

## PS/HS LANGUAGE STRUCTURE AND LANGUAGE USE

Winter Semester 2008/09

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<b>Office Hours:</b>	to be announced
<b>Class Time:</b>	Tuesdays, 2:15-3:45 p.m.
<b>Room:</b>	KGB-005
<b>Module:</b>	82-008-L-ANG07-S-SE-0807.20082.001
<b>Overview:</b>	The official module description reads: “Die Studierenden werden mit den Begriffen und Methoden der Grammatik, Lexikologie, Semantik und Pragmatik vertraut gemacht. Strukturen und deren Funktionen im Englischen werden erklärt. Ein inhaltlicher Schwerpunkt liegt auf dem Nominalsystem, dem Verbalsystem und dem Wortschatzsystem (einschl. Wortbildung) des Englischen, vor allem der standardenglischen Varietäten. Es werden aber auch die Bereiche Syntax und Kommunikationsstrategien berücksichtigt. Dem Unterschied zwischen Formen und Funktionen wird dabei besondere Aufmerksamkeit gewidmet. Die untersuchten englischen Sprachformen werden auch mit jenen anderer Sprachen, insbesondere des Deutschen kontrastiert. Ferner werden die Studierenden mit den wichtigsten Grammatiken und Wörterbüchern des Englischen vertraut gemacht (einschließlich der Grammatiken und Wörterbücher für deutsche Lerner des Englischen). Die Studierenden sollen befähigt werden, die behandelten Begriffe und Methoden selbstständig anzuwenden und einen Bezug zu verschiedenen Arbeitsfeldern herzustellen. Insbesondere sollen didaktische Aspekte berücksichtigt werden. Die Studierenden sollen lernen zwischen laienlinguistischen und linguistischen Ansichten über Sprache zu unterscheiden. Einzuübende Schlüsselqualifikationen sind unter anderem Team-, Präsentations- und Moderationsfähigkeit, Generierung von Wissen.” There will be a focus on pragmatics.
<b>Credit:</b>	test, team presentation in class (40 min.), seminar paper

### SYLLABUS (provisional)

<i>21 Oct</i>	organizational issues, general introduction and overview; RA: intro paper (cf. my course website)
<i>28 Oct</i>	phonetic transcriptions, word analysis
<i>04 Nov</i>	sentence analysis, text analysis
<i>11 Nov</i>	lexicography guest lecture by Ms. Ronge, Langenscheidt
<i>18 Nov</i>	linguistic methods
<i>25 Nov</i>	focus on pragmatics: English as a Means of International Communication
<i>02 Dec</i>	focus on pragmatics: language and thought
<i>09 Dec</i>	student topics
<i>16 Dec</i>	student topics
<i>23 Dec</i>	student topics
<i>13 Jan</i>	student topics
<i>20 Jan</i>	student topics
<i>27 Jan</i>	student topics
<i>03 Feb</i>	exam

N.B.:

RA = reading assignment; HA = homework assignment (there will also be additional homework assignments)

A first draft of the project design must be handed in via e-mail by Nov 20 at the latest (design must include: short project name, team members, question/topic, brief description of already existing information/literature and justification of project as “new”, research methods, intended form of publication). Final versions of projects are due on March 1.

## “Language Structure and Language Use”: Introductory Paper

(Eichstätt, WS 2008/09)

### 1. The Contents of the Course in General

The topic of this module is twofold.

Language structure: We will contrast (Standard) American English and (Standard) English with German and try to delineate the different types of logic behind the systems. We will practice transcription in the International Phonetic Alphabet (IPA) (in the phonetic varieties known as General American (GA) and Received Pronunciation (RP)) and we will practice the analysis of sentences according to Quirk. Finally, we will also delve into lexicology/semantics and analyze words.

Language use: While semantics is about meaning, pragmatics is about the use of language in a concrete context, the how's and why's of language use. We can compare meaning and pragmatic rules within a culture as well as across cultures. Pragmatics shall be the focus of the seminar, casting particular light on the role of English as an global means of communication and on the relationship between the choice of words and people's thoughts.

Furthermore, we shall ask for the relevance of our observations for teaching English as a Foreign Language (EFL).

### 2. Focus on Pragmatics: Some Facets

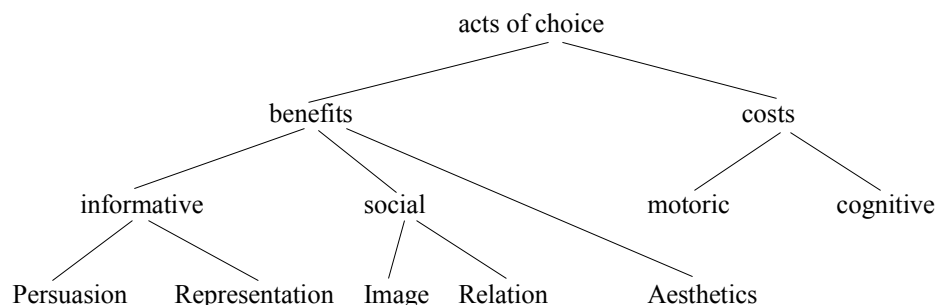
Language plays a vital role in society's daily life, because this is how people get their ideas across and organize the world. But language is more than just denoting things, language is also a way to get feelings, communicative wants and needs across. Roman Jakobson (1960) has identified the following six functions of language:

- expressing the speaker's own feelings (called *emotive function*); relevant e.g. in poems and therapeutical conversations
- getting the addressee's attention (called *conative/appellative function*); relevant e.g. in ads
- getting an information across (called *referential/contextual/informative function*); relevant e.g. in manuals
- referring to the linguistic utterance itself (called *metalinguistic function*); e.g. by the insertion of explanations and examples
- attracting the reader's interest through the choice of linguistic forms (called *poetic/aesthetic function*); relevant e.g. in the formulation of keywords/headings
- creating a social bond with an addressee (called *phatic function*); relevant e.g. in small talk

Though language sometimes occurs in artificially created and fixed manner, e.g. if you create a standard language, fixed military commands, it is mostly a naturally developed phenomenon which is open to variation. In other words: language comes in different varieties (i.e. dialects in a broad sense) that are a sum of variants (i.e. concrete linguistic forms of, or for, an abstract entity) for specific variables (i.e. abstract linguistic entities or extralinguistic entities), e.g. if you need to find a form for the variable (*Professor Dr. John Smith*) in addressing, you may have to select from the variants *Dr. Smith, John, Johnny, professor, sir* and maybe a number of other ones.

The factors that determine a speaker's choice of variants are, among others, speaker's origin, profession, place of living, nationality, education, social class, ethnicity, religion, gender, age. These factors are sometimes called sociolinguistic variables. But the specific communication situation is equally important for the choice of variants—and this is the central theme of pragmatics. The birth of pragmatics is usually seen in the works on **speech acts** by Austin (1962) and Searle (1969). But to grasp the situational factors of speaking, Hymes (1964), a central figure in the **ethnography of communication**, had already created a formula “**SPEAKING**”: Setting, Participants, Ends (i.e. objectives), Act sequence (i.e. form and content of what is said), Key (i.e. manner, tone, spirit), Instrumentalities (written or oral, formal or informal), Norms of interaction and interpretation (i.e.

specific behaviors and properties that attach to speaking), Genre (e.g. sermon, prayer, lecture). To be able to select the right variant in a specific situation speakers need to have **pragmatic, or communicative, competence** (Hymes 1972), i.e. the knowledge of certain **conversational maxims and principles**, such as the famous four maxims by Grice (1975) and the politeness principle by Lakoff (1973) (later, which, twenty years later, were revised in a more complex model of conversational maxims by Keller (1995):



(Persuasion = “Make your contribution convincing/credible/emphatic etc.”, Representation = “Make clear what you mean.”, Image = “Show yourself in the best possible light.” Relation = “Be polite/dominant/obsequious etc.” Aesthetics = “Express yourself in a sophisticated/humorous/etc. manner.”)

The importance that speakers give to the various maxims decides what linguistic forms or styles are selected, or when the styles are shifted (four basic theories on style-shifting are Labov’s “attention to speech” theory, Giles’s “speech accommodation” theory, Bell’s “audience design” model, and Coupland’s “speaker design model” [cf., e.g., the overview in Wolfram/Schilling-Estes 1998]). Traditionally, communicative models have rather tied utterances to the interlocutors’ “separate” intentions and goals. Clark (e.g. 1996) has developed a different model, which he calls “**common ground**” theory. In this theory communication is seen as the common effort to build understanding. At first, pieces of information that are only known to one interlocutor will be offered by this interlocutor to the other interlocutor. Only when the other interlocutor has shown that s/he has understood the information bits are they part of the common ground.

Checking out what an interlocutor heard when a speaker was saying something can also be very important in interpersonal relationships. Marshall B. Rosenberg (e.g. 2000, 2004) has shown, with his idea of **non-violent communication**, that many problems and misunderstandings between people could be solved and many people could live together more happily if they did not mix up needs with strategies: according to Rosenberg two people’s needs are never in conflict, it is always a question of not having found the best strategy to get both parties’ needs satisfied.

Varieties and variants are often much better described **in semantic (and formal) respects**, then **in pragmatic respects**. One example is the phenomenon of **national standard varieties**. Here, studies have mainly focussed on sounds, grammar and vocabulary (including metaphorical expressions, sayings, proverbs), while there’s still a lack in **pragmatic descriptions of national varieties** (exceptions are gathered in Schneider and Barron’s bibliography of Variational Pragmatics at <http://www.linguistics.uni-bonn.de/research/variational-pragmatics.html>). The differences between national varieties may not be underestimated; they may even lead to communicative breakdown, or at least discomfort. Such analyses require that we strictly **distinguish between form and function** (a sentence that is formed as a question such as *Could you open the window?* does not necessarily have the function of a question). We can ask what meaning or function a specific linguistic form is supposed to express (**semasiological perspective**) or what linguistic form is needed to express a specific meaning, a specific function (**onomasiological perspective**). Furthermore, in the description of varieties, linguists should not only take into account **exclusive, or qualitative, differences, but also statistical, or quantitative, differences**; moreover, they should not only take into consideration **semantic differences, but also stylistic differences**, or, more generally, not only **denotative differences, but also connotative differences**. They, too, can lead to misunderstandings.

Misunderstandings (which may sometimes even go unnoticed) are getting more and more theoretical attention (cf. Falkner [1997], reviewed by Grzega [2001c], Meierkord [1996], Tzanne

[1999] and, albeit less schematic, Tannen [1986, 1990]). Misunderstandings may at first be associated with **intercultural communication**, by which we automatically think of interlocutors coming from different countries and speaking different mother tongues. Books on intercultural communication, or **intercultural pragmatics**, and on **cross-cultural pragmatics** abound. Many of them take the distinctions by Hall (1976; indirect vs. direct style) and Hofstede (2000; e.g. individualistic vs. collectivistic cultures) as a theoretical basis, some of them also refer to Wierzbicka's (2003) idea of **Natural Semantic Language** and “**semantic primes**” to describe the use of words and communicative strategies. Frequently, studies in cross-cultural pragmatics don't deal with more than two or three languages, frequently they are very theoretical, sometimes they give a few practical recommendations, e.g. in form of a **Culture Assimilator** (cf. the bibliographies by Hinnenkamp [1994], which would need an update, and at <http://www.eurolinguistix.com>). What is still needed, though, is the spread of a **linguistic and metalinguistic catalog of potential communicative patterns (forms and functions) in English as a Lingua Franca**, e.g. with respect to the beginner's level as pursued by the concept of Basic Global English (BGE) (cf. <http://www.basicglobalenglish.com>). BGE as a means for international communication must, of course, also have pragmatic rules that are distinct from native English pragmatic rules. With view to intercultural (but also intracultural) communication (cf. Volkmann/Stierstorfer/Gehring 2002, Grzega 2006), we should acquire, amongst other things:

- a knowledge of, and feeling for, **discourse/text-type rules**
- a knowledge of **variety use** (including problems of diglossia [i.e. a society's use of one (low) variety for informal settings, and one (high) variety for formal settings—cf. Ferguson 1959])
- a knowledge of **politeness rules** (e.g. how do I **address** people [cf., e.g., the now a bit outdated bibliography by Braun/Kohz/Schubert 1986], how do I say **hello and good-bye**, how do I deal with so-called **face-threatening acts** [“face” as Goffman 1955 describes it] as apologizing and asking for a favor, how does **turn-taking** proceed [i.e. the change in the person speaking], how do I **small-talk**, how do I **thank**, how do I **ask for a date**, how should I use **humor**, what are **taboo** topics?),
- a feeling for **undertones** (the illocutionary and perlocutionary forces behind an utterance) etc.

Misunderstandings can also occur in the **communication between an expert and a layperson**. Here, we may think of the divergent senses of certain words in technical language and in everyday language. Moreover, there are interesting pragmatic issues: while Americans have already gained fame for the ability of presenting complicated matters in a language that is understandable to everyone interested, Germans can still learn a lot for facing the following questions (on some of these cf. Bartels 1982, Dressler/Wodak 1989, Wichter/Antos 2001, Göpferich 2002, Bromme/Jucks/Rambow 2003, Grzega 2006b):

- how should I **explain academic results to a student**?
- how shall I write **instructions**?
- how should I write a **dictionary or encyclopedia** entry (e.g. in **Wikipedia**, the popular and easy-to-use encyclopedia, which has made expert-layperson communication and information management a salient everyday issue—it should therefore be an important part in education, and not only in linguistic subjects)?

The issue of intelligible language has also been part of the so-called “plain English movement” (cf., e.g., Cutts/Maher 1986, Cutts 1996). Even the style of **political speeches** is affected by these reflections: with which words should a politician explain ideas and how can s/he explain these ideas without losing too many votes in the next elections? The impact of political rhetoric on people's thinking has recently been demonstrated by Lakoff (2004) and by Lakoff/Johnson (1999).

This last problem shows that there are overlaps between **informing and advertising**. Today the boundaries are not always clear to see: It is clear that “Haribo” does not necessarily make “Kinder froh.” But to what degree does Colgate make your teeth brilliant white? Questions that occur are, for instance: how did advertising language work in former decades, how does it work now, what do people expect of commercials? Although there have been quite a number of works on advertising language, there are still various questions that may arise (cf. Janich 2001, Goddard 1998a, Gieszinger 2001).

Even on a more general level, the interdependence of language and economic concerns must not be underestimated. Culture has been argued to be an important factor in economic growth (cf. Harrison/Huntington 2000), and language is part of culture (cf. Grzega 2005b & 2006a). We have already mentioned business communication and advertising language. Also of note, it seems important that a speech community has something like a codified standard if they don't want their idiom to be seen as a less valuable dialect of some other language or if they don't want themselves to be seen as less cultivated, primitive, minoritarian, rural, underdeveloped etc. This is one of the reasons why societies fix linguistic norms. And we may ask to what degree and in what way these norms also cover, or should cover, pragmatic rules ("linguistic etiquette"). (By the way, such issues concern not only "spoken" languages, but also sign languages).

### 3. Structure of the Course

The first part of the class will be dedicated to revising and elaborating a core knowledge in semantics and pragmatics. For the second half, students (in teams up to three) should find a specific, still unanswered "pragmatics-oriented" question that they want to answer in a seminar paper, an internet project, a radio or TV program etc. Their project may be born out of the ideas presented here (especially the key terms in bold print) as well as out of the contents in Crystal (1995, 1997), Wardhaugh (1998), Davies (1999), Brown/Attardo (2000), Mey (2001), Schmitt (2002).

Here are some of the topics I am interested in:

- testing the acceptability of English texts across cultures (international context: text production task > meta-pragmatic judgement test)
- comparative analysis of reviews on amazon.com, amazon.co.uk and amazon.ca
- creation of help pages on amazon.com, amazon.co.uk and amazon.ca
- how does language shape our minds, and how do our mind shape our language? (tested with political and journalistic texts)
- what makes a speech successful?
- what makes a popular science journal successful?
- what makes expert-layperson communication successful?
- smirking
- communicative breakdowns in Wikipedia (it will be interesting to analyze instances of miscommunication in the English Wikipedia between contributors with different mother tongues. In order to find out about potential causes for breakdowns the following parameters shall be analyzed: (1) non-native grammar, (2) unintelligible designations, (3) false interpretation of a word, (4) norm violation of a word, (5) presentation of assertive speech acts (arguments and explanations for breakdown), (6) directive speech acts, (7) pragmatic failure of understanding, (8) wrong metalinguistic assumption of a cross-cultural difference)
- the intelligibility of synonymous syntactic constructions
- intercultural communication in Asterix
- "telegraphic" styles in the Encyclopedia Britannica and Wikipedia
- telephoning behavior

Furthermore, I am working on a number of Eurolinguistic projects (please have a look at the ELiX website at [www.eurolinguistix.com](http://www.eurolinguistix.com)):

- *European Communicative Strategies (ECSTRA)*: This project uses a questionnaire (semi-expert interview on communicative strategies) to find out about politeness and communicative strategies for several speech acts in Europe's nations and also in international discourse. Can we find out about a typical European way of politeness? It is planned to create a Discourse Completion Task (DCT) in which informants will have to complete dialogs on several situations (addressing people in countries where English is not official language). These situations can be, e.g.:
  - (a) asking for help in getting a ticket for the tram
  - (b) asking for schedule information on the phone
  - (c) complaining about a malfunctioning light bulb in the hotel room
  - (d) approaching somebody you find attractive and whom you would like to get to know.Informants shall be gathered from a broad range of European countries.

In addition, informants shall complete tasks for truly written lingua franca contexts (TCT [text completion task]), e.g.:

- (a) writing an e-mail to a hotel to ask for the reservation of a room
- (b) writing an e-mail to a tourist office to ask for information material

The two most prominent types of answer for each nation in the DCTs and TCTs will then be converted into a meta-pragmatic judgement test (MPJT) (i.e. informants are to judge the appropriateness of utterances). This test aims at finding out whether certain national prototype answers are actually more or less advisable in lingua franca communication, in other words: we want to see which strategies may work transculturally. Informants shall be gathered from a broad range of European countries.

Linguistic forms for the situations presented in the DCTs and the TCTs shall also be elicited by way of a semi-expert interview (SICS), i.e. an interview, in form of a questionnaire, asks informants not for their own communicative behavior and judgement, but for the typical linguistic behavior in his/her nation, as told from the perspective of someone who has to describe to a foreigner (informants are regarded as ethnographic semi-experts due to their experience within, and observation of, the community; this will especially be true of people who have to do with language professionally, such as students of language, linguists, journalists).

- *EuroSem*: I would like to find out about the exact semantics of words that seem to be equivalents for each other in Europe's languages. However, while denotations may often be the same, connotations will often differ. This was, e.g., visible in the discussion of a European constitution (where *federal* triggered positive connotations in Germans, but negative ones in the French and the British). Therefore I want to find out, by way of a semantic differential (a method developed by Osgood/Suci/Tannenbaum 1957), to what extent selected English words, which are considered to be "hot" words, or key words, for self-identification of Europeans, trigger the same connotations among people from different European countries. The semantic differential shall consist of a list of four opposites that go back to the 1994 anthropological model by Jean-Pol Martin ("chaos-order", "freedom-restrictions", "individuality-community", "emotion-reason") on four-step scales (e.g. "Do you associate the word *America* 'strongly with chaos', 'rather with chaos', 'rather with order', 'strongly with order'?" etc.). Tests with preliminary questionnaire designs (cf. [http://de.wikiversity.org/wiki/Projekt:European\\_Sociolinguistics/Connotations](http://de.wikiversity.org/wiki/Projekt:European_Sociolinguistics/Connotations)) have shown, first, that results on open questions about associations are hard to group and to compare and, second, that it is hard to find informants when there are more words and more scales that have to be filled out.
- *Basic Global English (BGE)* (cf. <http://www.basicglobalenglish.com>): BGE is a concept that aims at enabling learners rapid acquisition of communicative competence in English as a lingua franca. BGE is currently being used in a Comenius project with elementary schools. Another step is the composition of BGE materials for *volkshochschulen* who have also shown interest in the system. So far, the BGE website offers the BGE raw material and an adapted version for learners of German and Spanish mother tongues. People from Brazil and Russia have already asked for adaptations as well. Moreover, many people are waiting for materials for self-teaching. They are currently in the making.

In order to find relevant literature on the topics chosen students are referred to section 4 of this introductory paper. Student teams should then agree on a project design, i.e. how they want to answer their questions. In case of empirical analyses the hints in Albert/Koster (2002) might be helpful (for chi-square tests, including Yates correction, cf. also <http://www.unc.edu/~preacher/chisq/chisq.htm>); empirical data can be gathered—depending on the topic—through

- text analyses (i.e. "text" in a broad sense)
- questionnaires (e.g. by way of a semantic differential, a Likert scale, a discourse completion test or a meta-pragmatic judgement test [on these cf. Blum-Kulka et al. 1989, Hinkel 1997, Geluykens 2008], an semi-expert interview on communicative strategies)
- interviews (with interviews that want to record "natural" speech, interviewers must find means to reduce the monitoring effect to a minimum, as did Labov [1966]) (transcription of speech should conform with one of the usual systems [cf., e.g., system in the Reader]).

Each team must hand in their project design at the latest by the date indicated in the syllabus. Each

student team will get 40 minutes for their topic in class. In these 40 minutes, the team should

- (a) impart the basic knowledge of their research field, i.e. not in the form of a lecture up front, but in the form of activities of all participants (i.e. Jean-Pol Martin's *Lernen durch Lehren* method, as described in Grzega [2003b, 2005a]) (e.g. x min. group work and 1½x min. plenary discussion of results and production of a core knowledge)
- (b) present their own project design and first results (5-10 min.)
- (c) be open for discussing results in class (5-10 min.).

The final version of a student project will have to be handed in by the date indicated in the syllabus. Contents and form of a project should be based on the style sheet available on my Course Website. The projects can be presented in an academic or in a non-academic language, but the method must always be academic. Model student projects are gathered on the website "Sprachwissenschaft für die Öffentlichkeit" (<http://www1.ku-eichstaett.de/SLF/EngluVglSW/schule.htm>).

In the last session of the seminar, students will also have to write (and pass) a 30-min. exam.

#### 4. Quoted and Recommended Literature

(Books relevant for the Staatsexamen in linguistics are succeeded by three asterisks.)

- Aarts, Flor / Aarts, Jan (1982), *English Syntactic Structures: Functions and Categories in Sentence Analysis*. Oxford: Pergamon.
- Aigner, Georg (1996), *Die Syntax des Englischen als Lernproblem: Eine Fehleranalyse anhand von mündlichen und schriftlichen Schülerproduktionen an Bayerischen Gymnasien*, München: suluv.
- Albert, Ruth / Koster, Cor J. (2002), *Empirie in Linguistik und Sprachlehrforschung: Ein methodologisches Arbeitsbuch*, Tübingen: Narr Studienbücher.
- Antos, Gerd (2003), "Wie kann sich die Linguistik Öffentlichkeit 'schaffen'? Wissenschaftspraktische Perspektiven einer künftigen Linguistik", in: Linke, Angelika et al. (eds.), *Sprache und mehr: Ansichten einer Linguistik der sprachlichen Praxis*, 471-488, Tübingen: Niemeyer.
- Asher, R. E. (ed.) (1994), *The Encyclopedia of Language and Linguistics*, 10 vol., Oxford etc.: Pergamon.
- Austin, John (1962), *How to Do Things with Words*, Oxford: Clarendon.
- Bach, Gerhard / Timm, Johannes-Peter (2003), *Englischunterricht*, 3rd ed., Tübingen/Basel: Francke.
- Bach, Gerhard / Timm, Johannes-Peter (2003), *Englischunterricht*, 3rd ed., Tübingen/Basel: Francke.
- Bartels, Marlen (1982), "Das 'Hamburger Verständlichkeitskonzept' in Theorie und Praxis", in: *Wissenschaft—Sprache—Gesellschaft: Über Kommunikationsprobleme zwischen Wissenschaft und Öffentlichkeit und Wege zu deren Überwindung*, [Loccumer Protokolle 6/1982], 70-82, Loccum: Universität.
- Bausch, Karl-Richard / Christ, Herbert / Krumm, Hans-Jürgen (2003) *Handbuch Fremdsprachenunterricht*, 4th ed. Tübingen/Basel: Francke.
- Blakemore, Diane (1992), *Understanding Utterances: An Introduction to Pragmatics*, Oxford: Blackwell.
- Bloomer, Aileen / Griffiths, Patrick / Merrison, Andrew (2007), *Introducing Language in Use*, Abingdon: Routledge.
- Blum-Kulka, Shoshana / House, Juliane / Kasper, Gabriele (eds.) (1989), *Cross-Cultural Pragmatics: Requests and Apologies*, Norwood (N.J.): Ablex.
- Bowers, Roger / Brumfit, Christopher (eds.) (1991), *Applied Linguistics and English Language Teaching*, London: Modern English Publications.
- Braun, Friederike / Kohz, Armin / Schubert, Klaus (1986), *Anredoforschung: Kommentierte Bibliographie zur Soziolinguistik der Anrede*, Tübingen: Narr.
- Brinton, Laurel J. (2000), *The Structure of Modern English: A Linguistic Introduction*, Amsterdam/Philadelphia: Benjamins.
- Bromme, Rainer / Jucks, Regina / Rambow, Riklef (2003), "Wissenskommunikation über Fächergrenzen: Ein Trainingsprogramm", *Wirtschaftspsychologie* 3/2003: 94-102.
- Brown, Penelope / Levinson, Stephen (1987), *Politeness: Some Universals in Language Usage*, Cambridge: Cambridge University Press.
- Brown, Steven / Attardo, Salvatore (2000), *Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists*, Ann Arbor: University of Michigan Press.
- Bublitz, Wolfram (2001), *Englische Pragmatik: Eine Einführung*, Berlin: Schmidt. \*\*\*
- Bußmann, Hadumod (1996), *Routledge Dictionary of Language and Linguistics*, London et al.: Routledge.
- Butzkamm, Wolfgang (2004), *Lust zum Lehren, Lust zum Lernen: Eine neue Methodik für den Fremdsprachenunterricht*, Tübingen: Francke.
- CGEL = Quirk, Randolph et al. (1985), *A Comprehensive Grammar of the English Language*. London / New York: Longman.\*\*\*
- CHEL = Hogg, Richard M. et al. (eds.) (1992-2001), *Cambridge History of the English Language*, 6 vol., Cambridge: Cambridge University Press.

- Clark, Herbert H. (1996), *Using Language*, Cambridge: Cambridge University Press.
- Coates, Jennifer (ed.) (1998), *Language and Gender: A Reader*, Oxford: Blackwell.
- Coupland, Nikolas / Coupland, Justine / Giles, Howard (1991), *Language, Society and the Elderly: Discourse, Identity and Ageing*, Oxford / Cambridge (Mass.): Blackwell.
- Cruse, Alan (2004), *Meaning in Language: An Introduction to Semantics and Pragmatics*, 2<sup>nd</sup> ed., Oxford: Oxford University Press.
- Crystal, David (1995), *The Cambridge Encyclopedia of the English Language*, Cambridge: Cambridge University Press.
- Crystal, David (1997), *The Cambridge Encyclopedia of Language*, 2nd ed., Cambridge: Cambridge University Press.
- Csikszentmihalyi, Mihalyi (1990), *Flow = The Psychology of Optimal Experience*, New York: Harper & Row.
- Cutts, Martin (1996), *The Plain English Guide*, Oxford: Oxford University Press.
- Cutts, Martin / Maher, C. (1986), *The Plain English Story*, Stockport: Plain English Campaign.
- Davies, Alan (1999), *An Introduction to Applied Linguistics: From Practice to Theory*, Edinburgh: Edinburgh University Press.
- Dirven, René / Verspoor, Marjolijn (1998), *Cognitive Exploration of Language and Linguistics*, [Cognitive Linguistics in Practice 1], Amsterdam/Philadelphia: Benjamins.
- Downing, Angela / Locke, Philip (1992), *A University Course in English Grammar*, London/New York: Routledge.
- Dressler, Wolfgang U. / Wodak, Ruth (eds.) (1989), *Fachsprache und Kommunikation: Experten im sprachlichen Umgang mit Laien*, Wien: Österreichischer Bundesverlag.
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Cf. also the thematic surveys on <http://www.linguistlist.org> and the brief overview chapters in Crystal (1995, 1997).

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