

Descriptive studies of particular languages

English

87–129 Douglas Biber (U. of Southern California). Spoken and written textual dimensions in English: resolving the contradictory findings. *Language* (Baltimore, Md), **62**, 2 (1986), 384–414.

Although similarities and differences between speech and writing have often been studied, contradictory claims concerning the linguistic relationship between the two modes are still common. These contradictions can arise from basing global conclusions on restricted methodologies – such as assigning undue weight to individual linguistic features, or to choice of particular text samples and text types. The present study uses a ‘multi-feature/multi-dimension’ approach, which includes a broad range of linguistic features and text types in a single quantitative analysis, to provide a global description

of similarities and differences among spoken/written text types in English. The distribution of 41 linguistic features in 545 text samples of approximately 2,000 words each is subjected to factor analysis (a multivariate statistical technique). Three underlying textual dimensions are identified: Interactive vs. Edited Text, Abstract vs. Situated Content, and Reported vs. Immediate Style. To demonstrate the value of the multi-feature/multi-dimension approach, the specific findings of earlier studies are reconciled within the model proposed here.

French

87–130 Corbeil, Jean-Claude (Cirelfa, Montreal). Problématique de la politique linguistique de l’Agence de coopération culturelle et technique. [Problems of the linguistic policy of Agency for Cultural and Technical Co-operation.] *Language Problems and Language Planning* (Berlin, FRG), **9**, 3 (1985), 193–9.

The Agency for Cultural and Technical Co-operation (ACCT) is an organisation for multilateral co-operation that brings together countries in which French is used. Although the working language of the organisation is French, member countries are for the most part bilingual or multilingual, a situation that has led to the adoption of a complex yet largely implicit linguistic policy, basic considerations of which are the status of French as a common language and the development of national languages within

member states. A bilingual relationship between the French language, as a European language of international communication, and the national language poses a problem for the organisation.

This article explores the history of the ACCT and the goals of the organisation. It also analyses the linguistic problems posed for the agency by the need to accommodate different varieties of French and, more importantly, by differences in the status of French in each of the member nations.

German

87–131 Braunmüller, Kurt. Überlegungen zu einer Theorie der sog. Nebenwortarten. [Considerations towards a theory of so-called minor word classes.] *Zeitschrift für Germanistische Linguistik* (Berlin, FRG), **13**, 3 (1985), 295–309.

In the absence of a superordinate term for the following classes of words: (a) prepositions, (b) conjunctions, (c) pronouns and (d) adverbs, the term ‘Nebenwortarten’ (Minor Word Classes – MWC) was coined; by rights interjections should be assigned to the same class, but they are left out here. A comprehensive structural analysis and functional

description is proposed for the MWCs (a) to (d). The structural analysis is undertaken with special reference to the content plane. It employs morphological, syntactic and semantic categories. In the author’s view the content plane of MWCs manifests both a modifying and a relational component. For example in (1) *Er ißt mit dem Löffel*, (a) the relation

of the preposition to the noun phrase *dem Löffel* represents the modifying component and (b) the relation of the prepositional phrase to the verb *essen* represents the relational component. The same components are illustrated in the case of conjunctions, pronouns and adverbs. On the basis of both formal and etymological evidence, certain lexemes can be assigned to more than one word class and others have had or may have had a common function. An argument providing support for this hypothesis is the fact that their assignment to a specific MWC can

only be undertaken in a concrete case, i.e. on the basis of their syntactic use. Thus, the difference between the various word classes included in the MWCs lies in the relational component and hence in the syntactic domain of their use. The function shared by these MWCs is defined as being the establishment of referential relations on the syntactic level with other sentence constituents. An analysis of prepositions and conjunctions endeavours to demonstrate that they have similar origins and hence should be grammatically described in parallel.

87–132 Kern, Rudolf. Les emprunts français dans la langue allemande. [French loan-words in German.] *Cahiers de l'Institut de Linguistique de Louvain* (Louvain, Belgium), **11**, 1/2 (1985), 7–39.

After a brief historical account of the main waves of borrowing, and a synchronic overview arranged by suffixes, the author looks in detail at the phonological modifications which affect loan-words. Greater or lesser degrees of assimilation to the German sound system are noted with respect to different phonological features, to individual words (older and newer borrowings), and to variant pronunciation of the same word. For example, nasal vowels may be (i) retained, (ii) replaced by oral vowel+[ŋ], (iii) replaced by oral vowel+[n]. Stressed French

vowels, which may be open or closed, long or short, are systematically transformed into closed, long vowels. Processes affecting consonants include substitution, aspiration (in initial position), reduction in sonority and insertion of consonants silent in French.

The semantics of loan-words is also briefly discussed with examples of restriction and extension, the addition of refined or pejorative connotations, and complete change of referent.

87–133 Nussbaumer, Markus and Sitta, Horst (U. of Zurich). Neuere Arbeiten zur Negation im Deutschen. [Recent works on negation in German.] *Deutsche Sprache* (Berlin, FRG), **14**, 1 (1986), 58–84.

There has been extensive research into negation in the past decade. A number of works have opened up the pragmatics of negation, indeed of negating, as an alternative approach to the grammar of negation. Four books are reviewed and critically evaluated: Marita Sennekamp (1979), *Gebrauchsarten von Negationzeichen in der dialogischen Kommunikation* [Types of use of negation signs in dialogue communication], Wolfgang Heinemann (1983), *Negierung als Kommunikativ-Semantische Kategorie* [Negating as a communicative-semantic category], Joachim Jacobs (1982), *Negation unter Montague-grammatischer Perspektive und die Kontroverse um Satz- und Sondernegation* [A Montague-grammar perspective on negation and the controversy about sentence and local negation] and Wilfried Kürschner (1983), *Studien zur Negation im Deutschen* [Studies on negation in German].

Full summaries of the main arguments of all four books are given. Detailed issues and critical points are raised in connection with each one. The authors conclude that research into negation is very much alive. Not only is there a lack of agreement on questions of detail, but also differences of approach concerning fundamentals. Negation is a term covering quite disparate objects of research. The authors also speculate as to whether there has been a paradigm-shift from the grammatical to the pragmatic in the field. Their conclusion is that both approaches are being pursued, but with little cross-fertilisation between them. In particular, Heinemann's contribution has provided the pragmatic camp with a foundation which has set standards and an agenda for some years to come.

Lexicography

87–134 Herbst, Thomas. Defining with a controlled defining vocabulary in foreign learners' dictionaries. *Lexicographica* (Tübingen, FRG), **2** (1986), 101–19.

This article is concerned with the defining policy adopted in the *Longman dictionary of contemporary English* and other EFL dictionaries which make use of a strictly controlled defining vocabulary. After a discussion of the principles underlying the LDOCE defining vocabulary, of some inconsistencies and inadequacies, and of its size, an attempt is made to classify the use of words from outside the defining vocabulary in LDOCE definitions. A comparison of 200 entries in LDOCE and the *Advanced learner's dictionary of current English* shows that the

words used in LDOCE definitions are in fact easier for the learner to understand. The conflict between comprehensibility and accuracy is discussed and it is argued that the use of a controlled defining vocabulary—together with a flexible policy of using other words in definitions—is a valuable instrument in enforcing a lexicographical discipline which contributes to making definitions in foreign learners' dictionaries easily comprehensible. A list of principles for designing a defining vocabulary for foreign learners' dictionaries is established.

Lexicology

87–135 Huot-Lemonnier, France (U. Laval). Considérations méthodologiques pour l'analyse syntaxique d'un grand corpus par ordinateur. [Methodological considerations in the syntactic analysis of a large corpus by computer.] *Bulletin of the CAAL* (Montreal), **8**, 1 (1986), 61–75.

The syntactic analysis of a large corpus is seen here in a new and more rigorous manner, through the use of a computer. The corpus is briefly presented, as well as the analytic method used for entering data; this method accounts for both syntactic properties associated with a linguistic theory and characteristics of the computer. The use of the computer allows for the testing of progressively more elaborate hypotheses, on progressively better structured data, in three successive stages: (1) in the global, descending and macroscopic analysis, hypotheses are

constructed on the raw data in order to fix sentence, clause and word boundaries; (2) in the detailed, ascending and microscopic analysis, hypotheses are constructed on the previously identified words in order to determine categories, constituents and clauses, and order them in structures; and (3) in the detailed, ascending–descending microscopic analysis, hypotheses are constructed on these ordered structures in order to formalise representative grammars of the data.