Nor Jnl Ling 28.1, 3 © 2005 Cambridge University Press doi:10.1017/S0332586505001368
Printed in the United Kingdom

Heltoft, Lars & Henrik Rosenkvist. 2005. Call for papers:
NJL Special Issue on Grammaticalization. *Nordic Journal of Linguistics* **28.1**, 3.

Call for papers: *NJL* Special Issue on Grammaticalization

The second issue of Volume 29 (2006) of the *Nordic Journal of Linguistics* will be a special issue on grammaticalization.

Grammaticalization has been on the linguistic agenda for more than a century, but during the last decades, research in the field has been revitalized, both empirically and theoretically. The focus has been on diachronic processes through which full words with a lexical meaning are transformed into bound morphemes (typically clitics and affixes) with grammatical meaning. The triggering factors for such changes have been assumed to be semantic or pragmatic, and it has been claimed that grammaticalization processes are gradual and unidirectional.

In alternative approaches, the concept of grammaticalization includes all kinds of creation or restructuring of grammatical paradigms, including syntactic change, and the perspective has been widened to include the change of grammatical systems.

For this special issue of *NJL* we shall adopt a wide definition of grammaticalization, and we invite papers addressing theoretical as well as empirical questions within the field. As an example, the notions of reanalysis and actualization apply to different aspects and stages of the process, but there are different schools of thought as to how these notions should be defined and evaluated.

The deadline for submission is 31 January 2006. Papers should be sent to either of the two guest editors:

Lars Heltoft
Roskilde University 0323
Dept. of Language and Culture
P.O. Box 260
DK-4000 Roskilde
Denmark
heltoft@ruc.dk

Henrik Rosenkvist
University of Lund
Dept. of Nordic Languages
P.O. Box 201
SE-221 00 Lund
Sweden
henrik.rosenkvist@nordlund.lu.se

https://doi.org/10.1017/S0332586505001368 Published online by Cambridge University Press