

Language description and use

DESCRIPTIVE STUDIES OF PARTICULAR LANGUAGES ENGLISH

85–465 Gläser, Rosemarie. Textlinguistische Untersuchungen zur Englischen Fachsprache der Literaturwissenschaft. [Linguistic and stylistic features of the special language of literary studies in English.] *Fachsprache* (Vienna), **5**, 4 (1983), 170–85.

The article deals with linguistic and stylistic features of special text forms in literary theory in English: the monograph, the article/essay in a literary journal, the literary review, the correspondence text on literary theory, and the article in a lexicon of literary terms.

Attention is focused on (a) the communicative function, intention and the theoretical substance of the text form under analysis; (b) the internal structure of the given specimen text; (c) the author's use of figures of speech as a possible indicator of an intermingling between object language and metalanguage; (d) the author's individual stylistic features. The analysis of extensive samples of each text form has not corroborated the findings Fricke stated for German texts of literary theory and criticism; the English texts under analysis showed no intermingling of object language (i.e. the language of the literary work of art) and metalanguage (i.e. the language of literary theory), and their use of figures of speech varied from 3.2 to 7.8 per printed page, whereas Fricke stated a frequency of distribution of 13.8 poetic elements per page in German articles on literary theory. In the English texts the figures of speech serve the author's aim to express his ideas in a stimulating way and to appeal to the reader's critical understanding of a literary work of art.

85–466 Görlach, Manfred (U. of Heidelberg). English in Africa – African English? *Revista Canaria de Estudios Ingleses* (Tenerife), **8** (1984), 33–56.

The varieties of English used in over 40 African states are historically accounted for and characterised. The main groupings are: West African – Sierra Leone, Liberia, Nigeria; Southern and Eastern African – consisting of South Africa, Botswana, Zimbabwe, Zambia, Malawi forming one bloc, while Uganda, Kenya, Tanzania and Somalia form another. While West Africa was spared large-scale white settlement, Southern and Eastern Africa have, or had until recently, large white anglophone populations. Though rejecting it as the language of colonisation in the early days of independence, many African leaders have been glad to retain English as their window on the outside world and as a linguistically neutral instrument of detribalisation, if not of national unification. English seems less of a unifying factor than French, and no entity is evolving that a linguist might call 'African English'.

85-467 Guy, Gregory R. and Vonwiller, Julia. The meaning of an intonation in Australian English. *Australian Journal of Linguistics* (St Lucia), 4, 1 (1984), 1-17.

Australian speakers' use of a high-rise terminal contour (HRT) in declarative sentences where, from the context, there is no interrogative intention, is popularly thought to be used mostly by young people and women. It is said to express uncertainty and deference or powerlessness. The authors, however, interpret its meaning as that of seeking verification of comprehension. Statistical studies show that popular impression is correct as to those most likely to use HRT. The feature is recently introduced and spreading. A matched-guise subjective reaction test [details] administered to 97 subjects showed that HRT-users are evaluated as socially inferior and less forceful; these assessments can be associated with the meanings of deference and uncertainty. Textual analysis, however, still points to the meaning of seeking verification; this apparent ambiguity may be explained by the fact that the feature is new and therefore used mostly by young people and women, or by the fact that only certain social groups are thought to use HRT, whatever its 'referential' meaning in context.

85-468 Huntley, Martin. The semantics of English imperatives. *Linguistics and Philosophy* (Dordrecht), 7, 2 (1984), 103-33.

Analysing the declarative/imperative distinction in terms of an indicative/non-indicative contrast which is characterised in indexical terms strikes the right balance between making declaratives and imperatives semantically so similar that the latter's lack of truth-values cannot be accounted for, and making them too dissimilar to be able to account for the similar contributions their counterparts make to the meanings of sentences containing them. This analysis permits an account of infinitival interrogatives, thus showing that the indexical treatment sketched is not merely an *ad hoc* device for dealing with the idiosyncrasies of imperatives.

85-469 Krogvig, Inger and Johansson, Stig (U. of Oslo). 'Shall' and 'will' in British and American English: a frequency study. *Studia Linguistica* (Lund, Sweden), 38, 1 (1984), 70-87.

Investigation of the frequencies of *shall*, *will* and 'll, *should*, *would* and 'd in the Brown and LOB corpora has shown that the main difference between American and British English lies in the use of *shall* and *should*. This is in itself not surprising, and agrees with previous observations. It should be noted, however, that the difference is more marked with *should* than with *shall*. Furthermore, the over-representation of *shall* and *should* in the British material is not matched by a corresponding increase of *will* and *would* in the American material. On the contrary, the British material has more examples of all the auxiliaries except *would*, but the under-representation here is only fifty examples, or less than 2 per cent.

The use of the auxiliaries is clearly genre-bound in American as well as in British English. There is fairly close similarity between the two corpora in the distribution

of the auxiliaries with regard to the two main divisions of informative and imaginative prose, allowing for differences with respect to the individual categories. The only exception to this is *shall*, which is about four times more frequent in British fiction than in American fiction. The difference indicated here is due to the use of *shall* with a first person subject. In relative distribution *shall* makes up 22.2% of the auxiliaries (*shall*, *will* and *'ll*) with a first person subject in the fiction categories, while the corresponding American categories have only 6.93% of *shall*.

In informative prose *shall* has a similar distribution in the two corpora, with regard to the first as well as to the third person. *Shall* is apparently used to much the same extent in British and American texts characterised by a certain degree of formality, in particular in legal and religious language. A typical feature of legal language is the use of *shall* with a third person subject.

The most important difference between the two corpora is the much higher frequency of *should* in the British material. The over-representation is found in the first as well as in the third person. Although *should* may have been used as a stylistic variant of *would* to a larger extent in the British than in the American corpus, the main reason for the discrepancy is probably the use of *should* in *that*-clauses, where American English frequently employs alternative expressions, such as the subjunctive or the *for-to* construction.

85–470 Leitner, G. Australian English or English in Australia – linguistic identity or dependence in broadcast language. *English World-Wide* (Heidelberg, FRG), 5, 1 (1984), 55–85.

The written archive material of the Australian Broadcasting Commission (ABC) provides extensive data on language policy and changing norms. Until 1952 the ABC's model was generally British (BBC) English, the position of which was supported by conservative, normative policies. From 1952 to 1971 there was increasing willingness to acknowledge the existence of a separate cultivated variety of Australian English, but in a limited way – in accent much more than in dialect, in clichés and colloquialisms much more than in lexis or grammar. From 1971 there has been wider tolerance of deviation from the British model, and recognition that there is more than one acceptable form.

The influence of American English, continuous for 150 years, has greatly strengthened in recent decades, especially in popular culture. The ABC has generally resisted American forms, but now shows greater tolerance, due partly to its concern for ratings, partly to the modern emphasis on actuality and unscripted reporting, and the need to stay in touch with its audience. The question of Australian linguistic identity is unresolved; a notion of modified standard(s) may be useful in future codification.

85-471 Miller, Jim (U. of Edinburgh). Discourse patterns in spoken English. *Sheffield Working Papers in Language and Linguistics* (Sheffield), **1** (1984), 10-39.

The organisation of text in spontaneous spoken language has recently attracted the attention of linguists (cf. Ochs, 1979). An account of syntax and discourse in a corpus of spontaneous conversation among speakers of Scottish English is offered. The paper has three aims. (1) It describes the devices available to speakers of Scottish English for the organisation of discourse. (2) Since some of the devices are undoubtedly not exclusive to Scottish English, it is a contribution to our knowledge of spontaneous spoken English in general. (3) By demonstrating that the unplanned spoken discourse of adults is syntactically complex and sophisticated, it is a rebuttal of Ochs' suggestion that in unplanned discourse even adult speakers rely on skills acquired in the first three or four years of life (Ochs, 1979: 53).

85-472 Vanparys, Johan. Source metaphors in English. *Journal of Pragmatics* (Amsterdam), **8**, 3 (1984), 395-410.

From, *off*, and *out of* are the typical prepositions used in English to denote source relationships. Their semantic differences are preserved in their metaphorical extensions. They are used metaphorically in reference to static and/or nonspatial relationships. These metaphors form a structured set, based on the dynamic spatial relationship 'source'.

FRENCH

85-473 Boswell, C. (U. of London). La productivité de la conversion dans la formation du vocabulaire sportif Français. [The productivity of conversion in the formation of French sporting vocabulary.] *Cahiers de Lexicologie* (Paris), **41**, 2 (1982), 107-22.

The examination of a corpus of 2,800 technical and semi-technical terms in the French journalese of sport has revealed that semantic word-formation processes have been more productive than morphological processes. Conversion, the creation of neologisms by converting existing words into new word-classes, has created 109 (3.9%) of these neologisms and is an interesting phenomenon from a theoretical point of view since it straddles the divide between semantic and morphological processes. After a discussion of a number of theoretical issues the major types of conversion are examined and their productivity is measured against that of suffixation, a rival word-formation process.

GERMAN

85-474 Lambrecht, Knud (U. of California, Berkeley). Formulaicity, frame semantics, and pragmatics in German binomial expressions. *Language* (Baltimore, Md), **60**, 4 (1984), 753-96.

The analysis of formulaic German binomial expressions of the form *N und N* reveals the following characteristics. The absence of determiners, along with other morphosyntactic and semantic anomalies, makes these phrases non-compositional and

thus similar to idioms; but they differ from fixed idiomatic expressions in that their structural pattern can be productively used for the creation of new pairs. These bare binomials are not exhaustively listable lexical items, nor can they be generated by a syntactic conjunction rule. Their formal properties suggest that they are complex word-like expressions – comparable in many ways to nominal compounds and, like compounds, describable by lexical rules. Their creation and use is subject to semantic and pragmatic constraints which can be subsumed under a general principle of frame structure. They can be divided into three main types: (a) lexicalised and irreversible, (b) novel but semantically motivated, and (c) semantically unmotivated but pragmatically constrained. However, sharp lines between lexicalised and novel instances, or between semantically and pragmatically motivated types, cannot be drawn on principled grounds. Bare binomials lend support to a view of language in which the 'generative' and the 'idiomatic' components are two extremes on a continuum, rather than fundamentally distinct phenomena.

85–475 Mühlmann, Horst. Zum Gebrauch von Germanismen in der englischen Presse am Beispiel des 'Observer' 1981. [The use of Germanisms in the English press as exemplified by 'The Observer' for 1981.] *ZGL* (Berlin, FRG), **12**, 1 (1984), 45–62.

While the influence of British and American vocabulary on German is fairly obvious, the significance of Germanisms in British or American English is not so clear. After a brief review of the previous literature on the subject, the results are given of a study of *The Observer* for the year 1981 which follows up a similar study (Stanforth, 1976).

All the German items encountered in *The Observer* in the various sections of the paper are listed, together with an indication whether they had previously been noted in English dictionaries or not. In the 51 issues of the paper 140 individual items were found. This was an average of 2.7 Germanisms per issue as compared with 4.8 in Stanforth (1976), including proper nouns. Most of the Germanisms were to be found in the review section, for example in book reviews, whereas there were very few Germanisms in the business section, on the sports pages, in the letters to the editor or in advertisements. The study concludes that Germanisms have diminished considerably in the five years since Stanforth's investigation.

85–476 Zubin, David A. (State U. of New York) and **Köpcke, Klaus-Michael** (U. of Hannover). Affect classification in the German gender system. *Lingua* (Amsterdam), **63**, 1 (1984), 41–96.

Gender has traditionally been cited as a paradigm instance of the arbitrariness of language. This paper builds on previous evidence by the authors showing that gender classification is not arbitrary in German, but rather forms a complex system based on phonetic and semantic organising principles. Within the affect lexicon a set of compounds formed with the last member *-mut* is first experimentally evaluated and shown to have masc-gender or fem-gender assignment depending on the affective extroversion or introversion of the noun. The resulting classification is then applied to nouns with the derivational suffix *-nis*, which are shown to have a strong association between fem-gender and introverted affect. Following this the classification is applied

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to a thorough sample of 177 affect nouns drawn from the entire lexicon. Here there is also shown to be a strong association between masc-gender and extroverted affect, and between fem-gender and introverted affect. An additional group of fem-gender nouns expressing arousal is uncovered. Thus the distribution of gender in the general affective lexicon supports the experimental results based on *mut*-compounds. Finally, historical evidence shows that (a) a number of nouns have undergone formal or semantic changes, and (b) a number of borrowed or newly coined nouns have received gender assignments in accordance with the hypothesised affect classification. It is concluded that the semantic organisation of gender in the affective lexicon has a prototype structure as depicted, e.g. by Rosch (1977).

RUSSIAN

85–477 **Byeloshapkova, V. A.** (MGU, Moscow). О понятии синтаксической производности. [The concept of syntactical productivity.] *Русский язык за рубежом* (Moscow), 6 (1983), 49–53.

The link between word formation and syntax is already well established in, for example, compound verbs and their associated prepositions/cases. Such ‘derived’ syntax may be compared to word formation. Starting from a base word such as *yellow*, the Russian language derives *to turn yellow*, *yellowish*, *yellowness*, etc. It is possible to view a base statement such as *children study* in a similar way, deriving, for example, *children began to study*, *children must study*, *children must begin to study*. Syntactical derivation is seen as the process by which a base construction is modified in meaning. However, it must not introduce new situations. *Parents compel their children to study* is not seen as a syntactical derivation from *children study* since it introduces two situations: children studying and parents compelling. Various types of syntactical derivation are discussed and classified, while their significance both for teaching and linguistic analysis is considered.

TRANSLATION/INTERPRETING

85–478 **Brecht, Richard D.** (U. of Maryland) and others. Computersimulation in the teaching of translation and international studies. *Foreign Language Annals* (New York), 17, 6 (1984), 575–84.

This article describes the National Simulation in International Studies and Translation (NSIST) Program. Centred at the University of Maryland, NSIST links international studies and foreign language programmes at a number of universities throughout the United States and abroad. It is intended to strengthen these two fields by taking advantage of the natural symbiosis which exists between them. Computer-assisted simulation is the mode in which communications in multiple languages flow among country-teams at various universities. The language student is provided with a natural context for the otherwise purely academic exercise of translation, while students of international politics enjoy an authenticity of experience as they are forced to deal with the consequences of negotiations being conducted in foreign languages through translators and interpreters.

LEXICOGRAPHY

85-479 Hoffmann, Lothar (U. of Leipzig). Fachwortschatz – Grundwortschatz – Minimum. [Specialist vocabulary – basic vocabulary – minimum.] *Deutsch als Fremdsprache* (Leipzig, GDR), **21, 4** (1984), 224–8.

The article discusses the principles underlying six trilingual dictionaries published in Leipzig from 1970 to 1983. The dictionaries contain the 1,200 or so most frequent lexical items found in selected specialist texts on medicine, physics, mathematics, etc., in Russian, English and French, together with their German equivalents.

The rationale behind the dictionaries is set out, and reasons for the popularity of dictionaries treating specialist vocabulary are put forward. This entails a discussion of the area of linguistics and lexicography where the notions ‘most frequent vocabulary’, ‘basic vocabulary’ and ‘lexical minimum’ intersect. Various definitions of these concepts are presented and their usefulness for language teaching purposes is assessed. The terms are shown not to be identical, although basic vocabulary and a lexical minimum may be very similar. Different learning objectives will give rise to different lexical minima. There is hence no fixed lexical minimum for any one language. Given the inherent difficulties in ascertaining the basic vocabulary of a language, linguists have tended to favour the frequency principle. A nine-point summary lists the advantages the approach offers. The conclusion emphasises the usefulness to textbook writers, materials producers and foreign language teachers of frequency dictionaries.

LEXICOLOGY

85-480 Dugast, D. Sur ce qui pourrait être appelé l'énergie lexicale. [On what might be called lexical energy.] *Cahiers de Lexicologie* (Paris), **41, 2** (1982), 3–20.

In this paper, a distinction is made between two leximetric measures. The first, now well established, is a ratio between the length of a text expressed in words and the number of different words it contains. It makes possible the computation of an expected quantitative vocabulary for any length of a given text, or of a degree of what is called ‘lexical richness’. The second measure, shown here for the first time, is a synthesis between lexical richness, here called ‘potential lexical energy’, and the volume or mass of the text. One can then speak of ‘lexical power’, or ‘actualised lexical energy’. A delicate balance between lexical richness and the volume or mass of a text being thus established, a better reading can be given of impressions left by, for example, the different roles of a play or different parts or chapters of a novel.

INFORMATION RESOURCES

85-481 Arnbak, J. C. (Technische Hogeschool Eindhoven). De nieuwe media en hun taalkundige consequenties. [Linguistic consequences of the new information media.] *Toegepaste Taalwetenschap in Artikelen* (Amsterdam), **19, 2** (1984), 81–8.

The flow of data and informational services across frontiers increases at a much higher rate (20 per cent per annum) than the national telecommunication and broadcast

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traffic. However, ensuring that all the new satellite channels, mobile networks and telematics services provide intelligible and useful information to their users is not merely a technical matter. Clearly, new professional opportunities arise for, amongst others, linguists and interpreters, both in research and development of new and better information systems, and in their application in society.

85–482 Stern, H. H. and others (Ontario Inst. for Studies in Ed.). *The Modern Language Centre: 1968–1983. ELT Documents* (London), **119** (1984), 13–19.

The Modern Language Centre at the Ontario Institute for Studies in Education was founded in 1968, on the initiative of a group of language teachers. It is primarily a graduate school of education and is affiliated with the University of Toronto. It is also a centre for educational research and development, and has a dissemination or field service mandate. It has a documentation and information service with a wide-ranging library. Several British influences have been amalgamated.

The Centre had to respond to the political language issues in Canada over the last two decades, dealing with policy questions concerning bilingualism and biculturalism, multilingualism and multiculturalism, language maintenance and second-language learning. It has adopted an apolitical and positive stance towards bilingualism, bilingual education and second-language learning, trying to provide an input of theory and research while remaining close to the reality of teaching and learning. In the first decade one of the main concerns was research on the teaching of French to anglophones; another was ESL for immigrants or non-English-speaking Canadians. In the course of time, interest has shifted to the broader issues of bilingual proficiency, and to the empirical study of second-language learning in a variety of situations, with major projects on 'the good language learner' and on bilingual proficiency (currently in progress). Another area of development has been rethinking language programmes, the concept of the textbook, and the development of language curricula (the French Modules Project); another has been evaluation. The academic programme consists of advanced degree work, including courses and thesis research.