

## Descriptive studies of particular languages

### English

**93-113 Lazaraton, Anne** (Pennsylvania State U.). Linking ideas with 'and' in spoken and written discourse. *IRAL* (Heidelberg, Germany), **30**, 3 (1992), 191–206.

*And* occurs with a high frequency in the spoken/written comparison-contrast/ narrative texts examined here, with a density of 26.4 and 66.3 tokens per 1000 words. Lexical/phrasal co-ordination was found three times more often in the written texts when compared to the spoken texts, and NPs were the most frequently co-ordinated constituents. Clausal co-ordination was relatively rare, but did account for two-thirds of the clausal connection by *And* in the written texts. Clausal conjunction by *And* was five times more common in the spoken texts as compared to the written ones,

but this fact must be tempered by the large contribution of instances from the spoken narratives. Clausal conjunction (as compared to co-ordination) in the spoken comparison-contrast samples showed the widest range of semantic relationships, but the number of occurrences of any one relationship was relatively small. The spoken narratives exhibited a heavy concentration of *And*-connected clauses which illustrated a Sequential relationship, with a preference for the Internal Sequence relationship where events are marked as next on a speaker's agenda.

### German

**93-114 Fraas, Claudia and Steyer, Kathrin.** Sprache der Wende – Wende der Sprache? Beharrungsvermögen und Dynamik von Strukturen im öffentlichen Sprachgebrauch. [Language of change – change of language? Continuity and dynamics of structures in current linguistic usage.] *Deutsche Sprache* (Mannheim, Germany), **2** (1992), 172–84.

This article discusses linguistic questions and problems which have arisen from work on the project *Gesamtdeutsche Korpusinitiative* (All-German Corpus Initiative). The starting point for the discussion is the question of the value for linguistic research of the *Wendekorpus* as the nucleus of a continuing documentation of the modern German language.

The discussions centre on the relationship between

continuity, variation and genuine change in linguistic usage. Section I contains a description of the language of the *Wende* which goes beyond the level of individual phenomena. This is followed in section II by a demonstration of the continuity and dynamics of linguistic structures exemplified by excerpts from the *Wendekorpus*.

**93-115 Russ, Charles V. J.** (U. of York). English in contact with other languages: English loans in German after 1945. *York Papers in Linguistics* (York), **16** (1992), 101–19.

Unassimilated or partially assimilated loan-words (*Fremdwörter*) can be distinguished from other assimilated loans (*Lehnwörter*) such as *Mauer* from Latin *murus*. The former category includes simple borrowings such as *smart*, loan translation (*Lehnübersetzung*) where all elements are translated literally, e.g. *Flutlicht* 'floodlight', loan rendition [*Lehnübertragung*], only partially literal, e.g. *Wolkenkratzer* 'skyscraper', loan creation [*Lehnschöpfung*] involving approximate translation e.g. *Klimaanlage* 'air conditioning', semantic borrowing [*Lehnbedeutung*] when an existing word acquires a

new meaning, e.g. *feuern* 'to dismiss', and pseudo-loan [*Scheinentlehnung*], e.g. *Dressman* 'male model'.

Loans from English have been extremely frequent since 1945 in all four German-speaking countries, though in some fields slightly less so in the GDR, slightly more in Austria and Switzerland. They are particularly common in politics, business, technology, sport, fashion, food and drink and entertainment; they are used more by educated speakers, and are sometimes a shibboleth identifying membership of groups. Historically there have been periods of opposition to loan-words and the



deliberate creation of German alternatives, but also much acceptance, even by Hitler who used loan-words for propaganda. But in a recent questionnaire study, 77.7% of Germans agreed that 'too many foreign words are used'.

The article also looks at the extent to which loan-

words have been modified to fit German norms of spelling and pronunciation, and at their genders and plurals, and finds considerable variation and uncertainty in all these areas. Meanings may be also restricted or even changed, e.g. *Ticket* is usually an air ticket, *clever* is roughly 'cunning'.

## Japanese

**93-116 Ono, Tsuyoshi and Suzuki, Ryoko.** Word order variability in Japanese conversation: motivations and grammaticisation. *Text* (Amsterdam), **12**, 3 (1992), 429-45.

It is widely accepted that Japanese is a strict verb-final language. However, our examination of conversational data reveals cases where elements are expressed after the predicate. These exceptions can be divided into two types. The first type involves a break in intonation between the predicate and the following element or elements. In this type, after the predicate is expressed, a certain element (or elements) is expressed for such purposes as further specification and repair. In the second type, the predicate and the following element or elements are expressed within one intonation contour. This type is further divided into two subtypes: the discourse-pragmatic type and the emotive type. In the discourse-pragmatic type, the element or elements

after the predicate serve a certain discourse-pragmatic function. These elements include adverbials, conjunctions and pronouns, and either indicate the speaker's stance toward the proposition or referent or create discourse cohesiveness. In the emotive type, an adjectival or nominal predicate which expresses such feelings as surprise and disgust is followed by a demonstrative. It is accompanied by an emotional intonation pattern. In this subtype, non-canonical order seems to be preferred over canonical order. The intonational and distributional characteristics of the two subtypes thus suggest that the non-canonical word order is becoming grammaticised.

## Interpreting

**93-117 Powrie, Phil** (U. of Newcastle upon Tyne). Interpreting in the undergraduate French degree: a national survey 1990-1. *Francophonie* (Rugby), **5** (1992), 18-21.

In 1991, a survey was carried out on the teaching of interpreting in British tertiary sector institutions. Of the 45 institutions which responded to the questionnaire, 22 teach interpreting in their French degree courses. Typically, traditional universities include interpreting in the later years of the course; some institutions teach it as a specialist skill.

The most usual of the three forms of interpreting taught is liaison, that is with the student working between English and French speakers. This is followed by consecutive interpreting, with the student working after the speaker has completed a section of or an entire speech. Least common is simultaneous interpreting, taught mainly in specialist courses. In most institutions interpreting is examined.

Materials include audiocassette and videocassette native speaker recordings of texts, radio and television interviews, various types of live debates and interviews, and video packages. Subjects may be of general interest, related to literature courses and to background studies, with the length of text varying according to its difficulty, speed of delivery, and level of course. Materials are usually made available for lexical and background preparation. Assessment is carried out either informally by the lecturer, or through the use of marksheets used by both lecturer and students.

It is likely that the teaching of interpreting will increase since students, lecturers and employers consider it to be a useful communicative skill.

## Lexicography

**93–118 Rundell, Michael and Stock, Penny** (Longman Dictionaries). The corpus revolution. *English Today* (Cambridge), **8**, 2 (1992), 9–14.

There has been a dramatic change in lexicography since the introduction of computers which can store, access and process text. Of particular advantage to the lexicographer is the volume of data that can be stored, from which it is possible to retrieve information on the frequency of occurrence of words in context, and their behaviour. On the

other hand, examples, known as citations, provided by human selection can provide information on unusual or new words.

It is likely that computerised data will provide evidence and a method, with the language expert interpreting evidence and monitoring linguistic innovation and change. [See also abstract 93–119].

**93–119 Rundell, Michael and Stock, Penny** (Longman Dictionaries). The corpus revolution. *English Today* (Cambridge), **8**, 3 (1992), 21–32.

This article is the second in a series of three dealing with the lexicographic advantages derived from the use of corpus data [see also abstract 93–118]. The most obvious requirement for a lexicographer is information concerning the meaning of a word. An example of the benefit of access to corpus data is the word 'represent'. Traditional dictionaries provide the meaning 'to exist or act in place of someone or something else', but the corpus data includes another frequent meaning 'to amount to or constitute'. Other advantages are: (1) the availability of context which provides information on collocation, verbs

and their following structures, grammar constructions, disputed usage etc., and (2) the frequency of occurrence of a given word.

While the native speaker's intuition, which may be said to be a personal form of corpus, remains relevant on several counts (e.g. the identifying of a word used in a way that deviates from the norm), the computer corpus enables accurate descriptions of the behaviour of a word in context, and can explain or challenge a personal perception of a word, and so assist in understanding language use and usage.

## Lexicology

**93–120 Volmert, Johannes** (U. of Essen). Forschungsvorhaben: Bericht über das Forschungsprojekt 'Internationalismen – Gleiche Wortschätze in verschiedenen Sprachen'. [Report on the research project 'Internationalisms – similar lexical items across different languages'.] *ZFF: Zeitschrift für Fremdsprachenforschung* (Bochum, Germany), **3**, 1 (1992), 96–103.

Since 1986 a special project has been under way at Essen University (Germany). Its purpose is to establish a theoretical and methodological setting for a new subject of research: 'internationalisms'. The report given here presents the focus and

objectives of this project; it gives an explanation of the term 'interlexicology' and outlines the research work that has been carried out in order to edit a 10-language-based glossary of internationalisms.