contributes to their sense of confidence?
- To what extent are they aware of and sensitive to the changing status of English (e.g. from English to Englishes; English as a foreign language to English as a lingua franca and an international language)?

As the purpose of the study is to explore and understand the potential attitudinal, emotional and cultural repertoires the learners have constructed in their English language learning, a qualitative method was chosen for collecting data. In particular, an in-depth interview technique was used, based on a set of open-ended questions. The interviews were conducted with master degree students of English in two separate stages, namely, as a focus group and as individuals.

It is expected that the exploration will help to increase our knowledge about the nature of the processes in which the learners engage to build up a relationship with English, and the effect of that relationship on their future learning and self-positioning. The study will also shed an important light on issues such as how agency, ownership of English, and identity are

linked together and manifested in the second language learners studying/learning English in Flanders.

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[jianweixu@ymail.com]

William Petty (ULB)

Spatial constraints on the expression of cause in English: Evidence from note-taking

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. Whereas students' oral skills in the chosen additional language are the main beneficiaries in this pedagogic context, sufficient exposure to the language is also expected to increase students' recognition and own expression of reasoning, as is suggested by their note-taking. It is argued that, despite the dominance of oral forms in the CLIL linguistic immersion contexts, the latter do foster progress in the expression of reasoning through writing, and

therefore qualify as a potentially successful context in which to develop learners' cognitive skills. Indeed, the writing process allows students to keep track of their teachers' reasoning processes and to represent them in structured semiotic and linguistic forms, recognizable in note-taking.

This talk deals with the analysis of the notes taken by some students when keeping track of their lecturers' reasoning. A preliminary semiotic analysis, focussing on the layout of the students' notes, analyzes elements related to their structuring skills and to their capacity to identify reasoning patterns. Disposition of information in rows, columns or lists, as well as students' use of symbols are considered. Different types of relation between two propositions are identified, as well as the symbols and abbreviations used to represent the propositions themselves. Preliminary results concerning students' recognition of reasoning patterns in their lecturers' speech are given, suggesting a close link between reasoning and spatial disposition. Examples of left-right or top-down linking of propositions are given, in which the spatial disposition in writing does not always reflect the temporal disposition of propositions. Spatial structuring caused by lecturers' use of gesture is also identified when possible, in order to explain the spatial disposition of some notes.

The study is based on notes taken by 10 students at master's levels. The results are analyzed and interpreted on the ground of previously collected data. This talk aims at developing teaching strategies that would make it possible to improve the quality of note-taking by students. It also ambitions to contribute to the characterization of a new actor in the field of English as a Lingua Franca (ELF): the expression of reasoning. Finally, possible contributions to a better understanding of linguistic relativism are discussed.

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[wpetty@ulb.ac.be]

Deogratias Nizonkiza (UA)

Lexical competence as a predictor of L2 proficiency

This paper assesses the proficiency of English majors at the University of Burundi through their lexical competence. Furthermore, the relationship between their lexical competence and their mastery of collocations and the relationship between the frequency and their mastery of collocations are also subject of investigation. On the basis of insights from earlier research, the following hypotheses were formulated:

- Lexical competence of students specializing in English at the University of Burundi is a reliable predictor of their degree of proficiency in this language.

This hypothesis was formulated following Meara (1996) who favors an overall assessment of the state of the learner's vocabulary for proficiency purposes. Within the same perspective, Zareva et al. (2005) came to a conclusion that some aspects such as quantity and quality of lexical competence develop as the L2 learners' proficiency increases, a belief shared by Read (2000) and Meara & Jones (1988).

On the basis of observations that collocations cause difficulties for L2 learners (Moon, 1997; Read, 2000; Pawler & Syder, 1983; Greidanus et al., 2004), it can be assumed that L2 learners with a good mastery of collocations are proficient. This leads to the second hypothesis:

- Lexical competence of students specializing in English at the University of Burundi can be predicted to a large extent by their mastery of collocations.

From this second hypothesis follows the last one which is based on the psycholinguistic belief that learners generally know the higher frequency words rather than the lower frequency ones. Since frequency is found to be important as far as knowing words is concerned (Read, 1993, 1997; Kibby, 1997; Vermeer, 2001; Vermeer, 2004; Van der Vliet, 1997), I want to extend this view to the area of collocations:

- Students specializing in English at the University of Burundi perform poorer on less frequent collocations than on more frequent collocations.

Two tests, i.e. TOEFL (a test of proficiency) and WAT (Word Associates Test: a test of vocabulary) were administered to subjects selected from the Department of English Language and Literature (at the levels: licence2, candi2, and candi1).

Scores on TOEFL compared to those on WAT show that there is a strong correlation between the two tests with a correlation coefficient of .554, which is significant. In addition both tests distinguish between different levels (i.e. different years of study). Indeed, in the TOEFL, the mean scores are 374.747 in candi1, 402.292 in candi2, and 468.291 in licence2. In the WAT, candi1 scored 172.182, candi2 scored 181.594, and licence2 scored 192.436. From the analysis it can be concluded that lexical competence can be taken as a reliable predictor of L2 proficiency (which increases with study level). Likewise, the second hypothesis is confirmed: the WAT-results show that scores are more positive on analytic relations, and that scores on collocations increase across the study levels. The last hypothesis, claiming a poor performance on low frequency collocations (collocations were chosen along the more frequent-less frequent dichotomy), is confirmed as well; in fact, scores (across the levels) are higher on more frequent collocations than on less frequent collocations.

The study positively answered the questions initially raised, but at the same time, it gave rise to new questions. Further research into the different aspects will be needed as it will contribute to our understanding of what composes EFL/ESL-proficiency. A first step in that direction would be to explore with the BAAHE-audience the possible contribution of the educational tradition to the EFL/ESL-proficiency.

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[nizondeo@yahoo.fr]

Aims and scope

English Text Construction is an internationally refereed journal of English Linguistics, Applied Linguistics and Literary Studies focusing on the communicating subject and the text constructing this intersubjective communication. The journal offers a forum for currently converging tendencies that place the text-constructing subject in centre stage. This general common denominator subsumes fundamental movements in the three disciplines of English studies, viz. literary studies, linguistics and applied linguistics.

In literary studies narratological perspectives remain of abiding interest, as well as study of the psychologically and ideologically fragmented subject as it reveals itself in literary texts. The study of literature is currently also witnessing renewed interest in the gendered and sociopolitically situated subject and its moral responsibilities.

In linguistics, the communicating subject is central to functional, cognitive and pragmatic approaches. Functional linguistics investigates how language is used to communicate about the world and to negotiate the social and discourse roles. Cognitive linguistics studies language usage as it constructs the perspectivized meanings of the conceptualizing subject. Pragmatic approaches focus on the whole message, both the linguistically predicated and the contextually implied one, exchanged between the interlocutors.

In Applied linguistics, the subject also plays a central role. Applied linguistic interest in text and the construal of subjectivity is reflected, among others, in genre-oriented approaches to text, and in discourse-oriented and corpus-based analyses as the basis for various ELT applications. For instance, considerable attention has been devoted to issues such as stance in (research) writing and presentations, and to subjectivity in translation studies. Similarly, in language teaching methodology increased attention is given to individual learners and learning styles.

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ETC invites contributions from English literary studies, linguistics and applied linguistics on all these and related themes in the conviction that there can be crossfertilization and synergy between these three domains in the study of subject and text.

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Keith Carlon
Université catholique de Louvain
Traverse d'Esopé 1
B 1348 LOUVAIN-LA-NEUVE
Belgium

keith.carlon@uclouvain.be

English Text Construction

ISSN 1874-8767 / E-ISSN 1874-8775

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