

DESCRIPTIVE STUDIES OF PARTICULAR LANGUAGES ENGLISH

82-495 Dušková, Libuše (Czechoslovak Academy of Sciences, Prague). Negative questions in English. *IRAL* (Heidelberg), **19**, 3 (1981), 181-94.

Positive *yes-no* questions convey no assumptions as to the validity of the content being expressed. Negative *yes-no* questions, by contrast, typically do make such assumptions: which polarity they assume depends both on context and on the use of certain (optional) linguistic devices such as *already*, *some*, *yet*, *at all* and *much*. Negative questions may imply either that the speaker assumes the validity of the negative polarity of the content, or that he had previously made such an assumption, but that this is now in conflict with a new fact. It is also possible for negative questions to convey no such assumption, where the question proposes a possible explanation for the facts stated in the stimulus utterance. The interaction of *any* with negation in questions, and the basis for distinguishing negative rhetorical questions from 'genuine' questions are then examined. A comparison is made between negative *wh*-questions and negative *yes-no* questions; unlike the latter, the polarity of the former parallels that of statements. Finally, the constraints involving the nature of the information requested are examined (no such constraints operating on negative *yes-no* questions).

82-496 Gabriel'yan, O. A. (Kiev). О специфике сложносuffixального словообразования в системе современного английского языка. [Characteristics of complex words formed with suffixes in the system of modern English.] *Иностранные языки в школе* (Moscow), **5** (1981), 13-15.

Complex words such as *gold-lettered* and *one-acter* are examined and found to comprise two or more complete words which, when combined with a nominal, adjectival or adverbial suffix give a meaning more rich than the component parts. The use of the suffix sets these complex words apart from normal compound nouns such as *door-knob*. While the underlying syntactical relationship between the component parts is preserved, transformation takes place both at the syntactical and morphological levels.

82-497 Gallais-Hamonne, J. (U. de Metz, France). Pourquoi l'anglais est-il devenu la langue de la science? [Why has English become the language of science?] *Langage et l'Homme* (Paris), **47** (1981), 17-23.

The pre-eminence of English as a scientific language is usually held to be the consequence of the economic and industrial dominance of Great Britain and the United States. It is however best accounted for by certain characteristics of English itself, although these are not inherent in the language. The syntax of scientific English

derives from the care taken by early English writers on scientific subjects – unlike their French contemporaries – to explain and convince, by eliminating the possibility of error, misunderstanding or confusion and by establishing a standard terminology. The history of economics shows how, by sacrificing elegance, personal style and linguistic choice to precision, flexibility and effective communication, a vehicle was evolved which was admirably adapted to the expression of scientific thought and research.

82–498 Leulsdorff, Philip A. (U. of Regensburg, FRG). On anticipatory object 'it'. *IRAL* (Heidelberg), 19, 3 (1981), 195–206.

An anticipatory *it* stands as a preliminary representative of a long group of words as in *Rely on it that I shall give you a full account*. A taxonomy of anticipatory *its* heralding deferred objects is presented including: (1) *it* only in the passive form of certain verbs such as *It was known* and *It was hoped*; (2) obligatory *it* after verbs like *see to*, *have* and *watch*; (3) optional *it* after verbs like *accept* and *admit*. Possible derivations of *it* are discussed and a preference expressed for a 'copying' transformational hypothesis.

German *es* and English *it* are compared and a hierarchy of learning difficulty proposed. Difficulties for the German learner of English concerning the use of anticipatory object *it* and the following complement sentence may be obviated by teaching *it*-taking verbs directly with their complement types. Results obtained from a translation experiment involving *es* and *it* are found to be at variance in certain respects with Stockwell *et al.*'s general hierarchy of learning difficulty.

FRENCH

82–499 Miltz, Hans-Manfred. Einige Aspekte der Verwissenschaftlichung und Internationalisierung im gegenwärtigen französischen Wortschatz. [Some aspects of intellectualisation and internationalisation in present-day French vocabulary.] *Zeitschrift für Phonetik, Sprachwissenschaft und Kommunikationsforschung* (Berlin), 34, 6 (1981), 683–94.

The effect of the technical-scientific revolution of this century on society is reflected in French as in other languages. There are two processes involved: intellectualisation, whereby lexemes from specialist fields are entering the everyday language, and internationalisation, whereby foreign specialist vocabulary is entering both specialist and everyday French [examples taken from the French press]. Intellectualisms enter the language as semantic neologisms. Calque plays an important part in the intellectualisation process as does the metaphonic transfer of words from specialist fields into other areas of the language. Internationalisms appear as foreign or loan-words, or as loan-translations. Loan-translations represent a recent attempt to suppress Anglicisms and Americanisms. Ideologically based loan-translations have different connotations depending on the political attitude of the newspaper in which they appear.

The actual integration of foreign words into French and the increasing tendency towards nominalisation in the language are subjects for further investigation. The developments outlined here show the dynamic nature of French as a living language.

82–500 Vasil'eva, N. M. (Moscow). Бессоюзное предложение и его место в системе сложного предложения (на материале французского языка). [Juxtaposed sentences and their place in the system of the complex sentence (on the basis of French).] *Иностранные языки в школе* (Moscow), **5** (1981), 10–13.

An analysis is proposed of French complex sentences with no expressed conjunction. Previous analyses are criticised for claiming that such sentences form a separate type, in opposition to subordinating complex sentences and co-ordinated sentences. It is shown, by contrast, that these sentences can themselves be divided into subordinating and co-ordinating types, both on the basis of their meaning, and in relation to a range of formal features (word order, number of contrasting clauses, possible absence of subject pronouns in one sentence, etc.). It follows that primacy must be given to the subordinating–co-ordinating opposition.

GERMAN

82–501 Helbig, Gerhard (Leipzig). Die Freien Dative im Deutschen. [Free datives in German.] *Deutsch als Fremdsprache* (Leipzig, GDR), **18**, 6 (1981), 321–32.

Besides the object dative in German there are other types of dative (free datives) which have a much looser connection with the predicate. Three types are usually distinguished: *dativus commodi/incommodi*, *dativus possessivus*, *dativus ethicus*. But there is disagreement amongst linguists about their classification and what comes under each type, and this has led to attempts being made in recent works to define and differentiate these free datives more precisely. Using these recent works as a starting point, this paper sets out to contribute some ideas towards a more precise definition of free datives on the basis of syntactic and semantic criteria and to draw some conclusions about the influence of communicative-pragmatic factors on choice of expression (i.e. whether to use a dative or not), about whether a dative is an object dative or not, according to its position in the sentence, and about the valences of the free dative.

RUSSIAN

82–502 Ward, Dennis (Edinburgh). Loan words in Russian. *Journal of Russian Studies* (Lancaster), **41** (1981), 3–14 (part I) and **42** (1981), 5–14 (part II).

A general and wide-ranging survey of loan words in Russian is presented, covering the following topics: the development of literary Russian in the eighteenth and nineteenth centuries; the major phases of borrowings into Russian, from the tenth century to the Soviet period; the phonological and orthographic peculiarities of loan words from different sources; the characteristic types of borrowing from each of the major source languages; the problem of the assimilation of loan words into the phonological and morphological system of Russian, and the way in which the structure of Russian is affected in the process.

TRANSLATION

82-503 Boitet, Ch. (U. of Grenoble I). Tendances futures en traduction automatisée. [Future trends in machine translation.] *Langage et l'Homme* (Brussels), 45 (1981), 16-28.

It is in the field of scientific information, where a 'rough' translation can serve the researcher to single out the relevant document from a mass of material, that machine translation has its widest application. Certain types of text, in particular literary or diplomatic texts, are unsuited to this type of treatment owing to their complexity or for stylistic reasons.

TAAH (machine translation assisted by man) systems represent a considerable saving in translation-time over human translators, and also to a lesser extent over other machine systems, such as Interactive Translation and THAM (human translation assisted by machine). Where the type and volume of texts to be translated justify the investment, TAAH is therefore highly cost-effective. Specialised automatic systems for each type of text will prove both more efficient and cheaper.

Highly specialised linguists will be required to work with computer experts in setting up the systems to be used. Human translators should not have their role reduced to that of mere machine minders; in the man/machine interaction, the human being must keep the initiative. Recent technological innovations should result in machines which occupy less space and are more widely used.

LEXICOGRAPHY

82-504 Cowie, A. P. (U. of Leeds). The treatment of collocations and idioms in learners' dictionaries. *Applied Linguistics* (Oxford), 2, 3 (1981), 223-35.

Some of the problems of analysis which arose in the course of collaborative work on a dictionary of idiomatic English are examined. The term 'composite unit' is used to cover both collocations and idioms. Several categories of composite unit which need to be taken account of in a 'phraseological' dictionary for foreign learners are categorised. Restricted collocations and idioms are sufficiently related in terms of specialisation of sense, and of near or complete stability, to be usefully treated together.

Several questions concerning the relationship between composite elements and syntax are of interest to the lexicographer and the language learner. These include the possible treatment of lexical and syntactic patterning at different levels of analysis, the need to indicate transformational possibilities and restrictions in a clear and economical style, and the consequences for dictionary-making of the fact that idioms and collocations are found in a wide range of grammatical structures.

82-505 Dubois, Jean (U. of Paris X). Models of the dictionary: evolution in dictionary design. *Applied Linguistics* (Oxford), 2, 3 (1981), 236-49.

Recently, lexicographers have acknowledged that the choice of linguistic information in a dictionary, and the means of access provided to it, will vary with the class of user for whom the dictionary is intended. The traditional dictionary was based on the

assumption that the basic linguistic unit was the word; etymological claims were often unsound. The functioning of the word was viewed in semantic terms; the definition was followed by quotations and examples which referred the user to his own educational background.

As the traditional model gradually evolved, the description of the present-day language achieved greater prominence. At the same time there was a transformation in the educational background of users, which had ceased to be merely literary and was less biased towards classical studies. Lexicographers began to introduce syntactic patterns and to indicate collocations. Occasionally, the grammatical construction would be given before the definition. The arrangement of senses began to be governed more by frequency of use than by historico-logical principles: more information was given, but access to it was not very easy.

In the mid-'60s a new pedagogical model gave rise to a series of monolingual French dictionaries; this model has since proved extremely influential. The descriptive principles governing it are that language is regarded as a means of communication and the main concern is what is common to all speakers, rather than divergencies from the norm (e.g. literary uses). The examples are the basis for defining senses, rather than simply illustrations of senses. The language system is seen as primarily syntactic: the sentence takes precedence over the word. The influence of language teaching methodology is seen in a greater concern with competence in oral and written expression rather than '*beau textes*'. Whereas the dictionary used to be no more than a reference tool, it is now seen as an indispensable aid to study, to be used for the purpose of language production. It acts as a check on grammatical accuracy, not simply spelling accuracy. Descriptive linguistics has been influential: the basis of the entry is no longer the word, but the set of complex forms (derivatives) linked to the simple stem of the lexeme in terms of both syntax and meaning. The unit, or identity, of a word rests on its morphological-syntactic distribution. Dictionaries for foreign learners cover a necessarily more limited vocabulary. In some cases, there is a linked grammatical index for further syntactic description. Bilingual dictionaries are also now trying to meet the needs of the ordinary everyday user.

82–506 Mel'čuk, I. A. and others (U. of Montreal). Un nouveau type de dictionnaire: le dictionnaire explicatif et combinatoire du français contemporain (six articles de dictionnaire). [A new type of dictionary: the explanatory combinatorial dictionary of modern French (six dictionary entries).] *Cahiers de Lexicologie* (Paris), 38, 1 (1981), 3–34.

An explanatory combinatorial dictionary (ECD) presents the following three basic features: (1) it is conceived as an integral part of a full-fledged *scientific* description of a language (rather than aiming at a specific class of ordinary users). (2) It must be a complete source of all the information about individual properties of lexical items required to construct sentences of the language in question. Two types of information provided are distinguished: semantic and syntactic information. The dictionary is called 'explanatory' since it makes a point of semantically explaining all the items in it (including all the set phrases it lists); it is 'combinatorial' because it presents, following a predetermined pattern, all the phraseological and semi-phraseological

expressions comprising the head word. (In fact, an ECD covers all of the restricted lexical co-occurrences.) (3) Each entry possesses a rigid structure. It is subdivided into three main zones: the semantic zone, or the definition (written in a special metalanguage, according to five formal conditions); the syntactic zone, or the government pattern (a table giving the correspondences between the semantic and the syntactic actants of the head word); and the lexico-combinatorial zone, specifying all of the so-called lexical functions of the head word.

A list of lexical functions – a lexicographic novelty devised to describe, in a systematic way, the restricted lexical co-occurrences – is presented and commented upon. Six dictionary entries (JOIE 1, DÉSESPOIR 1, PROMESSE 1 and PROMESSE 2, PROMETTRE 1 and PROMETTRE 2) are quoted in full.

82–507 Hartmann, R. R. K. (U. of Exeter). Style values: linguistic approaches and lexicographical practice. *Applied Linguistics* (Oxford), 2, 3, (1981), 263–73.

Definitions of style are as varied as the approaches of which they are representative. Traditional rhetoric has contributed to the study of style as a function of the topic or subject matter of discourse. Stylistic analysis tries to analyse what makes the decoder react to language in a certain manner. Such evaluation is often accused of being intuitive and impressionistic. Stylistic variation can be related to the position of code selection, though style is not identified with any one code. More multidimensional frameworks are needed to model these varieties. ‘Register’ is one promising approach to style as functional language variety. The textual organisation of the message is now receiving some attention.

The lexicographer’s task is to label words and expressions as instances of particular types of usage, often an arbitrary decision. [Various approaches to labelling conventions are illustrated.] The problem of style labelling is further complicated when considering the requirements of the bilingual dictionary. Three English-language dictionaries, *Webster’s Third New International Dictionary of the English Language* (1961), the *Collins Dictionary of the English Language* (1979) and the *Chambers’s Universal Learners’ Dictionary* (1980), are compared as to their practice of labelling style values. None gives an explicit account of their choice of usage labels. The definitions of specific style values leave much to be desired.

DIALECTOLOGY

82–508 Allen, Harold B. (U. of Minnesota). Regional dialects, 1945–74. *American Speech* (Alabama, USA), 52, 3/4 (1977) [publ. 1981], 163–261.

A survey of regional dialect studies in the USA which covers regional studies of nine regions, urban studies, feature studies (lexical, grammatical and phonological), regional occupational glossaries, studies of special area groups, various national dialect-collecting activities, external influences (English and foreign), theory and methodology in this field, interdisciplinary applications (semantics, onomastics), education (the teaching of English, both to native speakers and to speakers of other languages), American literature, and sociology. [Bibliography – see *Bibliographies* section.]

82–509 Pederson, Lee (Emory U.). The Linguistic Atlas of the Gulf States: interim report four. *American Speech* (Alabama, USA), **56**, 4 (1981), 243–59.

This final interim report [for an earlier account, *see abstract* 81–331] outlines recent developments in the LAGS project, which investigates American urban speech, identifies the work to be done in the current period, and projects the design for the completed atlas, which will include the legendry, maps, the typescript or computer tape of the field records, and a comprehensive index of that text.