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Book Reviews

Cicurel, Francine et Doury, Marianne (éds), *Interactions et discours professionnels usages et transmission*. (Les carnets du Cediscor 7.) Paris: Presses de la Sorbonne Nouvelle, 2000, 212 pp. 2 87854 222 3. DOI: 10.1017/S0959269503211054

The volume comprises an introduction and two distinct parts, each with its own bibliography. It focuses on some interactional dimensions of 'des discours à caractère professionnel' (p. 11). Two areas of this professional activity are explored: the teaching of 'français langue professionnelle' or FLP (p. 37) where French is being taught as a foreign language to pupils who will use it professionally, and situations of buying and selling, or of public speaking in an institutional context. The first part consists of five articles. Each of these uses data taken from a CEDISCOR corpus of discourse sequences recorded in FLP classes. This activity is distinguished by some dualities. The teacher seeks to transmit both an interactional 'savoir-faire' and a foreign linguistic 'savoir-dire' (p. 81). The pupils face a task of lexical acquisition directed at the same time towards the vocabularies of a 'langue usuelle' (p. 31) and of a 'langue professionnelle' (p. 65). These dualities give rise to some particular problems. F. Cicurel observes that while in FLP classes the pedagogy seeks to impart both a specialised vocabulary and a knowledge of communicative norms relevant to a professional situation, the teacher's expertise in regard to the latter may be a limited one. E. Blondel returns to this question of the status as expert of the FLP language teacher. Its legitimisation in the face of learners requires him or her to reformulate, and thus alter, the professional discourse. Her article studies this process in relation to specialised vocabularies. M. Causa examines the deployment of a strategy of simplification in FLP classrooms. Her thesis is that during such teaching it gives way to a strategy of complexification deployed as a means of the accurate acquisition of a 'lexique technique' (p. 79). E. Cucunuba takes up Gülich and Kotschi's concept of 'énoncés commentatifs' (p. 53) and analyses their role in the pedagogy of FLP. Her conclusion is that their presence increases in proportion to the importance attached to lexical acquisition. F. Ishikawa notes that FLP teaching seeks both the transmission of some knowledge of an area of professional activity and the acquisition of a foreign language, and goes on to look for traces of this double finality in the metalanguage used in three different pedagogical situations.

The second part of the volume consists of six articles, three dealing with commercial interactions, two in French big city 'commerces d'habitués' (p. 134), one in a Damascus shoe shop, and three with institutional communicative situations. Each of the authors works from a corpus. Here the articles of C. Kerbrat-Orecchioni and V. Traverso arise

from the work of a Lyons II-based group researching 'les règles qui soustendent' the discourse of commercial exchanges, in France and some other countries, with an eye to 'l'approche interculturelle' (p. 135). C. Kerbrat-Orecchioni finds that 'manifestations de la politesse' (p. 107) play a central role in the exchanges between customer and salesperson in a Lyons bakery. The finding is the basis of a number of sophisticated theoretical observations on the nature of 'la politesse à la française' (p. 115) in this context. In an Arabic corpus, V. Traverso studies the negotiation procedures of buyers and the seller of shoes in Damascus. Her conclusion notes that the interactions show the presence both of ludicity, and of what Goffman calls 'footing', as participants shift position during the exchanges. M. Doury notes the asymmetrical nature of exchanges between clients and vendor at a Parisian news-stand. During a conversation that is the means of both a transaction and 'arguments pragmatiques' (p. 127), the vendor attaches primary importance to the transaction while the clients are more interested in the argumentative dimension. M. Pêcheux provides the main theoretical reference for F. Sitri's *Ce dont on ne parle pas en contexte institutionnel*. She is interested in the linguistic forms indicating actions of 'non-validation d'un object de discours' (p. 162), with the origins of this being sought in the 'interdiscours du discours en question . . . l'ensemble des discours "autres" qui l'environnent et le déterminent' (p. 170). C. Cali sees the 'hyperbolisme généralisé' (p. 174) of speeches made at plenary sessions of UNESCO as rituals that are the means of a number of acts whose performance is fundamental to the work of the organisation.

The juxtapostion of studies of pedagogical and real-life professional situations is justified on the grounds that those first mentioned are professional ones that always incorporate fictional representations of the latter. The reader gets an impression of a certain heterogeneity between the two parts of the volume. It constitutes an interesting report on the activity of two significant centres of current French research on discourse analysis.

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Day, Daphne, Gautier, Phyllis *et al. Collins–Robert Unabridged French–English English–French Dictionary*. Sixth edition. Glasgow: HarperCollins, 2002, xxxvi + 1098 (F–E) + 54 + 1223 (E–F) + 39 (appendices) pp. 0 00 710526 6. DOI: 10.1017/S0959269503221050

Even in this '21st century edition', one could hardly hope to find the latest jocular insider's term for 'harmonica' (*ruine-babine*, a Canadianism, my informant tells me, and still in guillemets in the sleeve notes of a 2001 CD). But *reubeu* (or *rebeu*) is listed, and *keuf*, already in *C-R5*, is now followed by *keum*. Under *lunchbox* the sense 'attributs virils' has been added. We find *RTT*, *PACS* and *pacsé*, though not *se pacser*. *Blairite* appears (between *blah* and *blamable*), as does *MMR*. Examples giving prices are now in euros, and under *cent* 'centime d'euro' is included (how long will they continue to use it, I wonder). Under *blanche*, I would have expected, if not a translation, at least a cross-reference to *bière* (*blanche*, *blonde*, or *brune*, but not *ambrée*). If *braser* and *brasage* are

listed, why not give a more accurate equivalent than 'souder (au laiton)' for *braze? Graver* is glossed 'cut' for records and CDs, though *burn* 'graver' is not given. That French should say 'crachat de coucou' for *cuckoo spit* seems too good to be true, but I would like to find in a dictionary the French term for the little green insects (*froghoppers* or, I think, 'cercopes') that produce those masses of foam on plants. The blue-edged middle pages of 'Grammaire active/Language in use' have been extended to include e-mail (with sample smileys), and text messages. Anglophone students will learn *G la N* and to sign off with @+; French students will sow confusion because the glosses for *ILUVU* and *NVR* have been switched. Both may well be confused as to what is English (*smiley*) and what is French (*texto*): labels taken from both languages are used indiscriminately. A salutary innovation is the use of boxes (which seemed to be more frequent F-E than E-F, though there is symmetrical advice on *global*) to warn against mistranslations ('compensate' exists, but is not as common as *compenser*; *rétribution* means 'payment', not 'retribution'; *confus* is not 'confused'). Many of these warnings concern register; but then, are *to shack up together* and 'vivre ensemble' really equivalent? Here and there translations have been modified, some questionably: (*to have a*) *blackout*, previously 'avoir un étourdissement, s'évanouir' becomes 'avoir une absence'. I find 'gigolo' inadequate for *toy boy*, but this goes to the heart of the dictionary problem: on occasions where one might in English remark on someone's romantic success 'she's got herself a toy boy', a French speaker would likely say 'elle s'est dragué/payé un minet/petit jeune/beau jeune homme'. One does wonder why such an example as 'elle s'est fait draguer par un mec' under *draguer*, and under *tirer* (§m) *prête-moi ta carte bleue pour que j'aille [tirer] de l'argent* is downright foolhardy. *Quatre-huit* is not exactly 'common time' (and under *quatre-quatre* one finds only 'four-wheel drive'). The *Canard enchaîné* (24 juillet 2002: 5) mentioned 'bridage généralisé des moteurs' as a possible way to reduce traffic accidents. *C-R6* (as *C-R5* before it) helps the reader who can get as far as *brider*, but 'restrain' is perhaps not the best equivalent.

The new *C-R6* has more pages for the student's £29.99, but the paper is thinner, making the dictionary overall slightly less bulky. Page layout is improved, with more space around articles, outdenting of letters identifying sections of articles, and bolder use of boxes and shading. The sign-posts in the bottom margin to 'grammaire active' are now incorporated into the articles. The cultural notes stand out better (*Communiste*, unchanged from the last edition, is surely in need of revision). One major, but perhaps purely personal, criticism of this edition: grammatical indications now, when there are several dividing the same article, appear as small capitals in white on a black square. My eyes cannot cope. That apart, the latest Collins seems to be a good dictionary (to the extent that a dictionary is ever good) better presented.

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De Clercq, Lioce, et Swiggers, Pierre (eds), *Grammaire et enseignement du français, 1500–1700*. (Orbis/Supplementa) Leuven/Paris/Stirling: Peeters, 2000, xxxiv + 671 pp. 90 429 000958 7 (Peeters Leuven.) 2 87712 543 2 (Peeters France).
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The title of the book is slightly misleading in that it deals exclusively with the teaching of French as a foreign language, outside France. Moreover, the grammars analysed usually include pedagogical material and lexical elements, which are commented upon. Its title is, therefore, both too broad and not broad enough. The work itself is, however, of considerable theoretical interest. It traces the development of grammatical concepts as adapted to a vernacular language, French, in a number of European countries, during a particularly creative period. Some of the concepts were particularly problematic because of the hold Latin has on the subject. An example concerns the gradual move away from treating articles as part of a case system, and the development of concepts associated with a verbal system quite different from that of Latin. Another kind of problem concerns the representation of sound before the development of phonetics. It is interesting to see how some of the authors were fumbling towards a semblance of articulatory phonetics, while others remain determinedly obsessed with spelling.

This book is also of considerable didactic interest since it illustrates the continuity of pedagogical debate over the centuries. Indeed, some of the chapters written in French simply use the modern acronym, FLE ('français langue étrangère'), which demonstrates this sense of continuity, although theories may be couched in different terms. The topics of debate concerned matters such as 'rules vs. use', 'norm vs. usage', 'communicative vs. contrastive approach', the problems of linguistic variation, and the desirability of spelling reform, all of which are still the focus of attention today. Similarly, 'Role Playing' seems to be a very ancient technique, and there are many early examples of the 'Berlitz' approach to language teaching.

The book also illustrates the importance of cultural, institutional and historical developments on the kind of grammars written. Thus marriage to a French princess may make French a highly prized language in courtly circles, in which case learning French was a matter of culture. On the other hand, the merchant middle classes learnt French out of necessity, which entailed a different pedagogical approach. One of the most interesting areas in this respect seems to have been the Low Lands (i.e. modern Holland and Belgium), and, in particular, Antwerp. There are no less than eight chapters devoted to the teaching of French in this area. The fact that merchants were not versed in Latin meant abandoning the use of Latin, normally employed when addressing a cultured public, and using the mother tongue, Flemish, or the target language, French. Another consequence was the development of an autodidactic approach to language learning.

A particularly fascinating aspect of the teaching of French in the Low Lands was the development of French schools. These were mainly for women, since the women were expected to help their husbands and, in the case of widowhood, to replace them. This was unlike other countries where women were only required to learn moral virtues and housewifely duties. Much data from these schools has survived, describing the teaching, not only of French but also subjects such as mathematics and bookkeeping. These are interesting not only per se but for what they tell us of the status of women of that class and the intellectual climate, since fun had its part to play.

The book comprises chapters by thirty contributors, which implies length and some degree of overlap. Both of these problems can be avoided by concentrating in the

first instance on the introduction which summarises the main points of each chapter, and then going on to specific chapters of particular, personal interest. A further slight problem is that the book requires the reader to have knowledge of French, English and German. Some chapters also contain lengthy passages in Latin, Spanish and Italian, some of which are not translated (the Latin ones never). Again, the introduction should be of help in the case of German, and the text is reasonably clear as regards the quotes. A further slight criticism concerns the fact that one of the section headings is *Diffusion du français comme langue administrative en Europe centrale* without this interesting topic being even touched upon. It is also a pity there are no contributions on Palsgrave, the first and the most influential of the 'FLE' grammarians. Indeed, the section on the UK comprises only two chapters and one could have wished for more. These are, however, merely minor criticisms of a publication which is otherwise interesting from both the theoretical and pedagogical point of view.

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Détrie, Catherine (ed.), *Sens Figuré et figuration du monde*. (Cahiers de Praxématique 35.) Montpellier: Université Paul-Valéry/CNRS, 2000, 239 pp. ISSN 0765 4944 (pbk). DOI: 10.1017/S0959269503241053

This volume in the *Cahiers de Praxématique* series from Montpellier has six contributions that look at the figurative use of language in discourse. Affiliations of contributors are given in parentheses below. The first leaf of the editor's introduction was unfortunately missing from the copy that reached me, but later on the editor, in her prefatory summary, lays stress on the innovative approach that characterises all of the contributions in the book. This approach considers tropes not as a set of isolated phenomena, but within the context of the utterance, as indeed is implied by the term *praxématique*, which could perhaps be translated by something equally resplendent like 'semantico-pragmatics'. The editor says further that all contributors draw on the idea of an interactive construction of words used figuratively, studying them in *parole*. I take this to mean that the figurative sense of a word is constructed through negotiation (using that term figuratively) between speaker and hearer, with co-text being the other important element.

This interactive approach is most plainly visible in the volume's first contribution, *'Littéral, non littéral, figuré'* by Michele Prandi (Pavia), where the author argues against any application to the signified as such of the terms 'literal' or 'figurative'. Prandi argues that a literal or figurative attribute of the signified resides in its interpretation by its users, which in turn depends on its contingent or one-off use, which clearly will vary across occasions.

The drift of the second paper, *'Le sens métaphorique argumentatif des proverbes'* by Irène Tamba (EHESS, CRLAO, Paris), is very clearly indicated by its title. Tamba aims to

show that a proverb that is also a metaphor (e.g. *la vengeance est un plat qui se mange froid*) has illustrative rather than referential force, functioning to make the message clearer, which indeed seems the function of metaphor much of the time.

The third communication, *'L'argumentation dans la figure'* by Jean-Marie Klinkenberg (Group μ, Liège), looks also at how arguments work through figurative language. Klinkenberg argues against the distinction between rhetorical force achieved through figures of speech as against through argumentation, suggesting that a trope finds expressive force through a tension between its universal scope and its meaning in a specific context of discourse.

The fourth paper, by Sarah Leroy (Montpellier III), is entitled *'Quels fonctionnements discursifs pour l'antonomase des noms propres?'* and examines the use in discourse of antonomasia, the form of metonymy that substitutes a proper name for a function or attribute, or vice versa ('Napoleon' for 'general', 'the Evil One' for 'the Devil'). Leroy makes a preliminary distinction between antonomasia that is lexicalised as opposed to productive, and goes on to discuss the contrast between antonomasia presented in absentia and in praesentia (face-to-face as opposed to written). The difference is that antonomasia presented face-to-face can be attenuated through an interactive negotiation if need be, but when written down a proleptic hedge is usually found necessary.

The fifth contribution, by Vincent Nyckees (Lille 3), asks the relatively anodyne-seeming question *'Quelle est la langue des métaphores?'*. The answer is less simple. The author starts from the proposition that the interpretation of metaphors has be considered in a discourse-analytic context, since metaphor is productive and depends on semantic deviance, which by definition cannot just form a stock held by a linguistic community. Nyckees does, however, take account of non-productive metaphors in a nine-fold categorisation of the ways they are formed, going from the most creative to the least. He concludes that there is a *langage* rather than a *langue des metaphores*, which constrains speakers even though creativity is possible: learning to coin a metaphor is a cognitive rather than a linguistic process, channelled through the sub-language available.

The final paper, by the editor of the volume, Catherine Détrie (Montpellier III) is entitled *'La figure, une 'parole parlante' au plus près du vécu?'* and is situated also within the three-way relation between the world, surrounding discourse and listener's feedback. The author argues against a distinction between the communication of meaning through figurative and non-figurative language, saying that tropes express the relation of the speaker to the world (not of words to the world) and this is true of non-figurative language too. This argument draws on Lakoff's notion of 'experiential realism'.

Papers seem to have been presented in increasing order of density, unless it is simply that the relentlessly abstract approach, ironical in a book on figurative speech, makes each contribution appear more toilsome than the last. I fear I lack the expertise to judge fully to what extent the present volume 'completes, enriches, even – we hope – renews many previous approaches', as the editor suggests in the preface. A glance at the index of Levinson (1983) suggests that he prefigures a good deal in the present volume, but, of course, cross-linguistic applications are always of interest. That being so, scholars interested in a discourse-analytic approach to the semantics of metaphor and other types of figurative speech, in French as well as generally, will want to look at this book.

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Gärtner, Kurt, Holtus, Günter, Rapp, Andrea and Völker, Harald (eds), *Skripta, Schreiblandschaften und Standardisierungstendenzen. Urkundensprachen im Grenzbereich von Germania und Romania im 13. und 14. Jahrhundert. Beiträge zum Kolloquium vom 16. bis 18. September 1998 in Trier.* (Trierer Historische Forschungen. 47). Trier: Kliomedia, 2001, 701 pp. 3 89890 043 6. DOI: 10.1017/S095926950325105X

This volume is the latest of the proceedings arising from a project under the aegis of *Sonderforschungsbereich* 235 in Trier. Focusing on linguistic contact and development in the frontier zone 'entre Meuse et Rhin', the work has completely changed not just our understanding of this particular area, but the landscape of medieval French dialectology and scriptological study, and indeed provided a new perspective on the history of French as a whole. Much of what the manuals and one-volume potted histories of French have to say on the evolution of standard French will need to be re-examined, and a good deal of received wisdom is likely to be found wanting in the light of the evidence adduced in this volume.

A substantial number of the papers have a strongly methodological and theoretical dimension (and are characterised by a powerful use of information technology as an investigative tool) and this is one of the reasons why their implications go beyond the immediate subject-matter. Jakob Wüest, 'Sind Schreibdialekte phonologisch interpretierbar?' (pp. 37–51) returns to a fundamental problem and concludes on a cautiously positive note; Maria Selig, 'Überlegungen zur Erforschung der romanischen Urkundensprachen im Mittelalter' (pp. 53–73), insists on the need to consider the communicative reality of medieval documents and thus emphasises the extent to which diaphasic and diastratic variation (often forgotten) must be considered. This is also treated by Harald Völker, 'Die Skriptaforschung als eine Philologie der Varietäten. Zur Negation mit *(ne) . . . nient* in den altfranzösischen Urkunden der Grafen von Luxemburg (1237–81)' (pp. 75–104), an important study which substantially enriches the data for negation beyond the predominantly literary examples habitually quoted; another methodologically advanced paper, Alf Monjour, 'Scriptologie et analyse du discours. Eléments textuels caractéristiques dans des chartes médiévales' (pp. 147–67), provides an analysis of charters from Hainaut and the Vosges, two regions where systematic differences in anaphoric constructions appear to provide a possible means of localising documents; Anja Körner, 'Kontinuität oder Variation? Die Sprache der Luxemburger Grafenurkunden des 13. Jahrhunderts in Original und Kartularabschrift' (pp. 393–417), addresses the question of the reliability and usability of cartularies, concluding (*à la* Jacques Monfrin, *RLiR* 32, pp. 17–47) that with care, they are; similarly, Anja Körner and Günter Holtus, 'Sprachvariation und Sprachwandel *in statu nascendi*:

Zur Analyse der Kopialüberlieferung einer altfranzösischen Urkunde (1275) in den "Balduineen"' (pp. 449–73). There are two extraordinary and extraordinarily useful *tours d'horizon*: Martin-Dietrich Gleßgen, 'Das altfranzösische Geschäftsschrifttum im Oberlothringen: Quellenlage und Deutungsansätze' (pp. 257–94) and Martina Pitz, 'Volkssprachige Originalurkunden aus Metzer Archiven bis zum Jahr 1270' (pp. 295–392), with a comprehensive and detailed list of 297 early documents. These two syntheses will henceforth be the starting-point for any serious work on the material which they describe with such precision and thoroughness. Marie-Guy Boutier, 'Etudes sur des chartes luxembourgeoises' (pp. 419–47), discusses the appearance of certain dialectal forms (the oddest is *sa* adj. poss. masc. – 'absolument inconnue des descriptions de l'ancienne langue', 423) in Luxembourg texts and offers a detailed analysis of punctuation marks in a 1264 charter. Wulf Müller in 'Die Urkundensprache von Fribourg im 14. (und 15.) Jahrhundert' (pp. 245–56) considers evidence from Fribourg, whose documents are the source of 'afrb'. attestations in the FEW (often from Godefroy?); Hans Goebl and Guillaume Schiltz, 'Der *Atlas des formes et des constructions des chartes françaises du 13^{e} siècle* von Anthonij Dees – dialektometrisch betrachtet' (pp. 169–221) analyses Dees' data via a computer programme, to produce maps of Old French which strikingly prefigure and parallel those of the ALF; Max Pfister, 'Nordöstliche Skripten im Grenzbereich Germania-Romania vor 1300' (pp. 223–44) presents a detailed analysis of Lorraine and Walloon documents, drawing two conclusions: first, that the linguistic frontier between two varieties traditionally held to be distinct is far from clear; second, that eastern regional traits go back to the Gallo-Roman period, with centralising tendencies apparent in the towns after the ninth century (p. 242) – a perspective at variance with Straka and Delbouille, for whom there was a non-dialectal 'fonds commun' indicative of an original (i.e., Gallo-Roman) unity, subsequently fragmented. These two contributions thus take us to the heart of the evolution of French.

For readers of *JFLS* it is of course the contributions dealing with French which are of most interest in this volume but that is not to say that those supposedly concentrating on German are irrelevant. For example, Ursula Schulze's study of 'Deutschsprachige Urkunden des Elsaß im 13. Jahrhundert' (pp. 475–95) provides invaluable background for anyone interested in Alsace in the Middle Ages. Likewise, the history of Metz documents makes little sense without Cologne, which provides the model for the famous Metz municipal archive-system (Manfred Groten, 'Schriftwesen der Stadt Köln im 14. Jahrhundert', pp. 549–62). But this simply emphasises the importance of the linguistic contact phenomena in the area, and the immense value of the comparative and multi-lingual approach adopted with such success in this genuinely ground-breaking volume.

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Gohard-Radenkovic, Aline, *Communiquer en langue étrangère: de compétences culturelles vers des compétences linguistiques*. Bern, Berlin, Bruxelles, Frankfurt/M., New York, Wien: Peter Lang, 1999, xviii + 253 pp. 3 906762 58 0. DOI: 10.1017/S0959269503261056

Communiquer en langue étrangère is a curious volume. Its title suggests it to be a work of some ambition, since communication in a second language is – to say the least – a very large subject. This reviewer was drawn to it by the promise hinted at in its subtitle: *de compétences culturelles vers des compétences linguistiques*. This seemed all the more intriguing as its author is currently a *professeur associé* at the *Université de Fribourg*, an institution with a long and honourable history of fostering intercultural approaches to language learning.

In the event, the hopes held out by Mme Gohard-Radenkovic's sub-title were vain. She has considerable experience as a practitioner of *Français Langue Étrangère* and a broad knowledge of the *FLE* scene; she is familiar with some approaches to intercultural learning and has many sensible and interesting points to make. But she appears unable or unwilling to synthesise her knowledge and experience to form a unified or coherent whole. Thus, *Communiquer en Langue Étrangère* is divided into two parts, comprising six chapters in all, plus an introduction and a conclusion. The reason for this division was not fully clear to this reader. Nor was the book's organisation as a whole. Mme Gohard-Radenkovic's *Introduction* focuses on aspects of the relationship between culture and the learning, teaching and use of second languages and seeks to identify the successful acquisition of intercultural competence as its point of focus (p. 8). Her first chapter is a distinct *recul en arrière*, offering instead a rather tired survey of developments in second language learning in European Higher Education over approximately the past twenty-five years, the main point of which seems to be to identify the construction of Europe as a factor in determining the current emphasis on intercultural competence in second language learning. Similarly, while her second chapter deals with the various models or representations of culture to be found (or not) in a variety of recent manuals and methods of *FLE*, its successor again reverts to a discussion of the notion of 'compétence de communication', a somewhat odd development in a book ostensibly devoted to the role of culture in language learning. Odder still, in a chapter on this particular topic, is the existence of a discussion of the shortcomings of needs analysis as an approach to curriculum development (pp. 79–87). Though Mme Gohard-Radenkovic's reservations about the effectiveness of needs analysis may be justified, this simply was not the place for them. Were this her only digression, it might be thought uncharitable to mention it. In fact, however, digression is one of her chief modes of argument. A subsequent chapter (*Deuxième Partie, Chapitre 1*) does attempt to define and categorise current concepts of culture, and succeeds in doing so with some clarity. But before getting to grips with what seems the next obvious step: how learners can best be assisted in acquiring the ability to come to terms with cultural difference, the reader faces a chapter on what Mme Gohard-Radenkovic calls the 'Compétentialisation culturelle des enseignants et formateurs'. In the light of what we later learn about the attitudes of *coopérants* in former French colonies (pp. 228–9), this is neither an unnecessary, nor an entirely unpleasurable excursion, but it does seem legitimate to question its position in the overall scheme of the work. Moreover, the title indicates yet another of Mme Gohard-Radenkovic's failings as a writer: an excessive fondness for pseudo-theoretical jargon and a tendency to cumbersome paraphrase.

In conclusion, Mme Gohard-Radenkovic calls: a) for trainee language teachers to be familiarised with the analytical techniques of sociology or anthropology; b) for an increased emphasis on the cultural preparation and training of language learners; and c) for university language teachers to do more to explore subcultures other than their own – notably those of industry and enterprise (pp. 222–3). None of these are

particularly contentious. One wonders, however, if it was necessary to put her reader to quite such pains to get to them. We have already drawn attention to the structural defects of the book. Its editing is equally sloppy. Why, for example, does it contain no fewer than eight (frequently overlapping) bibliographies and why must the reader pass through five intermediate conclusions before reaching the concluding chapter? Sad to say, this sloppiness extends to the proofreading of the volume. Typographic errors abound, including, for example, the misspelling of the name of N. S. Prabhu (p. 174). Perhaps the worst such error is to be found at the top of p. 57, where at least a line of text is missing. This is a book on a worthwhile topic. But is it a worthwhile book?

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Jones, Mari C. *Jersey Norman French. A Linguistic Study of an Obsolescent Dialect*. (Publications of the Philological Society 34.) Oxford: Blackwell Publishing. 2001, 239 pp. 0 631 23169 2. DOI: 10.1017/S0959269503271052

This is a timely and thorough study. Timely because of the recent resurgence of interest in Jèrriais which has led to a public debate over the official showcasing of the dialect (putting up bilingual signage at Jersey International Airport in late 1998) and its introduction as an optional subject in twenty primary schools on the island in September 1999; thorough because Dr Jones has reviewed the state of Jèrriais from a number of perspectives including historical, phonological, lexical, dialectological, cross-linguistic and language planning. The result is a book which gives a snapshot of an 'obsolescent dialect' in a form which other researchers in the fields of minority languages and language change will find useful for comparison, and may even serve as a model of how to review a language in the process of decay and revitalisation.

First, let us examine the terminology in the title. Dr Jones is of the opinion that Jèrriais is a dialect (of French) rather than a language; she justifies her unwillingness to enter the battleground of ideological representations by her conviction that 'in linguistics . . . the terms "language" and "dialect" are non-judgemental'. Leaving aside this oversimplification of the issue, she attempts a descriptive account of the variety starting with its history (extensively documented, as is often the case for isolated speech communities – for example, islands – whose sociocultural uniqueness was or still is mediated by an indigenous patois). From my own experience of living and teaching in Jersey in the mid-1980s, a part-apologetic part-nationalistic pride in their specific identity is a salient characteristic of Jerseymen (and -women), and it extends to a mistaken belief in a mythological Jèrriais-speaking past. Jones deftly deflates such 'dialect enthusiasts' by noting that 'English appears to have played a part in the daily life of Jersey since at least the fifteenth century'. Recent statistics on the current number of Jèrriais speakers show an even more marked decline than was apparent at the time

of writing; from the first census which asked the language question and recorded the number of self-reported speakers (in 1989), the percentage has dropped in 12 years from 6.9 per cent to last year's 3.2 per cent.

The place of obsolescence on the continuum of language change is crucial to Dr Jones's thesis, which is that Jèrriais suffered sudden permanent decline in intergenerational transmission (the 'rather large nail in its coffin') as a side-effect of the Nazi occupation of the British Channel Islands from 1940–45. The evacuation of nearly 20 per cent of the island's population to the 'Mainland' of England for five years certainly appears to have crystallised attitudes towards Jèrriais, even among those who were too young to have experienced it. Nostalgia for the old language fits comfortably with a strongly-held belief in its difference from 'proper' French and an unquestioning acceptance of their own position in the Anglophone world. In short, it is the centuries (since 1204) of political isolation from the French-speaking Normandy peninsula rather than the brief reattachment to it as part of the German Reich which has in my view led to the terminal decline of Jèrriais, rather like the mere 150 years of Hong Kong's separation from the Chinese Mainland and its developing lingua franca (Mandarin Chinese) have produced a Cantonese language movement and a heightened, some say exaggerated, sense of linguistic difference.

Dr Jones has written extensively on the Breton language and, as a Welsh speaker, has made useful comparisons with the revival of the 'dead' Celtic languages of Cornish and Manx, but it is surely unhelpful to compare their 'new age' reanimation (mainly through the agency of latter-day 'dialect enthusiasts') with the situation faced by Jèrriais. The support of a huge hinterland of native speakers of the standard variety of which Jèrriais is (descriptive-linguistically) a dialect has created a strong pull towards standard French which has left Jèrriais with no place, squeezed out between English and French rather like Llanito in Gibraltar between English and Castilian Spanish. The writer may perhaps be suspected of understating the effects of contact with two high-status world languages in her examination of the levelling of the sub-varieties of Jèrriais. Certainly it is the case, however, that 'insular' and 'parochial' have quite distinct, non-pejorative meanings in Jersey English!

All in all, the book provides a detailed linguistic portrait and a comprehensive review of the principal factors which contribute to its present state and status, and offers a hopeful conclusion: 'at present, there is still a point to learning Jèrriais'. My own feeling, however, is that the people of Jersey would be better served by building on the existing strengths in their primary education curriculum which introduces French as a compulsory subject at the age of 7, to produce a new generation of standard French speakers (perhaps through bilingual immersion programmes), rather than pinning hopes for a revitalisation of Jèrriais on recent local language planning initiatives.

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Julia, Catherine, *Fixer le sens? la sémantique spontanée des gloses de spécification du sens*. Paris: Presses de la Sorbonne nouvelle, 2001, 298 pp. 2 87854 191 x.
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Fixer le sens? – a title which is disarmingly simple, but cunningly polysemous and concluded by a question mark which invites a multitude of possible interpretations – can we, should we, dare we, how do we *fixer le sens?* The subtitle, *la sémantique spontanée des gloses de spécification du sens*, elucidates the goal if not the method and process of the study. The topic of the book is the interpretation of glosses used by writers (in particular) to define their meanings more precisely, of the type *un homme au vrai sens du terme*. The book falls into two main sections – the first, covering the first six chapters, theoretical, providing the instruments for a linguistic description of glosses, the second, the last four chapters, more specific, providing a detailed classification of the glosses.

This section, largely inspired by the works of Jacqueline Authier-Revuz, who wrote the preface, A. Culioli and the Guillaumian school, casts its net very wide. The central and most significant concept that emerges is that of *l'épilinguistique*, the metalinguisitic activity of the speaker/writer, which is the result of the way in which our experiences acquired since childhood are organised, experiences which are constructed from our relations with the world, objects, other people, our culture and the 'interdiscourse' in which we live our lives. It is this epilinguistic impulse which makes us feel the necessity to comment on the meaning of a word that we have just used, in order to avoid possible ambiguity, by specifying the sense of the word we require and eliminating (undesirable) others. Unfortunately, this first section not only casts its net wide, unnecessarily wide, but also dwarfs in length the more semantico-lexicographical section, which is the one that the reader is presumably invited to consider most deeply. Too many preliminaries, too many repetitions, too many specifications, which do not seem to figure in the subsequent section, make reading this first section a bit of a chore. One could question the placing of chapter 3, *Morphosyntaxique des gloses de spécification*, and the last section of chapter 2, *Observations concernant la constitution d'un corpus de gloses de spécification*, in this first section, as they would appear to be more at home in the second section, and in fact interrupt the flow of the theoretical discourse.

However, rewards come in the second section, which is an excellent example of a thorough, totally systematic, rigorous analysis of the glosses in question. Seventy-five per cent of the corpus is derived from FRANTEXT, the collection of texts which serve as a basis for the *Trésor de la langue française* – a search was undertaken for all expressions of the type *au sens . . ., dans l'acception . . .*, etc. the other 25 per cent from the contemporary press or contemporary novels – five hundred forms were examined in detail, with another thousand examples as back-up. The following word classes are represented among the words glossed – nouns (85%), verbs (17.5%), adjectives (12.5%), as might be expected, and occasionally expressions (e.g. *elle s'arrachait les cheveux, au sens propre . . .*). Julia gives examples of the repetition of the word glossed, of the use of anaphoric pronouns, of the varying position of the gloss (preceding or following the word glossed), of double glosses (e.g. *une femme et une mère dans la plus excellente acception de ces deux mots*), of the structure of the gloss itself, usually an adjective, but sometimes a noun, a relative or subordinate clause, of the use of numerals, always *deux* or *double* (e.g. *il y a manque au double sens du mot*) or *tous* or *aucun* (e.g. *il n'était artiste dans aucun sens du mot*). The semantic classification, contained in the second section, gives a rich miscellany of types and examples – eight models are illustrated.

Model 1 – a learned reference to the past (e.g. '*curieux*' *au vieux sens latin curiosus*); model 2 – the primacy of the original meaning (e.g. *le baroque employé au sens propre*); model 3 – an interdiscursive reference (e.g. *les correspondances, au sens baudelairien*); model 4 – specification of a semantic domain (e.g. *une ouverture au sens musical du mot*); model 5 – 'despecification' (e.g. *la protection de la nature au sens large*); model 6 – use of a synonym (e.g. *la grâce divine au sens de clémence*); model 7 – use of contextualisation – (e.g. *ils ne sont pas romantiques, pas même au sens où Ingres peut être dit romantique*); model 8 – an idiolectal value (e.g. *la qualité dans l'acception mienne et inexprimable du terme*). Other glosses are evaluative (e.g. *peindre au sens noble du terme*); others to be interpreted in terms of prototypes and social stereotypes (e.g. *homme au sens le plus vulgaire et le plus vrai du mot*). To summarise – first section, hard-going but worth reading; second section, excellent analysis.

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Kelly, Michael (éd.) *French Culture and Society. The Essentials*. London/New York: Arnold, 2001, 299 pp. 0 340 76024 9. DOI: 10.1017/S0959269503291055

Ce glossaire sur la culture et l'histoire françaises est l'ouvrage collectif de trente-six contributeurs sous la direction de Michael Kelly de l'université de Southampton. L'accent est sur la France d'après 1918, quoiqu'il y ait quelques références à des périodes antérieures et à des régions francophones en dehors de la France. Le glossaire compte 340 entrées majeures et 450 entrées plus brèves, notamment de l'information biographique sur des auteurs, politiciens, philosophes, chanteurs, acteurs...

Les entrées majeures sont réparties en trois super-thèmes: histoire, socio-politique, idées et mouvements culturels qui regroupent à leur tour des thèmes comme:

1) les moments ou périodes historiques; des événements significatifs et des relations internationales; (pour 'histoire');
2) pays; régions et villes francophones; groupes sociaux; éducation; économie; commerce, commerce et transports; débats, mouvements politiques; vie privée; religion; (pour 'socio-politique');
3) concepts, genres, mouvements culturels, disciplines, institutions culturelles, média et communications, langue, loisirs et consommation; (pour 'idées et mouvements culturels').

Le glossaire peut s'utiliser en mode dictionnaire (parcourant les entrées classées alphabétiquement), en mode exploratoire (en recherchant les références spécifiques présentées en caractères capitaux), en mode thématique (les thèmes sont regroupés dans les trois premières pages du livre) et finalement en mode bibliothèque (en parcourant les références et la solide bibliographie présentée en fin de volume). Quoique je me sois concentré en premier lieu sur environ vingt-cinq sujets linguistiques rédigés par Rodney Ball et James Minney, je me permettrai de faire quelques commentaires plus généraux. Les entrées (socio-) linguistiques sont irréprochables: elles sont claires, concises et exactes. Elles couvrent l'argot, le créole, les dictionnaires, le franglais,

la langue française, la linguistique, la francophonie, le patois, les langues régionales, l'orthographe, la standardisation de la langue française. Regroupés sous le thème 'pays, régions et villes francophones et françaises', on trouve d'excellentes descriptions d'Alsace-Lorraine, de la Belgique, de la Bretagne, du Canada, de la Corse, des DOM TOM, de France 2000, de Lyon, de Marseille, de Paris, de Provence, des régionalismes et de la Suisse. On regrettera peut-être l'absence d'information sur le français en Afrique ou dans les anciennes colonies françaises (il y a cependant une entrée générale sur la Francophonie). Résumer l'essentiel de la culture française en un glossaire de 299 pages est évidemment un défi. Il est donc inévitable que des compromis difficiles ont été conclus. La succession des sujets peut paraître surprenante. Je cite au hasard: Euro-Disney, Hergé, homosexualité, Hongrie, inflation, Alain Madelin, MC Solaar. J'étais personnellement un peu déçu de ne pas trouver, par exemple Claire Blanche Benveniste, Maurice Maeterlinck, René Magritte, Amélie Nothomb, Michel Tremblay . . .

Je dirai en guise de conclusion que cet excellent petit glossaire est le compagnon idéal des étudiants de français et est donc à mettre sur les listes de lecture de tous les départements de français anglophones.

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Kerbrat-Orecchioni, Catherine, *Les actes de langage dans le discours. Théorie et fonctionnement*. Paris: Nathan, 2001, iv + 201 pp. 2 09 191004 x.
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Of all the issues in linguistic pragmatics, speech act theory has probably aroused the widest interest. Nevertheless, a comprehensive overview of speech act theory which takes account of the French contributions to the field has not been available up to now. Consequently, Kerbrat-Orecchioni makes it her aim to provide a compact and clear synthesis of theoretical and applied issues in speech act theory that includes French research. Given its mainly introductory character, the book is aimed at students. One major way in which it is innovative compared to other textbooks in the field is the inclusion of recent developments of speech act theory, empirical speech act studies, and intercultural pragmatics.

The first part of the book deals with theoretical issues. Chapter 1, 'La théorie des *speech acts*', provides a brief sketch of the philosophical origins of speech act theory covering not only Malinowski, Morris and Wittgenstein but also French-speaking precursors, such as Benveniste and Bally. The author then moves on to Austin's posthumously published set of lectures *How to do things with words*, exposing his theory in chronological order. Generally speaking this documentation of Austin's work is very convincing, but on a few occasions one wishes for a clearer distinction between Austin's argument and the author's interpretation. For instance, in chapter 2.1.2 Kerbrat-Orecchioni classifies the performatives into 'performatifs purs',

'quasi-performatifs', 'énoncés intermédiaires' and 'performatifs implicites'. This classification cannot be traced back to Austin, who differentiates between 'explicit performatives' on the one hand and 'primary (i.e. implicit) performatives' on the other (Austin, 1975: 69). The last part of chapter 1 is devoted to a brief survey of Searle's work.

Chapter 2, entitled 'Les actes de langage indirects', first looks at different types of direct and indirect speech act realisations and tries to define the concept of directness. Kerbrat-Orecchioni has to admit, however, that the problem of what to class as directness is still far from being solved (p. 38). She goes on to focus on various aspects of indirect speech acts and felicity conditions. The end of the chapter moves from theory to application by looking at the relationship between the concept of indirectness and misunderstandings in communication.

Chapter 3 is entitled 'L'approche interactionniste'. It outlines recent pragmatic approaches that view speech acts not as isolated units, as did Austin and Searle, but as complex multi-faceted structures. In this context the author mentions in particular Roulet and his colleagues from 'l'École de Genève' and briefly sets out their assumptions (pp. 60–1). The topics in chapter 3 also include the theory of politeness of Brown and Levinson.

Chapter 4, 'La demande: question et requête', is the first of the 'applied' chapters of the book. First, a distinction is made between two types of requests (*demande*): the request for a verbal reaction (*question*) and for a nonverbal (*requête*) reaction. Then the different types of requests are analysed from an interactive and a politeness perspective. In order to do so, the author uses numerous lists and classifications. While this helps to make the documentation more systematic, such a large amount of listing and detail sometimes makes the chapter hard to read.

Ritualised speech acts, such as greetings, excuses and thanks, form the basis of chapter 5 ('Quelques actes rituels'). I find the detailed discussion on the greeting *Ça va?* particularly interesting. The fact that Peeters' (1999) excellent contribution to this field is not mentioned is perhaps explained by the short time lapse since the publication of his article.

The final chapter 'Bilan' deals with two very different topics, which might well have formed the subject of two separate chapters. Its first part outlines theoretical questions and discusses the necessity of the notion of *speech act*. The second part provides very interesting information on the cross-cultural variation of speech acts. After discussing the question of universality, it moves on to instructive examples of pragmalinguistic and sociopragmatic aspects of intercultural variation. This final part of the chapter offers a very insightful contribution to the study of empirical pragmatics, which has so far been largely neglected in France.

Kerbrat-Orecchioni's work gives a rich insight into many facets of the theoretical basis and application of speech act theory. Occasionally it would have been refreshing to omit some of the listings and provide a more thorough documentation instead. These are, however, minor criticisms of a book which is an excellent starting point for anyone interested in speech act theory as applied to the French language. Its strength lies in its systematic treatment of topics, its vivid and informative documentation, its balance between theoretical and applied issues, and in particular in its inclusion of French research in speech act and interaction theory. It will be of great value to students and new researchers as an indispensable reference tool and critical evaluation of the state of the art.

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Larrivée, Pierre, *L'interprétation des séquences négatives: portée et foyer des négations en français.* (Champs linguistiques.) Brussels: Duculot, 2001, 213 pp. 2 8011 1283 6. ISSN 1374 089 x. DOI: 10.1017/S0959269503311056

This is a revised 1998 Laval thesis, covering scope and focus in French sentential negation. Its main chapters are preceded by an introduction, followed by a conclusion, glossary and appendix of data discussed in the text. As well as contextualising his work, Larrivée sensibly spends much of the Introduction (pp. 11–18) making clear the distinction between the two notions. While in (1) negation has wide scope (*ne* is available), in (2) it has narrow scope (over *pour rien* alone):

(1) Il ne congédierait ses employés pour rien au monde.
(2) Il congédie ses employés pour rien.

In (3) negation has wide scope, over the embedded clause in (3b), over the main clause in (3a):

(3) a. Je ne te forcerai à épouser personne.
    b. Je te forcerai à n'épouser personne.

In (4) negation again has wide scope, yet it differs from (1) in that it focuses specifically on *tous* in (4a) and *frivolement* in (4b):

(4) a. Elle ne congédierait jamais tous les employés.
    b. Elle ne dépenserait jamais frivolement son argent.

The examples in (4) imply that *some* employees might be dismissed (but not all) and that her money might be spent (but not frivolously). Thus, while negation in (4) has wide scope, it has narrow focus. The notion of focus relates therefore to such semantico-pragmatic concepts as conversational implicature.

Chapter 1 ('Portée des négations', pp. 19–34) sets out the notion of scope. He shows that wide negative scope in French is characterised by the availability of: (a) *ne* (in relevant varieties), with the position of *ne* sometimes distinguishing between extents of wide scope (see (3)); (b) clitic inversion (cf. (5a, b)); and, (c) negative polarity items like *lever le petit doigt* (compare (6a, b) with (6c)):

(5) a. Pour rien au monde Henri ne croirait-il que tous ses employés sont paresseux.
b. *Absolument pour rien, Henri (ne) croit-il que tous ses employés sont paresseux.

(6) a. Mario n'a pas vu Paul lever le petit doigt pour travailler.
b. Mario a vu Paul ne pas lever le petit doigt pour travailler.
c. *Mario a vu Paul lever le petit doigt pour ne pas travailler.

Finally, Larrivée contrasts negative concord (7a) and double negation ((7a) versus (7b)):

(7) a. Il semble que personne n'en sache rien.
b. Personne ne semble n'en savoir rien.

Surprisingly, Larrivée attributes double negation in (7b) to the position of *personne* and *rien* in different clauses. However, in (8) *personne* and *rien* are again non-clausemates, yet negative concord is possible; the sentence is synonymous with (7a):

(8) Personne ne semble en savoir rien.

Significant in (7b) is the presence of *ne* in both clauses, indicating, from a generative perspective (see Rowlett 1998), two full NegP projections.

Chapter 2 'Le fonctionnement de la portée' (pp. 35–58) addresses the structural basis of scope, firstly within a strictly syntactic (i.e. generative) perspective, whereby scopal properties are directly read off the order of relevant operators in an appropriate representation (cf. the scope-marking role of *ne*). Where this falls down, for Larrivée, is with respect to certain scopal ambiguities, clitic dislocation, topicalisation, subject–object asymmetries and pre-/postposed sentence adverbials.

Chapter 3 'Focalisation des négations' (pp. 59–92) turns to focus, a pragmatic concept realised by various devices, both syntactic (e.g. clefting) and phonological (e.g. stress), and not only in the context of negation. Wide and narrow focus are contrasted; the notion of implicature associated with (the residue of) narrow focus is considered.

Chapter 4 'Le fonctionnement de la focalisation' (pp. 93–127) relates to chapter 3 as chapter 2 relates to chapter 1, investigating the structural basis of focus. It again starts from a generative syntactic perspective. Unsurprisingly, Larrivée again finds such formalist approaches wanting, failing to see in them any general explanatory principles. However, no more clarity is achieved by the functional perspective, e.g., Talmy Givón's view that 'negation tends to apply to the asserted portion of sentences, leaving the presupposed/backgrounded portion outside its scope'. For example, stress patterns are not always predictable on the basis of the new/old-information contrast, and vary cross-linguistically.

The next two chapters consider classes of constituent subject to focus. In chapter 5 ('Focalisation des compléments', pp. 129–47) Larrivée considers the focusing of a wide range of VP-internal units, from the verb itself to complements and adjuncts, via complement/adjunct-internal constituents. He discusses contrasts such as the one between (9a) and (9b, c):

(9) a. Il ne présentera pas un exposé historique/complet.
b. Il ne présentera pas d'exposé historique.
c. Il n'a pas présenté cet exposé complet tant attendu.

In (9a) *historique/complet* is focused, whence the implication that a different kind of *exposé* was given; in (9b, c), in contrast, there is no such implication. The picture which emerges is one of an interplay of the lexicon, subcategorisation and syntax in generating or blocking focus. Chapter 6 ('Focalisation des quantifieurs', pp. 149–65)

deals with the interplay of negation and universal/existential quantification. In both chapters, Larrivée brings out the importance of the notion of complementarity: the availability of a complement (e.g. *froid* is the complement of *chaud*) is often crucial to the acceptability of a focused reading.

The book is rounded off with a Conclusion (pp. 167–72), a brief *Glossaire* (pp. 173–4) and, unusually, an *Annexe empirique* (pp. 175–86) which will no doubt prove to be a useful source of data for future research.

There is much one could find to criticise in this rather narrow study. Yet, it is quite possibly its sharp focus that makes the book work. Personally, I was often frustrated at the amount of exemplification given for straightforward empirical facts, and the number of occasions where Larrivée avoids sticky issues by promising to return to them in future research. What is clear is that the undoubted value of the book will be empirical rather than theoretical.

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Oakes, Leigh, *Language and National Identity: Comparing France and Sweden*. (Impact: Studies in Language and Society. 13.) Amsterdam: John Benjamins, 2001, x + 306 pp. 90 272 1848. DOI: 10.1017/S0959269503321052

This book comprises eight chapters, the first seven of which are chiefly theoretical in nature, and the eighth of which presents the results of a survey carried out among French and Swedish schoolchildren to test the hypotheses set out in the earlier parts of the book.

Oakes' work is admirably organised, each section morphing almost seamlessly into the next. We move from definitions of the basic concepts that form the foundations of the study, such as nation, ethnicity and language, through to a theoretical discussion of the theme at hand, the questions of the links between language and national identity. As the title suggests, the focus is on France and Sweden, but Oakes goes far beyond this remit to explore an extremely wide variety of case studies. One of the book's most original elements is its multi-focal approach, as we progress from looking at the issue of linguistic identity from a national perspective (attitudes to minority and immigrant languages and how these attitudes serve to construct the linguistic identity of the national language), through the European arena to reach the global stage, where relations with English are examined, among other issues.

As mentioned above, the author goes to considerable lengths to provide clear definitions of the terms he uses, such as 'linguistic consciousness', 'language attitudes' or 'social identity theory', and it is here that lie the book's main strengths. It is therefore an extremely useful source for those grappling with issues of language attitudes and the links between language and nationality.

This is an extremely impressive book from the point of view of the scholarship behind it. The bibliographical scope is excellent, and the different issues mentioned above are handled well, though perhaps with a slightly overwhelming reliance on other sources. The reader cannot help but feel that the general flow of the text would have benefited from a little bibliographical pruning. For example, a discussion of the difference between dialect and patois (p. 92) involves around ten separate references, and similarly, page 226 contains no less than twenty-three cross-references to other parts of the book.

The heart of the book is its final chapter, where the survey is discussed. While one might be entitled to a little caution over the methodology, the results are certainly very interesting, and in some cases rather surprising. Particularly so is the finding, corroborated by those in Walker (1998), that there is a world of difference between the widely expressed opinions of a Parisian elite and the views of the grassroots, to use Oakes' expression. Oakes attributes this finding to the young age of his respondents. While this may have a bearing, I think that such results might well be reproduced across the age spectrum. The French people are simply not as purist as their reputation might have us believe. This has important repercussions for our thinking on how the French language ties in with feelings of French nationality, as Oakes skilfully demonstrates.

The discussion of the results of the survey is a little disappointing at times, however. For example, the reasons given for French youth finding Arabic, on the whole, a beautiful language is a rather sweeping statement: 'It is possible that the younger generation in today's France have come to terms with the ethnic diversity of their country' (p. 195). It is something of a shame that the careful and scholarly work in the first seven chapters should be slightly offset with simplistic statements of this nature which do not do justice to the complexity of the situation they describe. In a similar vein are the numerous references to the fact that it is somewhat surprising that attitudes to Arabic are so positive, despite the 'support for extreme right-wing parties observed among some French people'. This is to oversimplify dramatically the question of the reasons why the Front National has enjoyed such support in recent years, much of which has very little to do with anything resembling a political ideology, and more particularly, ignores a great deal of the political demographics of Front National support.

There are one or two other minor gripes, such as the fact that despite the abundance of endnotes, there is nothing to help a reader unfamiliar with statistical analysis to come to grips with the author's reference to a four-way ANOVA. However, it would be a little churlish to finish on this point. This is a fine reassessment of the question of the relationship between language and national identity, something that is central to the French experience.

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Rousseau, André (éd.), *La sémantique des relations*. Lille: Éditions du conseil scientifique de l'Université Charles de Gaulle Lille 3, 2001, 290 pp. 9 782844 670311.
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Comme le relève André Rousseau, le coordinateur de cet ouvrage collectif, la notion de 'relation' est, avec celle de 'fonction', l'une des plus employées en linguistique contemporaine, avec tout ce que cela suppose d'incompréhensions et d'approximations. Car si étymologiquement, 'relation' a la même origine que 'référence', indiquant 'ce qui se rapporte à', à quoi renvoie exactement ce terme en linguistique? C'est le mérite de cet ouvrage que de lever une partie du voile et d'examiner le vaste champ des relations dans le domaine syntaxique, et surtout sémantique.

L'étude des relations marque un changement important de paradigme dans la linguistique moderne qui ne s'occupe plus seulement des unités linguistiques mais de ce qui les relie entre elles. Dans le chapitre inaugural de l'ouvrage, Didier Samain retrace l'origine de la notion de relation en l'articulant aux théories linguistiques de la fin du dix-neuvième et du début du vingtième siècle; Alain Lemaréchal s'attache de son côté à décrire les différentes possibilités de représentation des relations dans les langues naturelles. Le deuxième chapitre est consacré aux relations syntaxiques intraphrastiques et à leurs marqueurs casuels (articles de André Rousseau pour l'allemand et les langues indo-européennes anciennes, et de Jean Perrot pour le hongrois) ou prépositionnels (article de Jean-Pierre Desclés). L'article de Anne-Françoise Ehrhard-Macris clôt cette présentation avec l'analyse des emplois de la négation 'nicht' en allemand. Le troisième chapitre a pour objet un type spécifique de relation sémantique très représenté dans la langue: l'expression de la causalité, et plus précisément l'explication. Gérard Deléchelle étudie la sémantique des relations causales en anglais au niveau inter-énoncés et inter-énonciateurs, tandis que Jacques François analyse l'arrière-plan causal déterminant le choix du schème actanciel d'un énoncé: à la suite d'un test portant sur les verbes psychologiques en français, il apparaît que des motivations d'ordre stylistique, syntaxique et cognitif influencent le schème, qui peut être non causatif (construction réfléchie), causatif (construction active) ou causatif inverse (construction passive). Mary-Annick Morel s'attache, quant à elle, à décrire les marqueurs de concession en français dont l'effet de sens général est d'imposer un cadre interprétatif restrictif. Le quatrième chapitre fait la transition entre les relations interpropositions et les relations interphrastiques avec l'étude de la conjonction 'si' du point de vue sémantique, syntaxique et cognitif (articles de Claude Muller et de Wieslaw Banys), et l'analyse de la coordination envisagée dans les cadres de la logique naturelle pour André Rousseau, et de la sémantique discursive pour Gilbert Magnus. Le dernier chapitre aborde les aspects textuels et mémoriels des relations. Bernard Pottier examine les différents choix énonciatifs possibles du locuteur pour exprimer une même relation conceptuelle (possession, équation, quantification, etc). Michel Charolles s'interroge, quant à lui, sur le type de relations entre la phrase et le discours et défend (contre Benveniste et la pragmatique) l'idée d'un *continuum* entre les deux niveaux. Cette continuité de la notion de relation se heurte cependant au seuil mémoriel, comme le montre l'article de Blanche-Noëlle Grunig, pour qui l'écriture relationnelle, malgré tous les progrès qu'elle a permis d'accomplir en linguistique, est inapte à traduire ce qui reste du matériau verbal dans la mémoire de l'interprétant et l'imagerie mentale qu'il suscite. On quitte cependant là le terrain propre des sciences du langage pour entrer dans celui des sciences cognitives, ce qui mériterait peut-être un autre ouvrage . . . Malgré les restrictions qu'impose la prise en compte de ces

aspects cognitifs et mémoriels, la synthèse finale d'André Rousseau vise à légitimer une approche intégrée des phénomènes relationnels de la phrase au texte et du texte au discours.

L'intérêt de l'ouvrage est de convoquer plusieurs champs disciplinaires et de faire appel au témoignage de plusieurs langues (anglais, français, allemand, hongrois, latin) pour explorer cette notion si riche de relation. On peut regretter que certaines relations ne soient pas abordées, notamment les relations anaphoriques et les relations temporelles, mais l'abondance de la littérature dans ce domaine (De Mulder et *alii* 2001, Labeau et Larrivée 2002) explique aisément cette omission.

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A commonly held assumption is that the acquisition of a native accent in a foreign language (L2) becomes impossible past the critical period at age 12. The comparative study by Bongaerts, Planken and Schils (1995) proved this assumption wrong. The authors demonstrated that focused pronunciation exercises allowed students to master unaccented L2 speech from a related language family even when starting their studies at the end of the critical age. It has also been argued that pronunciation instruction is crucial at beginning levels of second-language learning (Elliot, 1997). This is why books like this one by Picard and Regan are so important. The book will enlighten those teaching beginners up to advanced learners and it will be equally useful for the 12-year-old as for the adult learner. Anglophone teachers and students need to understand what the differences in pronunciation are between English and French:

In the process of acquiring correct pronunciation, the first task is to recognise and correctly identify the sounds of the French language. They are different in many ways from the sounds of English and becoming conscious of the differences is the first necessary step (p. 2).

The authors thus offer practical guidance about the best way to acquire accurate pronunciation in French. This excellent little book will help readers to achieve both

objectives. It consists of an introduction, ten short chapters with exercises, a section with the answers to exercises, a section with suggestions for further reading and an appendix with the IPA phonetic symbols. The introduction briefly discusses the main differences in pronunciation between French and English (French being phonetically more tense, requiring a greater effort of articulation, being more frontal, having vowel anticipation, and generally lacking diphthongisation which is so common in English). Other topics in the introduction include the speech organs, the vowels and consonants, the International Phonetic Alphabet and the IPA symbols.

The chapters cover consecutively: 1) syllables and syllabification; 2) stress and rhythm; 3) oral vowels I; 4) oral vowels II; 5) nasal vowels; 6) glide approximants; 7) consonants I; 8) consonants II; 9) liaisons; 10) rhythm and intonation.

Explanations are kept clear and simple (no references are made to the specialised literature in the chapters) and there are plenty of tips for pronouncing a particular phoneme correctly. The exercises are challenging enough without being overly difficult.

The book does not address teaching techniques such as those discussed in Temple (1994) and Stringer (1998), but we hope the authors will address this issue in the same straightforward and convincing style in a future publication.

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Salvan, Geneviève, *Séduction et dialogue dans l'oeuvre de Crébillon*. Paris: Honoré Champion, 2002, 378 pp. 2 7453 0559 x. DOI: 10.1017/S0959269503351051

Ce livre est une version remaniée et actualisée d'une thèse de doctorat défendue en 1998. C'est un travail fouillé et exhaustif, basé sur une bibliographie très complète. Il fait le tour des travaux sur Crébillon tout en mettant cette question à jour à partir d'une approche rhétorique et stylistique.

La démarche théorique suivie par G. Salvan s'appuie en premier lieu sur la sémiostylistique de Georges Molinié. Portant essentiellement sur le dialogue, l'étude se situe par ailleurs dans le cadre de l'analyse des interactions, ainsi que dans

celui de l'argumentation rhétorique. Il s'agit dans l'ensemble d'une approche stylistique plus que linguistique à proprement dire.

Le volume est divisé en trois grandes parties. La première présente une approche plus littéraire. Elle est consacrée à l'étude détaillée des différents types de séduction à l'œuvre chez Crébillon. Elle aborde la dimension sociale de la séduction, ainsi que la fonction dans le récit des objets et des localisations spatiales et la fonction du dialogue dans le cadre de l'écriture romanesque. Chez Crébillon, la séduction se passe en paroles, elle dépend étroitement du langage et elle en est inséparable. La conversation est centrée sur l'individu, c'est un art de plaire et un moyen d'agir sur autrui et de l'influencer. Nous sommes loin de l'idéal classique, en vigueur au dix-septième siècle, dans lequel la conversation avait une portée morale, instructive et altruiste.

La deuxième partie relève davantage de préoccupations linguistiques. Elle aborde le rôle du dialogue, qui est narratif en premier lieu, il n'est que secondairement une représentation de l'oral. L'auteur étudie par ailleurs l'insertion du dialogue dans la narration, ainsi que l'articulation du discours direct avec son contexte: verbes déclaratifs, insertion typographique, syntaxique, connecteurs, imbrication du discours narrativisé et du discours direct. Elle aborde ensuite les différences entre les conversations authentiques et les dialogues romanesques: les marques d'oralité sont rares chez Crébillon. Elle étudie également la fonction du dialogue à l'intérieur de la narration, qu'elle soit purement informative, dramatique ou méta-narrative. L'auteur s'appuie par ailleurs sur la stylistique actantielle de G. Molinié pour réaliser une étude des différents niveaux énonciatifs à l'œuvre dans les romans de Crébillon.

La troisième partie s'inscrit dans le cadre de l'argumentation rhétorique et suit essentiellement les travaux de C. Perelman et de Gilles Declercq.

Il s'agit donc d'une analyse de type stylistique qui établit un lien entre les préoccupations littéraires et l'analyse proprement linguistique. L'ouvrage fait le tour de la question, de façon très exhaustive, à partir d'une optique littéraire et rhétorique. Il laisse cependant beaucoup de questions sans réponse d'un point de vue strictement linguistique. Le dialogue est le terrain dans lequel s'effectue une négociation entre les interlocuteurs. L'analyse des interactions permet de mettre en évidence les manœuvres des interlocuteurs pour s'affirmer à travers le langage et à la fois modifier la situation et influencer l'allocutaire. Le dialogue, et particulièrement celui du dix-huitième siècle, se prête particulièrement bien à l'analyse pragmatique. Les concepts de présupposé et de sous-entendu, l'analyse des connecteurs, ou encore l'étude des stratégies argumentatives et des enchaînements discursifs se révèlent particulièrement féconds.

Il est intéressant de constater cependant que le lien entre littérature et linguistique – disciplines qui ont été étrangères l'une à l'autre pendant longtemps - a été de nouveau renoué ces dernières années avec le retour en force des études de stylistique. On ne peut que se féliciter de l'apparition de travaux de ce type.

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