

In Memoriam

Ola Adams, New York, New York, 11 September 2008
Hyman Lichtenstein, Hofstra University, 25 September 2008
Lawrence C. Mantini, Minneapolis, Minnesota, 3 April 2009
Donald S. Schier, Carleton College, 21 April 2009
Joseph Sherman, Oxford Centre for Hebrew and Jewish Studies, England,
20 March 2009
S. E. Sprott, Dalhousie University, 20 May 2009
Marion Kingston Stocking, Beloit College, 12 May 2009
Paul Osborne Williams, Hayward, California, 2 June 2009

This listing contains names received by the membership office since the March 2009 issue. A cumulative list for the academic year 2008–09 appears at the MLA Web site (www.mla.org/in_memoriam).

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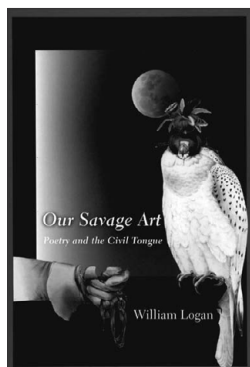
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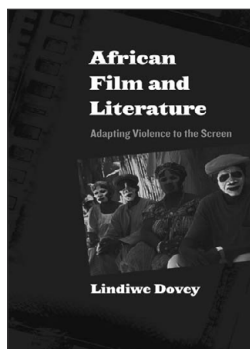
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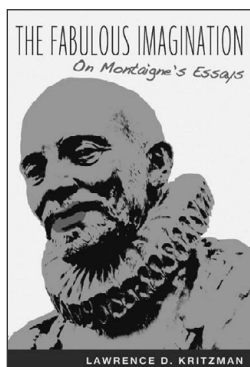
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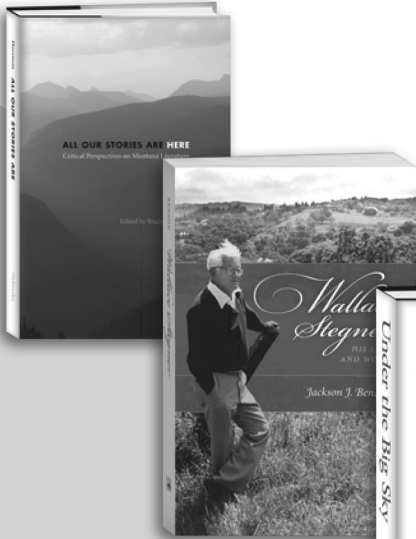
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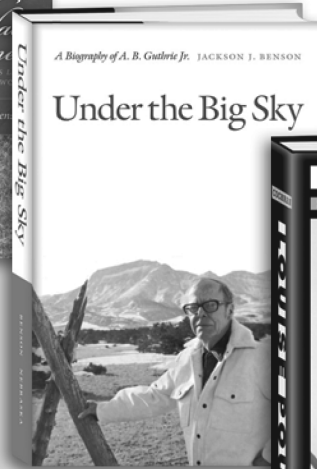
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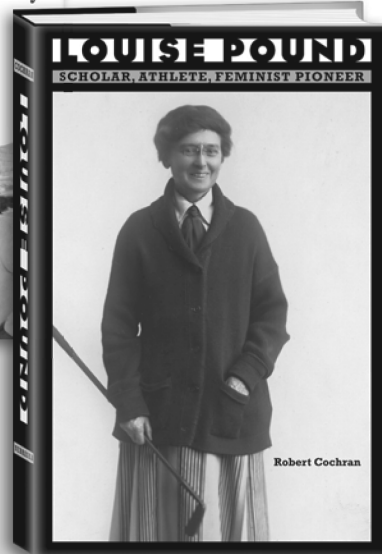
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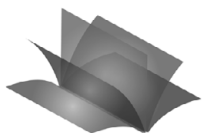
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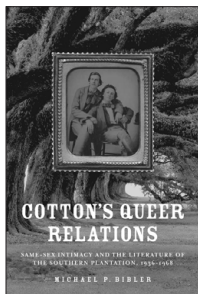
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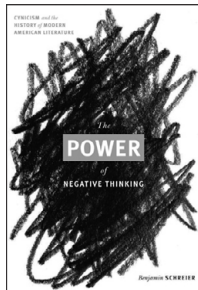
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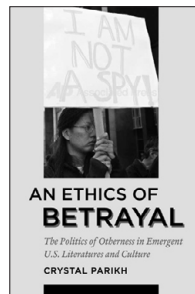


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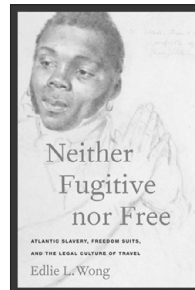


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The target group of the dictionary includes translators, interpreters, journalists, students of Russian and English, and those who pursue intercultural studies. The dictionary includes recently coined expressions and popular collocations which are by no means "fossilized" and hard to be found elsewhere in orthodox dictionaries. Knowing them makes the speech idiomatic, natural and vivid. They expand the user's ability to communicate effectively in a variety of every day encounters. For professionals, the dictionary is indispensable in terms of accurate translation; for students of both Russian and English it is a source of up-to-date vocabulary.

ISBN 978 3 929075 80 9 (Hardbound). **LINCOM Scientific Dictionaries 03.** 300pp. USD 118.00. 2009.

Writing for Academic Purposes:

A Handbook for Learners of English as a Second Language

Maria Rosa Alonso Alonso, *Universidad de Vigo*

This book has been written to fill in a gap in the literature: an exercise book for academic purposes. Students of English as a Second Language, researchers and teachers often have problems to write in an academic context. For five years, the author has been collecting data from the written production of students, researchers and teachers who studied English as a Second Language in academic contexts. The most frequent errors, common to all of them, were analysed.

The data collected have been the source to create this book. It contains theoretical explanations and practical exercises covering the following topics: spelling and punctuation, pronoun agreement, verbal agreement, sequence of tenses, dangling modifiers, infinitives and ing form, hedging and frequently misused words. All the activities are based on real examples produced by students in different fields when writing in English for academic purposes.

The material has been tested in the classroom to check its applicability. The author offered the University of Vigo a training course in academic writing in the scientific-technological field for students, researchers and teachers. As the course was a success, five more courses were done. For two years, the author tested the material, added issues that the students demanded and included several appendices.

ISBN 978 3 89586 439 1. **LINCOM Academic Reference Books 02.** 110pp. USD 61.00. 2009.

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Heiko F. Marten, *FU Berlin/Reseknes Augstskola*

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For this purpose, Marten on the one hand contrasts the situations before and after the establishment of these two parliaments in 1999 and 1989 respectively, and on the other hand compares the developments in the two countries in the light of the different political structures in Scotland and Norway. The study illustrates how negotiations take place between supportive and reluctant policy makers in the two parliamentary contexts and shows how they have eventually resulted in a higher level of empowerment of the two speech communities. As a result, the volume therefore shows that a decentralisation of parliaments can indeed lead to increased language maintenance efforts, albeit within certain limits. Parliamentary decentralisation is thus identified to be one piece within the large puzzle of minority language policy. As such, it is related to the theoretical literature on minority languages by suggesting an additional component in the evaluation of minority language situations.

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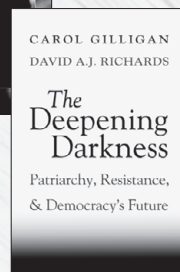
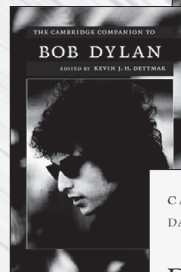
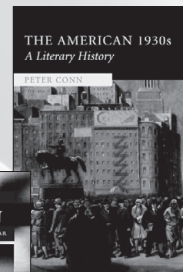
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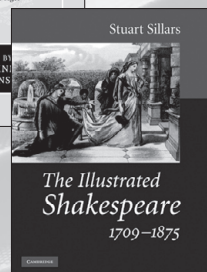
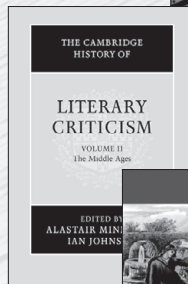
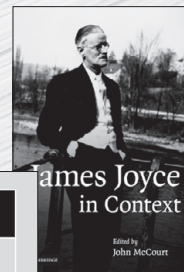
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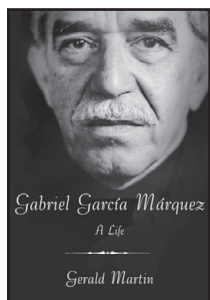
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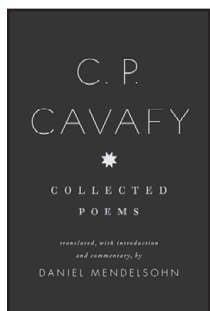
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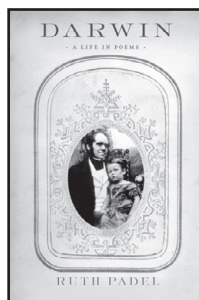
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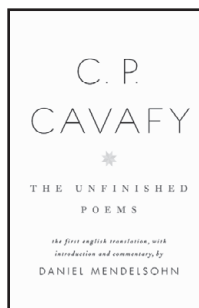
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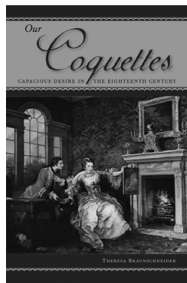
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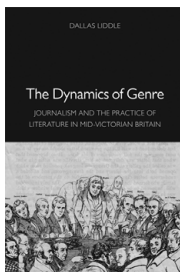
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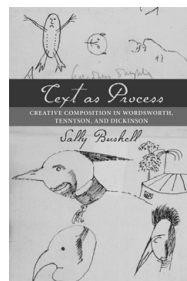
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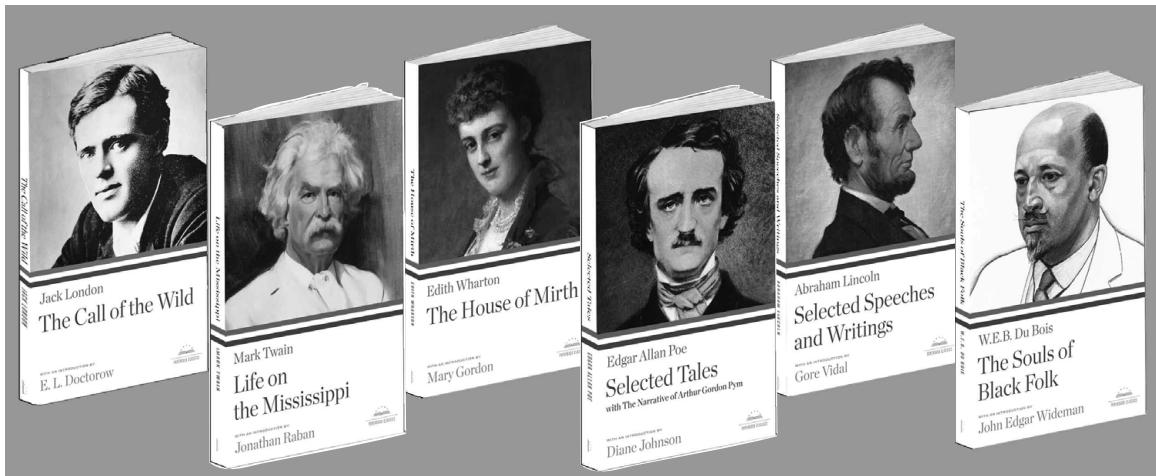
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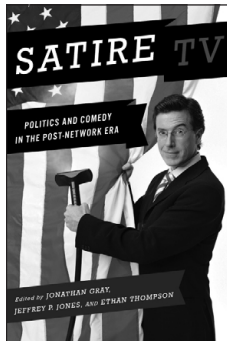
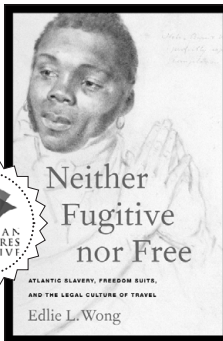
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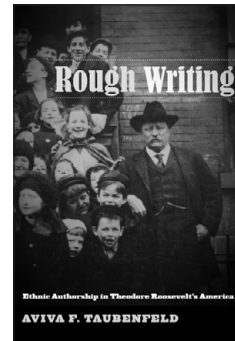
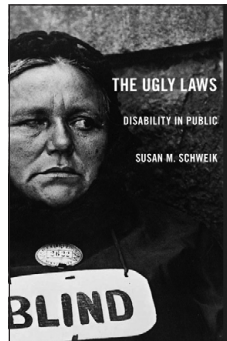
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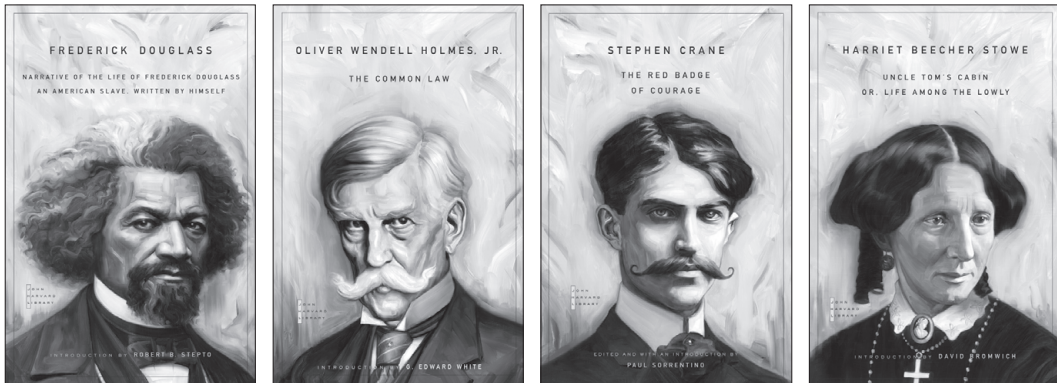
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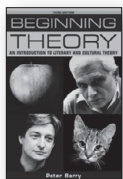
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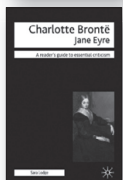
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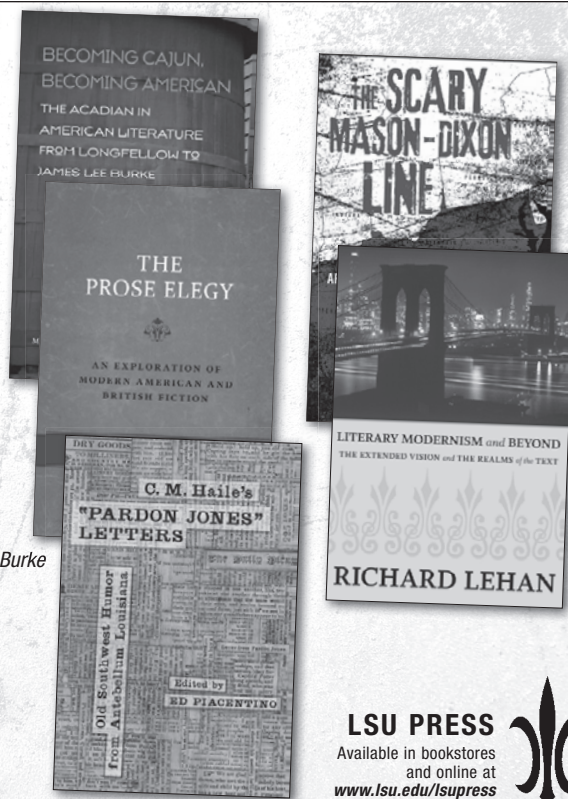
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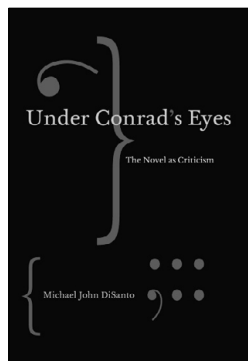
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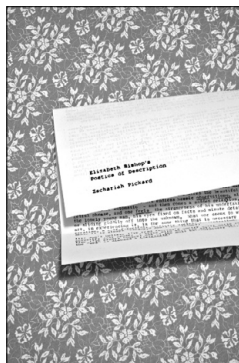
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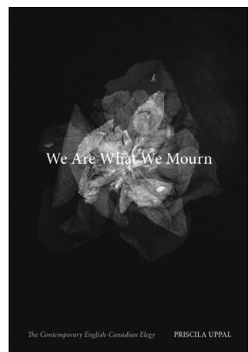


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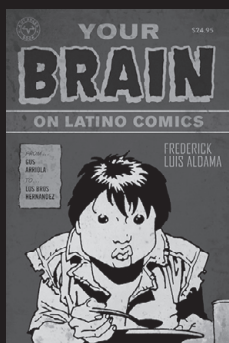
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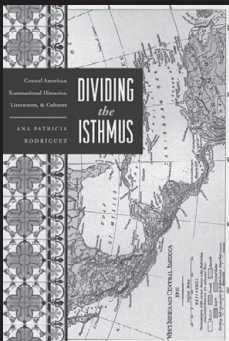


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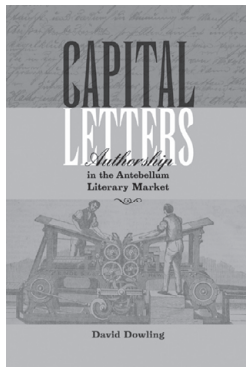
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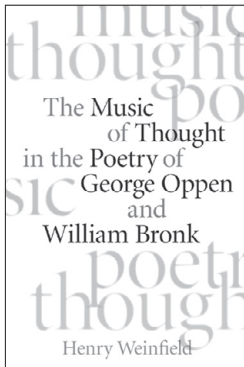


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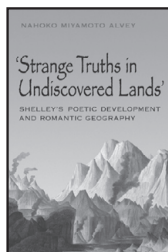
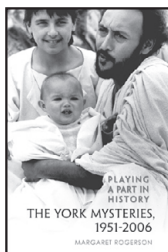
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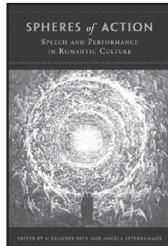
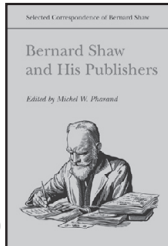
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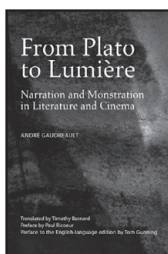
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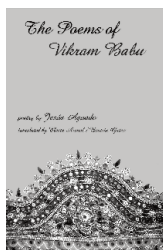
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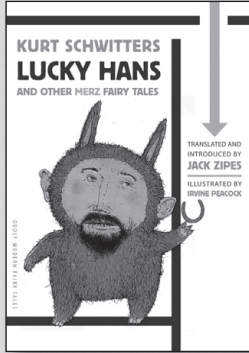
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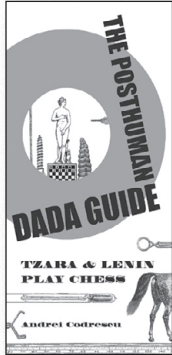
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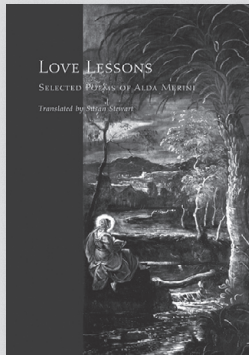
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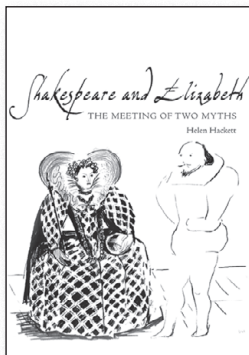
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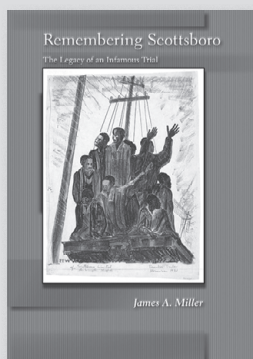
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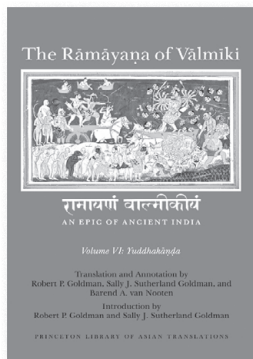
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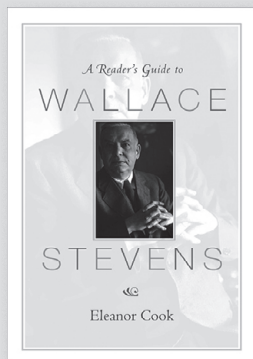
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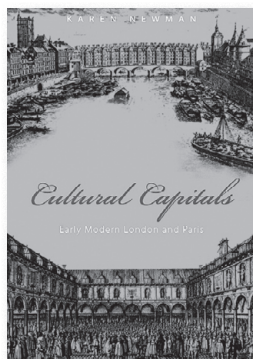
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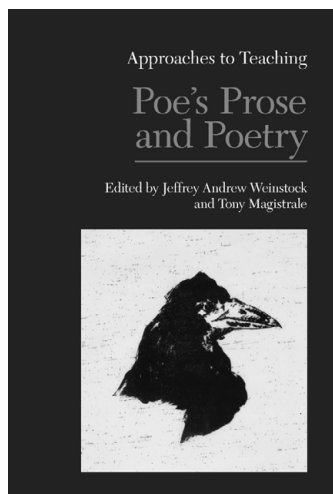
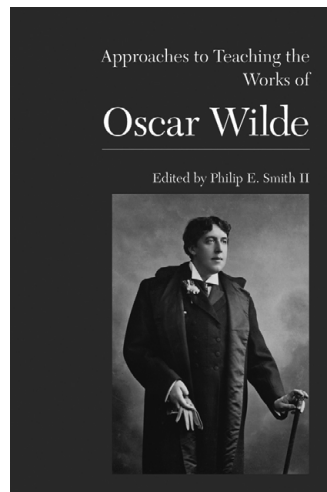
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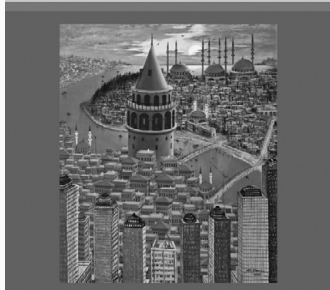
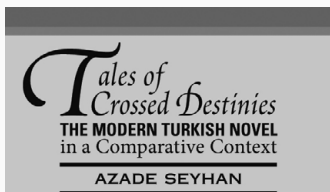
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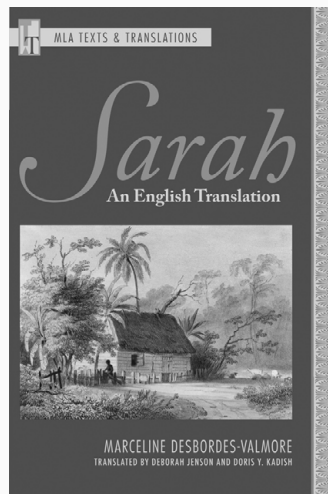
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