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Languages in Contrast, 1:1 (1998). Amsterdam/Philadelphia: John Benjamins. 125 pp. 1387 6759

A new journal for a new contrastive linguistics: *Languages in Contrast*, published by John Benjamins, now offers twice a year a forum for contrastive studies of two or more languages. The challenge this new English language publication is setting itself is to make the contrastive approach its sole focus, as it proposes to cover any aspect of any language, including ‘vocabulary, phonology, morphology, syntax, semantics, pragmatics, text and discourse, stylistics, sociolinguistics and psycholinguistics’, and welcomes interdisciplinary studies, ‘particularly those that make links between contrastive linguistics and translation, lexicography, computational linguistics, language teaching, literary and linguistic computing, literary studies and cultural studies’.

The editors, Raphael Salkie, Karin Aijmer and Michael Barlow, describe the motivations behind their new journal as twofold: first, a belief that contrastive studies are a particularly effective way of bringing about insights into language, as long as contrastive linguists give themselves carefully worked out methods and solid theoretical bases; second, a belief that the time is right for such a venture because of a new technology-linked development, the availability of large multilingual corpora which can be used as contrastive data (parallel corpora and comparable corpora). These computer corpora have led to a revival of contrastive studies, particularly in connection with lexicography and computational linguistics. This is therefore a new contrastive linguistics, quite distinct from the contrastive analysis which flourished in the late 1960s and early 1970s, with its focus on second-language learning.

The editors define the domain of contrastive linguistics as a methodology ‘in the centre of a spectrum running from *monolingual linguistics* at one end to *multilingual* or *typological linguistics* at the other’. Contrastive studies compare a small number of languages and tend ‘to emphasise differences between them rather than similarities’. The new journal has been designed to avoid the pitfalls sometimes associated with contrastive studies: its truly international editorial board (10 nations and 8 languages represented) should steer it away from an excessive focus on widely-used languages; its ‘rigorous editorial and refereeing policy’, together with a declared intention ‘to encourage debate about the theoretical foundations of contrastive studies’, are meant to keep out ‘superficial “surfacey” studies’.

This first issue does to a very large extent fulfil the objectives of the editors: the four articles (varying from 15 to 38 pages in length) reflect a real preoccupation with

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methodological issues, they present good arguments for a contrastive approach, and they are interdisciplinary, with linguistic computing, translation theory, computational linguistics and language learning represented via studies of syntactic, stylistic, discourse and lexical issues. The 'languages in contrast' are French and English (personal pronouns); German and English (processing and directionality); Portuguese, French and English (procedural texts); English and Syrian Arabic (idioms). The unity in this diversity is indeed entirely dependent on the focus on contrastive methodology. It works well in this issue, which does achieve a form of coherence in these terms, and is convincing in its illustration of a new contrastive linguistics based on multilingual corpora and computational tools to analyse them.

The journal also includes a review section and announcements. Subscription information can be obtained from John Benjamins BV, PO Box 75577, 1070, Amsterdam, The Netherlands. Contributions should be sent to Raphael Salkie, School of Languages, University of Brighton, Falmer, Brighton BN1 9PH, UK.

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Adamson, Robin, (ed.), *Ça m'inspire: New Directions in French Language Studies*. London and Dundee: AFLS/University of Dundee, 1996, 256 pp, 09511637 8

This volume in the AFLS series, published as a tribute to Professor Sam Taylor upon his retirement from St Andrews University, is divided into four sections, the first of which is entitled 'An overview of French Language in Higher Education'. The opening contribution is from James Coleman, who uses the findings of the 1995 European Language Proficiency Survey to provide a profile of the successful language learner. The article, which largely confirms what one already suspected, is in part intended as a defence of the compulsory year abroad. The other two articles in this section survey the field of French studies in UK universities with a special focus on the place of linguistics in research and teaching. Anthony Lodge sees modern language studies as becoming increasingly fragmented without linguistics and language study as a core discipline, while Carol Sanders identifies the institutional factors which are leading to an increasing marginalisation of language and linguistics within French studies. Both express concern at the effects of these developments on graduates' understanding and command of French.

The second section, 'Setting the research agenda', focuses very much on research but from two different perspectives. Robin Adamson seeks to demonstrate how research can be applied to the development of communicative teaching materials and calls for more collaboration between researchers in linguistics and researchers in language teaching. Richard Towell is concerned with our understanding of SLA and suggests a number of areas requiring investigation. He argues that the processes of L1

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and L2 learning are very different and that declarative knowledge has an important role to play in the latter. This is still a controversial point, but Towell is convincing largely because his arguments reflect the experience of many teachers.

One suspects that the inclusion of the third section, 'Languages in Scottish schools', is primarily included because of the contributors' links with Sam Taylor. Tony Giovannazzi is concerned with policy and its implementation while Richard Johnstone is concerned with examining teaching practice in relation both to the institutional context and SLA research. The articles raise a number of important issues and should make useful reading for anyone involved in teacher training.

The final section, 'New directions', is the largest and the one that focuses most clearly on teaching French at university level. William Dickson's account of designing a legal French course throws light on many of the issues involved in teaching languages for special purposes. He also provides a useful analysis of the stylistic and discourse characteristics of legal French, most of which receive little attention in standard French courses and are unfamiliar to students. In many respects, this article is a must for anyone considering writing a course in legal French or involved in any way in teaching French for Special Purposes. Brian Farrington argues the case for using concordancing with students within a learning framework based on Tim Johns' notion of Data-Driven Learning (Johns, 1991). In addition to providing examples of activities that can be constructed from a concordance, he makes the point that concordances can help answer questions that teachers are unsure and even unaware of. In the only contribution in French, Chloé Gallien provides a typology of documents for use in listening comprehension. She begins with a detailed comparison of documents *construits* and documents *réalistes* and their applications before proposing a third type of document which is 'constructed', but in as realistic a manner as possible, in order to avoid many of the problems arising from use of authentic materials. Nigel Armstrong and Geoffrey Hare describe a second year translation project which, in addition to improving translation skills and sensitising students to the skills of professional translation (without claiming to train them as translators), aims also to develop transferable skills relevant to future employment. These four articles have a clear practical focus and, although much within them will be familiar, they should nevertheless provide useful ideas for those teaching French at this level. In the final contribution, Richard Wakely surveys recent developments in lexicography designed to improve dictionaries as tools for language learners. By addressing a number of related topics such as the frontier between lexis and grammar, and alternative methods of ordering, he helps raise awareness of certain issues in lexicography which many of us have probably scarcely considered.

With a collection of this kind, there is always the fear that the content will reflect less a defined thematic brief than the particular interests of the contributors who have been chosen mainly for their connection with the individual being honoured. In this case, Robin Adamson has succeeded in pulling the articles together into a coherent whole.

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Anderson, Patrick, *La Didactique des langues étrangères à l'épreuve du sujet*. (Série Linguistique et Sémiotique, 33.) Paris: Presses Universitaires Franc-Comtoises, 1999, 375 pp. 2 913322 25 5

This work begins with Montaigne and draws on the wisdom of a myriad of writers, philosophers and thinkers in search of evidence for the central aim proposed by the author (a teacher of twenty years' standing at the Centre de Linguistique Appliquée de Besançon), namely that the numerous schools of thought in foreign language pedagogy are actually remarkably homogenous. He argues that apparently 'new' approaches to the subject in recent years are still very much in the same ideological mould as their predecessors, centred around the relationship (usually an opposing relationship) between 'enseignant' and 'apprenant', with the triangle completed by the subject 'langue'. A charming mixture of challenging ideas and fireside tutorial, this work will be of some interest to the student of language pedagogy who seeks an alternative explanation or perspective on the subject – a perspective that offers scope for further research into Vygotskian theories in the light of philosophers such as Freud and Bakhtine.

The book is divided into three main sections, each approaching the author's thesis from a different angle. Part I, 'L'inscription de la Didactique des Langues Etrangères (DLE)', explores different definitions of 'la didactique' and casts doubt on the notion of learning strategies per se, mooted that the importance of the oral exchange between *enseignant* and *apprenant* suggests that an integral part of how the *apprenant* learns is affected by the persuasion strategies employed by the *enseignant*. He takes issue with various approaches to DLE such as suggestopedia, not because he questions the validity of the process – indeed, he defends it – but because he perceives it neither as new nor as different from a central core of language pedagogy. In similar encompassing and integrist vein, he states his belief that language does not exist by itself, but rather has life as empirical interaction, owned by the 'sujet', the user of language.

To give his theory credence, the author turns in Part II, 'Le défi de la langue', to explore the nature of language and its alternative conceptions as something internal or external to the user, the 'pouvoir versus savoir' argument which sets thinkers such as Saussure and Freud against the rest. He takes some time to explore the 'langue-language' distinction, the difference of the foreign language (in that it is not the means of access to the 'langage'), and the current debate about language learning that involves

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'fads' such as the tape-recorder, and that touches on the 'marketing' of language as a desirable thing to be learned. Once again, the author seeks to quell the disharmony arising from discussions of apparently contradictory issues by moving the debate away from that of rationalisation to that of rationalisation-empiricism, language experienced and rationalised, with the empirical element the dominant insofar as there can be said to be a dominant element. He quotes Bachelard: 'Un enseignement reçu est psychologiquement un empirisme; un enseignement donné est psychologiquement un rationalisme.' (p. 123) and goes on to stress the co-existence of both – what is received is not always what is given . . . but this is not the issue – what matters is what happens, the 'langue' as part of the 'sujet'.

The final section, Part III, looks at the 'sujet' as the person who owns, does and is the 'langue', and seeks to move away from the dichotomy that plagues the field: '. . . le développement de la DLE tel qu'il apparaît aujourd'hui engendre logiquement une manière de concevoir l'apprenant et l'enseignant en opposition' (p. 230–1). He describes, rather polemically, the pursuit of individual strands of the field as a 'marché de dupes' (p. 341), and calls his readers to arms: 'Il serait urgent, plutôt que de s'ignorer, que didacticiens, méthodologues et linguistes pour ne prendre que ces seules catégories s'interrogent sur le sujet de destination de leurs travaux non plus dans une perspective déterministe mais dans la dimension totale du sujet recouvré.' (p. 341)

From discord to unity, then – this is the thesis of this work. It has undeniably an inner logic, it is attractive to those integrists amongst us, and it offers scope for further reflection and study. It may not qualify for more than peripheral study at present, but watch this space – it is taking the first steps towards a more global understanding of the area that has yet to have its day.

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Blumenthal, Peter, Rovere, Giovanni and Schwarze, Christoph (eds), *Lexikalische Analyse romanischer Sprachen*. (Linguistische Arbeiten, 353.) Tübingen: Niemeyer, 1996, 163 pp. 3 484 30353 0

This collaborative volume contains fourteen articles concerning the lexical analysis of Romance languages. Five contributions are in German, four in French, four in Italian, and one is in English.

Eight articles are about theoretical aspects of the lexical encodement of syntactic structures. Peter Blumenthal examines the syntactic behaviour of seventy polysemous Italian verbs. Patrizia Cordin and Maria Giuseppa Lo Duca show how Italian

'reciprocal verbs' can be classified according to their syntactic properties. Zsuzsanna Fábíán studies the subcategorisation requirements of verbs used in Italian idioms, proverbs and collocations. Carmen Kelling's article has for its subject the use of verbs of posture in modern French. Giovanni Rovere looks in some detail at general language verbs which acquire specialised meanings in technical texts. Maria-Theres Schepping considers the procedures which enable some Italian verbs to pass down their valency to the nouns that are derived from them. Achim Stein establishes a relationship between the semantic deep structures and the syntactic behaviour of certain categories of Italian verbs. Federica Venier tackles tricky problems involved in the description of Italian phrasal verbs within the framework of a valency grammar.

In three contributions the focus of attention is on various ways in which computers can be used to represent lexical data and formulate models of lexical knowledge. Robert Martin demonstrates the potentials of an electronically enhanced dictionary; Bruce Mayo discusses computer simulation as a tool for descriptive linguistics; and Jürgen Rolshoven throws interesting light upon the difficulties involved in machine translation.

Two articles deal with the nature of lexical meaning and the ways in which such meaning can be represented. Georges Kleiber provides tantalising insights into discourse structures in which meronyms may be used for anaphoric reference. Christoph Schwarze attempts to assess the merits of three modes of description utilised in lexical semantics: the matrixes used by classical structuralists, the types of representation employed in formal semantics, and the methods adopted in unification grammars.

Only one contribution is devoted to the semantics of word formation. Wiecher Zwanenburg compares and contrasts various types of derivation in French, Indonesian and Georgian.

The articles, which are immensely well researched and often highly technical, presuppose a thorough knowledge of modern linguistics as well as a good command of French, German and Italian. The searching and finely honed analyses of subtle linguistic phenomena will undoubtedly be of interest not only to professional lexicologists, but also to lexicographers, translation scholars and language teachers, for although some of the issues raised by the contributors may seem purely academic at first blush, it would be quite easy to demonstrate their relevance to lexicography, translation work and foreign language teaching. Good examples are provided by Blumenthal's remarks on the Italian verb *arrichire* (p. 18) and Kleiber's comments on the use of the definite article with French nouns denoting parts of the body (pp. 60–1).

The contributors repeatedly demonstrate that the line of demarcation between lexis and grammar is vague at best. Using an extremely sophisticated conceptual armamentarium, they carry out their analyses at every conceivable level. Thus, while Zwanenburg remains at the word level and Fábíán concentrates on the syntagmatic level, Blumenthal bridges the gap between the word level and the sentence level, and Kleiber moves beyond the level of the sentence.

Previous research findings are frequently challenged; native speaker evaluations are sometimes questioned; and the inadequacies of standard reference books are exposed. Yet the criticisms expressed by the contributors are always constructive, and the new solutions they put forward are often excellent. Kleiber, for instance, suggests that Cruse's definition of facultative meronymy (Cruse, 1986: 162) ought to be reformulated. In Kleiber's opinion, a meronymic relation should only be described as

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facultative if the object denoted by the meronym (e.g. a handle) is not normally a part of a given holonym (e.g. a door).

It is a pity that only Zwanenburg adopts a really systematic contrastive approach. Kleiber, for instance, might have shown that meronymic relations are not expressed in the same way in French and English. The English definite article often corresponds to a French possessive adjective, as in the following example: 'C'était Manderley, notre Manderley secret et silencieux comme toujours avec ses pierres grises luisant au clair de lune de mon rêve [. . .]' (Du Maurier, 1994: 6).

All in all, this is a very stimulating book. It offers new perspectives on old problems and makes a significant contribution to a developing area of linguistics.

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Borillo, Andrée, Veters, Carl and Vuillaume, Marcel (eds), *Variations sur la référence verbale*. (Cahiers Chronos, 3.) Amsterdam, Atlanta: Rodopi, 1998, 345 pp. 90 420 0211 5

Ce volume réunit une sélection de seize textes présentés au deuxième colloque Chronos, qui s'est tenu à Bruxelles du 9 au 11 janvier 1997. Précisons que ce recueil, qui se propose d'étudier 'le verbe dans toutes ses variations' traite plus spécifiquement des paradigmes temporel et modal à l'exclusion de la question aspectuelle qui fait l'objet d'un second volume de la même collection. De 'variations', il est effectivement question dans cet ouvrage qui aborde l'expression temporelle sous toutes ses formes verbales et non verbales (n'en déplaise au titre), dans des corpus écrits et oraux et selon des approches multiples: sémantique, pragmatique, psycho-mécanique, linguistique textuelle, grammaire fonctionnelle etc. . . Pour ceux que dérouteraient *ces variations sur un même thème*, on conseillera la lecture d'un autre ouvrage (*Temps et discours*, 1998) issu de ce même colloque Chronos, plus homogène dans son approche puisqu'il traite exclusivement des temps en discours.

La première partie du volume est consacrée à la catégorie verbale dans sa dimension morphologique tout d'abord, dans ses réalisations temporelles ensuite. Le recueil s'ouvre avec une présentation claire et détaillée des structures morphologiques du verbe français. En reprenant la classification traditionnelle en 'groupes' de verbes et en 'tiroirs', dont il ne conteste pas l'utilité tout en s'interrogeant sur la possibilité d'une autre répartition, Le Goffic montre toute la richesse et la complexité du système verbal français. L'auteur s'en tient volontairement à ces 'préalables' morphologiques, laissant

ainsi le champ libre à ses pairs pour aborder la difficile question de la valeur des temps verbaux.

Berthonneau et Kleiber ouvrent le feu avec le problème de l'interprétation de l'imparfait et reprennent leur thèse déjà développée en 1993 de l'imparfait comme 'temps anaphorique méronimique' en la confrontant aux objections de Molendijk (1996) et Vet (1993). Ce type de traitement de l'imparfait ne fait pas en effet l'unanimité, en témoigne dans ce même volume la contribution de Irandoust, pour qui l'interprétation des temps ne dépend pas seulement des relations temporelles interphrastiques, mais aussi du rapport des procès au cadre de référence et aux épisodes du texte. Engel poursuit cette investigation sur les temps du passé en s'interrogeant sur 'la prétendue disparition du passé simple' (p. 91) et la manière dont le système verbal comble le vide laissé par la régression de cette forme verbale dans l'usage oral et écrit. Les trois contributions suivantes s'intéressent aux relations entre le passé et le présent dans les récits. Vetter et Vuillaume interprètent les alternances passé/présent dans les récits écrits comme l'alternance de deux perspectives: une perspective rétrospective (au passé) propre à la configuration étendue et une perspective simultanée (au présent) caractéristique de la configuration restreinte. Bres poursuit cette réflexion en montrant que dans les récits oraux, la principale fonction du passé composé est de localiser les procès dans le passé tandis que c'est au présent historique que revient le rôle de les organiser en récit. L'alternance passé composé/présent s'explique dans ce contexte par une opération de (re)mise en ascendance du récit. Pour Portine, qui conclut cette discussion par une analyse textuelle d'un récit de Balzac, les alternances temps du passé/temps du présent correspondent à l'opposition entre l'assertion d'une action au présent et la description d'un résultat, d'un état ou d'un constat au passé. Dans cette optique, le présent historique ne saurait être considéré comme un temps du passé mais comme le moyen de valider *en direct* les événements du passé. Après les temps du passé, le futur fait l'objet d'une unique contribution, celle de Delmas, qui étudie les marqueurs de la futurité en anglais.

Faisant la transition entre la première partie consacrée à la catégorie verbale et la seconde partie traitant des autres catégories temporelles (prépositions, subordonnées, connecteurs), l'article de Laurendeau est un plaidoyer pour la reconnaissance de l'*ordre* comme paradigme temporel à part entière, au même titre que le temps, l'aspect et le mode. Après l'article de Franckel et Paillard analysant les emplois temporels de la préposition *sur*, quatre contributions s'intéressent aux subordonnées temporelles. Vogeleer et De Mulder étudient le rôle du 'point de vue' dans les subordonnées temporelles introduites par *quand*, tandis que Declerk traite de la structure temporelle dans les subordonnées anglaises en *when*. Enfin l'article de Le Draoulec concerne les effets de la négation dans les subordonnées temporelles et celui d'Aslanides Rousselet les connecteurs exprimant la simultanéité. L'ouvrage se clôt avec deux contributions consacrées à la modalité, envisagée d'un point de vue syntaxique dans l'article de Abouda, et sémantico-pragmatique dans l'article de Rousseau.

L'intérêt de ce recueil est de poser les questions de fond sur les liens entre morphologie verbale et sémantique temporelle, sur ce qui revient aux invariants linguistiques et au contexte discursif dans la détermination de la valeur des temps et sur les limites que l'on peut assigner au domaine temporel comme objet d'étude. Cet ouvrage stimulant pour tous ceux que passionne la question temporelle donne parfois l'impression de ne s'adresser qu'à un public d'"initiés". Il manque en effet certaines clés au lecteur pour ouvrir les fameux *tiroirs* dont on lui propose des analyses souvent fines

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mais sans toujours expliciter les modèles conceptuels dont elles s'inspirent. L'article de Delmas sur les marques du futur en anglais repose ainsi sur le concept de 'strates' qui n'est pas clairement défini et sur un modèle conceptuel présenté allusivement comme le 'modèle M.N' (p.163). Ces implicites ne nuisent cependant pas à la qualité d'ensemble de l'ouvrage qui offre des perspectives riches et multiples sur un objet de recherche qui ne l'est pas moins.

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Braselmann, Petra, *Sprachpolitik und Sprachbewusstsein in Frankreich heute*. (Romantische Arbeitshefte, 44.) Tübingen: Niemeyer, 1999, vi + 162 pp. 3 484 54643 5

This volume provides a concise, but informative examination of French linguistic policy, with particular reference to anglicisms, and seeks to draw conclusions as to the effect the State's intervention has on French linguistic behaviour. It is suited to the specialist, but is also aimed at the higher-level student, as each section culminates in a series of discussion exercises.

Section one offers an overview of the politico-historical development of language planning centred around the *Académie Française* and other official bodies, emphasising its role in the protection of the purity of French or, more specifically, written French. In this context consideration is given to the century-old struggle to stem the tide of English terms which are felt to threaten Gallic linguistic integrity. This allows for the detailed discussion of the *Loi Toubon*, the motivations which brought it into existence and the different facets of the regulations it contains. Language policy is criticised for hindering the natural process of linguistic evolution and the reaction to the Anglo-American invasion, in linguistic domains, is seen as one example of this. However, an innovative new trend is highlighted, that of seeking opinions on language use via the Internet. This procedure is explored again in Section two. In contrast, Braselmann then focuses on feminist linguistics, a historical analysis of which is set against an

examination of the development of feminist theory. Following on from this, the desire to eliminate sexist terminology in relation to professional nomenclature and other titles is the object of study. Already Braselmann hints at the lesser status of this linguistic endeavour compared to that concerned with the eradication of anglicisms. A final subsection considers cases brought under the *Loi Toubon*.

In the subsequent section, the role of the *Dictionnaire des termes officiels de la langue française*, the official guide to the French expressions to be employed instead of English terms, is detailed. There follows a thorough analytical examination of the processes by which neologisms are created and the conditions which they need to fulfil in order to be accepted by French speakers. This culminates in a schematic summary of the findings (p. 95). As in Section one, examination of the attempt to introduce new terms to replace male-oriented items relating to profession and status serves as a comparison. Comments relate to the *Circulaire relative à la féminisation des noms de métier, fonction, grade ou titre* of 11 March 1986. In contrast to the publications relating to anglicisms, this document does not include lists of new terms but considers morphological rules. Furthermore, it is intended to form a series of suggestions rather than dictate usage. Despite the fact that this process has been carried out with regard for the best traditions of French language planning, it has not met with favour. The *Académie française*, for example, views it highly negatively. The comparative approach suffers to some extent in this section as parallels are also drawn with the Canadian situation and comments are further made in relation to ageism and to the move to simplify legal terminology, ensuring, too, its political correctness. Whilst all these discussions are interesting, they detract from what appears to be the main focus of the volume.

Based on the premise that 'L'usage dicte ici sa loi et non l'inverse. . . la langue ne se décrète pas' (cf. Pierre Lellouche in *Le Monde* 05.05.94, 10 cited here p. 15), Section three seeks to ascertain the extent to which French neologisms have become an accepted part of the French language in general and in the specific area of sport in the printed press, dictionaries and official guides to correct usage in journalese. Conclusions are drawn on the basis of statistics relating to the percentage use of banned English terms. No comparison is made with the success or otherwise of introducing non-sexist terminology.

The final sections include the *Dossier*, a collection of materials relative to the discussion topics proposed in the book and *Literatur*, with its extensive list of reference works, including a range of practical Internet addresses.

This is a useful book; a good source of information presented in a clear manner, although there are some shortcomings as far as structure is concerned, as already mentioned. Braselmann herself suggests it is better used as a reference work, but it should not be relegated purely to this role. This book is definitely worth consulting, not least for the bibliographical detail. Obviously, in-depth perusal is limited to those with a high command of German, but non-German speakers could still usefully consult the *Dossier* and *Literatur* sections.

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Curat, Hervé, *Les Déterminants dans la référence nominale et les conditions de leur absence*. Genève-Paris: Droz, 1999, 350 pp. 2 600 00340 1

Après avoir publié en 1991 chez Droz une première monographie concernant les rapports entre morphosyntaxe du verbe et référence temporelle, Hervé Curat récidive en 1999 chez le même éditeur avec un second ouvrage traitant de l'impact des déterminants sur l'interprétation des groupes nominaux. Le propos, cette fois, est de montrer comment l'évocation de l'expérience du sujet parlant telle qu'exprimée par les groupes nominaux est façonnée par la catégorie morphosyntaxique des déterminants.

Les cinq premiers chapitres sont consacrés à l'exposé du cadre d'analyse d'inspiration guillaumienne, de la terminologie et des arguments centraux de l'ouvrage. Pour Curat, le déterminant a fonction de tête du groupe nominal (ce que démontre une analyse fine des faits de coordination des membres de GN); il a nature de pronom, comme tout pronom, il réfère, et c'est par lui que réfère l'entier du syntagme. C'est la vieille idée que l'article actualise le nom, dont Curat démontre la pertinence et l'intérêt.

Les chapitres six à neuf montrent comment l'indéfini, le défini, le possessif, le déictique et les cardinaux permettent de construire différentes catégories référentielles, dont celle du générique. L'auteur distingue les références au général, divisées en génériques et contraintes, et celles au particulier, virtuelles et spécifiques; l'évocation de l'individu et celle de la sorte sont également considérées, et l'hypothèse de Kleiber sur le caractère massif de certains génériques est étudiée en détail. L'extension de la catégorie des déterminants est soigneusement établie et une analyse de la valeur propre de chaque terme est proposée. Les caractérisations offertes sont souvent convaincantes, malgré certains rapprochements osés entre les paires *chaque* et *tout* d'une part et *aucun* et *nil* d'autre part.

Les chapitres dix à dix-sept présentent une analyse des quarante-deux emplois de noms sans article répertoriés, qui recouvrent par exemple les cas de *steak-frites*, *tante Hortense*, *tasse de café*, *demain*, *collègues* et *amis* et les constructions impliquant une étiquette, une insulte, un titre ou une dénomination. La syntaxe, les conditions d'emploi et les effets sémantiques et pragmatiques sont considérés; les relations entre sens et perception (126) ou culture (228 n.1, 264-5, 284) ne sont pas ignorées. La prise en compte d'une variété de facteurs donne un classement et une analyse précise d'un ensemble étendu de constructions très diverses.

Une conclusion établissant des ponts entre référence du nom sans article et du verbe sans sujet clôt le travail, qui présente une bibliographie utile des ouvrages consultés et des sources d'exemples cités (sans malheureusement proposer aucun index).

L'ouvrage est rédigé dans un style enlevé qui ne cède rien à la qualité d'exposition. Les exemples, la plupart du temps attestés, sont tirés d'un vaste corpus, de Diderot à Franquin. Ils sont classés avec attention et exploités pour appuyer une argumentation claire qui se fonde sur des tests souvent convaincants, dont les limites ne sont pas dissimulées. D'ailleurs, plusieurs analyses pourront être utiles à l'enseignant du français langue seconde par exemple. Démontrant une bonne connaissance d'études clef sur la question et faisant appel à diverses traditions grammaticales, la discussion établit avec brio le parti qu'on peut tirer de certaines idées guillaumiennes tels le conditionnement de la référence par la sémantique des unités linguistiques, la caractérisation de la référence à partir d'une valeur unitaire plutôt que la dérivation d'une interprétation à partir d'une autre, et la primauté pour l'analyse du signifiant.

Travail intelligent donc, qui marque une réflexion stimulante permettant d'envisager de nouveaux problèmes: entre beaucoup d'autres, de quelle façon est-ce que l'objet dans *Elle n'apprécie aucun N* réfère-t-il, mais pas celui de *Elle n'apprécie pas de N*? À quoi réfère le défini dans les expressions comme le gallican *faire suer le burnou* et le québécois *sentir le crisse*, ou le pronom objet dans *Il l'a échappé belle*? On se prend à souhaiter que l'auteur s'applique dans des travaux ultérieurs à certaines de ces questions fascinantes, entre grammaire et interprétation.

RÉFÉRENCE

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Duffy, Jean J., *Using French Vocabulary*. Cambridge: Cambridge University Press, 1999, ix + 476 pp. 0 521 57040 9 (hardback) 0 521 57851 5 (paperback)

Intended as 'a comprehensive and structured vocabulary book' for undergraduate and 'Language for Special Purposes' courses, this work divides the contemporary environment – physical, cultural, social, commercial, political and technical – into twenty units ('Towns and buildings', 'The human body and health', 'Leisure and sport', 'Education and science', 'Law and finance', etc.). The units begin with word-lists – nouns preceded by their article as a constant reminder to students – hyponymically subdivided (e.g. 'Towns', 'Public buildings and gardens', 'Shops', 'Domestic buildings'). Each entry is accompanied by its English equivalent. Usually, the lists are 'graduated' into Levels 1, 2 and 3 'according to likely usefulness and difficulty', though as the author herself admits, selection and grading are based not on statistical analysis but on her own experience as a teacher of French to undergraduates. Not surprisingly, these attempts at grading are not always self-evident: *l'acte de naissance* appears in Level 1, *l'extrait de naissance* in Level 2; *le sac de plage* in 2, *le sac marin* in 3; *svelte* in 1, *fluet* in 3. Nor is the classification consistently logical: *binette/houe/sarcloir* are placed under 'Features of the garden' whereas *sarcler* appears under 'Gardening', *bêcher* under 'Tools'; *le dentifrice* is listed under 'Jewellery, accessories and make-up'; *le faux numéro* is under 'Telephone', *le numéro vert* under 'Colour and light'; *le gardien de but* is included as an item of sport equipment.

Several entries inadvertently appear twice within the same unit, sometimes on the same page, and with different definitions, e.g. *avec des glaçons* 'with ice' (p. 128)/'on the rocks' (p. 129), *le rédacteur* 'editor' (p. 192)/'staff writer' (p. 195), *la salle de rédaction* 'newsroom'/'editorial office' (p. 192).

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But this is not merely a collection of word-lists. Duffy also provides a large number of reinforcement and exploitation exercises designed both for private study and for use in the classroom. Every word-list, in all three levels, is followed by a variety of mainly lexical exercises inviting the student to build on the raw material offered. This inevitably involves consulting dictionaries and reference books (a detailed guide is given on pp. 7–15) and actively encourages users to expand and refine their lexical and grammar skills. For example, Unit 1 Level 1 contains fifteen such tasks, including semantic distinction ('Expliquez les différences de sens entre les mots suivants', 'Vérifiez le sens des mots et des expressions suivants'), completion ('Complétez le tableau suivant'), register ('Donnez des équivalents non-argotiques des mots suivants'), translation into French and English, and role-playing, transferable skills such as communicative competence and teamwork being among the author's broad aims. The French texts, intended not only for written and oral translation but also for précis and analysis, are lively, refreshingly recent and well-suited to their respective units. The basic approach is solidly old-fashioned: 'Long-term retention depends on regular learning and revision' (p. 7).

Comparison has to be made with Marie-Noëlle Lamy's *The Cambridge French-English Thesaurus* (1998), which subdivides the field of human experience more finely, contains a section on 'Conversational gambits', and has the considerable advantage of French and English word indexes. Perhaps more importantly, Lamy obligingly points out the differences between, say, *banlieue* and *faubourg*, *magasin* and *boutique*, *futur* and *avenir*, *biscuit* and *petit gâteau*, whereas Duffy expects the student to do the spade-work. All the more surprising, therefore, in a work which requires rigorous discipline and places such emphasis on exactitude, to find spelling mistakes ('superchérie', p. 110), 'funanbule', p. 226, 'billiard', p. 228, 'européene', p. 413, etc.), misuse of article before *h* ('le/la hémophile', p. 62, 'le hectare', p. 166, 'le historien/la historienne', p. 386, etc.), wrong genders ('le lavure', p. 30, 'la faîte', p. 37, 'la curetage', p. 66, 'le trajectoire', p. 84, 'la porche', p. 266, etc.). *Faire du rase-mottes* becomes 'des rase-mottes' (p. 250), *se manger le nez* 'se mancher le nez' (p. 210). Due to an oversight, under 'Meat', *l'épaule* becomes 'leg of lamb', *le gigot* 'chop' (p. 127). *La condescendance* is translated as 'condescendance' (p. 104), *le beau-frère*, *la belle-soeur* only as 'stepbrother', 'stepsister' (p. 260), *le laitier/la laitière*, *l'ambulancier/l'ambulancière*, *le policier/la policière en civil* only as 'milkman' (p. 322), 'ambulance man' (p. 323), 'plain-clothes policeman' (p. 357). Even the French texts are not immune: 'cette événement' (p. 294), 'lieu obscure' (p. 52), 'étaient favorable' (p. 310), etc., and the answers to the exercises themselves need correcting: 'Hongroie', 'Malasie' (p. 472), 'traitement affligé aux prisonniers' for 'infligé' (p. 475), 'ombres peu flatteurs' (p. 450), etc. 'The relay was a fiasco' is rendered (p. 454) as 'Le relais a été une fiasque!' Potentially useful and very informative though it undoubtedly is, this book requires careful revision if it is to achieve one of its stated aims, namely to promote precision.

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Gambier, Y. (ed.), *Discours professionnels en Français*. (Nordeuropäische Beiträge aus den Human- und Gesellschaftswissenschaften, vol. 16) Frankfurt am Main: Peter Lang, 1998, 224 pp. 3 631 31523 6

Les langues de spécialité (LSP) sont parfois injustement négligées, au profit de domaines linguistiques plus traditionnels. Cet ouvrage sur les 'Discours Professionnels en Français' est donc bienvenu, d'autant plus qu'il nous arrive du nord de l'Europe où semble se dessiner une approche originale de l'apprentissage/enseignement des langues et que le choix du français comme langue de communication ouvre des perspectives rafraîchissantes quant au cadre de référence culturel du travail de recherche entrepris par Y. Gambier et ses collègues.

Les neuf contributions de chercheurs finlandais, norvégiens et danois rassemblées ici offrent un bilan particulièrement opportun de la situation actuelle du français de spécialité, dans la mesure où l'enseignement des langues est en pleine mutation et les LSP de plus en plus à l'honneur dans l'enseignement supérieur. De par la variété des articles proposés, le livre peut s'adresser autant aux chercheurs en langues de spécialité qu'aux enseignants de français professionnel désireux d'inscrire leur enseignement dans un contexte théorique.

En effet, face à des apprenants 'non spécialistes' d'une langue comme le français, qui ne s'est pas un jour posé les questions suivantes:

- Quelle langue enseigner?
- Quel est le rapport entre langue et connaissance?
- Comment aborder les problèmes de terminologie?
- Qu'est-ce qu'une langue de spécialité?
- Quelle sont les différences entre langue de spécialité et langue générale?

L'ouvrage s'attache à répondre à ces questions, sauf, malheureusement, la première. Choix déclaré mais non justifié par l'éditeur: 'il y a eu accord (. . .) [préalable pour] délaissier les problèmes de l'enseignement des LSP' (p. 10). Les enseignants de français langue de spécialité se demanderont sûrement quelles ont été les raisons de ce choix.

Ceci mis à part, la démarche adoptée par Y. Gambier dans son travail d'édition est remarquable: toutes les contributions sont issues de travaux de recherche menés depuis quelques années, pendant lesquelles les auteurs semblent avoir bénéficié d'une collaboration poussée au niveau du contenu et de la rédaction de leurs comptes rendus. Cette approche a conduit à une homogénéité certaine de l'ouvrage, renforcée par un regroupement des contributions selon trois axes de lecture que l'on peut décrire ainsi:

1. Essai de définition des langues de spécialité
2. Lecture et compréhension des textes spécialisés
3. Analyse lexicale des discours professionnels

Dans leurs articles respectifs, F. Frandsen et Y. Gambier cernent de très près le phénomène 'LSP', en particulier le français de spécialité, pour en définir l'étendue, dégager des tendances et finalement offrir au lecteur une question en guise de réponse: le terme 'spécialité' ne signifie-t-il vraiment que 'non-littéraire'?

W. Johansen tente d'élargir le concept de langue de spécialité en utilisant la théorie de l'isotopie sémantique. L'article ne réussit pas à convaincre de la nouveauté de la méthode, mais l'analyse d'une brochure d'entreprise est intéressante et offre un

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exemple de français de spécialité concret et. . . attendu après de longues explications très théoriques.

L'intérêt est certainement ravivé quand A. Avias affirme, lors de sa présentation de 'l'analyse séquentielle de textes professionnels', que 'le discours, c'est le texte plus les conditions de production' (p. 90). Il prend pour exemple un article de journal présentant un projet de loi de finances pour montrer le cheminement intellectuel du lecteur face au texte: un cycle de 'découpage, (. . .) structuration (. . .), mise en mémoire' (p. 95) construit sur la base d'hypothèses sans cesse remises en question.

À travers une analyse originale de l'emploi de la négation, K. Fløttum minimise l'hétérogénéité apparente du 'Mot du P.D.G.', pour, au contraire, démontrer sa nécessaire homogénéité et la nature complexe d'un texte qui se veut largement polémique.

L. Lundquist et Å. Almlund traitent toutes les deux du français juridique, l'une à un niveau cognitif, au travers d'une réflexion très bien structurée sur les espaces mentaux, où transparait une influence constructiviste, et l'autre dans le domaine de la traduction.

Quant à G. Dyrberg et J. Tournay, toujours dans le domaine juridique, elles ouvrent le troisième axe d'étude du livre, avec des réponses personnelles et pratiques aux besoins des utilisateurs de dictionnaires bilingues spécialisés.

C'est P. Lerat qui, dans la préface de ce livre, ouvre le débat sur les discours professionnels. C'est P. Lederlin qui le clôt, en disant de la langue de spécialité qu'elle 'se définit couramment par l'emploi d'une terminologie (vocabulaire professionnel/technique), par un suremploi de certaines tournures grammaticales et corrolairement par un sous-emploi d'autres, ainsi que par des particularités discursives (forte cohérence textuelle, par ex.)' (p. 187). CQFD!

Les textes ne sont pas dépourvus d'erreurs typographiques qui entravent une lecture rendue souvent difficile par un jargon linguistique abondant dans les nombreux développements théoriques que contient le livre. Cependant, le contenu est, dans l'ensemble, original et stimulant, et les questions posées tout au long du livre donnent envie de découvrir les nombreux travaux (essentiellement d'Europe du nord) cités dans la bibliographie.

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Guimier, Claude (éd.), *La Thématization dans les langues. Actes du colloque de Caen, 9–11 octobre 1997. (Sciences pour la communication, 53)*. Bern etc.: Lang, 1999, 455 pp. 3 906759 59 8.

Thématisation, topicalisation, focalisation: il est difficile de savoir combien de notions différentes se cachent derrière ces trois termes dont un seul figure dans le titre de ce volume, mais qui tous occupent une place prominente dans les diverses contributions. Certains auteurs ont retenu deux termes sur trois, quelques-uns recourent à la gamme

tout entière. Se sont-ils mis d'accord sur la terminologie? Pas du tout: il suffit pour s'en convaincre de regarder de près quelques-unes des études consacrées au français (les autres langues examinées sont le russe, l'anglais, le gascon, le chinois, le hongrois, l'arabe et, du côté africain, le haoussa, le peul, le dagara et le berbère).

Soit, pour commencer, l'article de Naoyo Furukawa (pp. 121–33), selon qui le *que* dans les constructions du type *Heureusement que Pierre est là* signale la thémativité de la proposition qui suit. L'impossibilité du *que* après l'antonyme *malheureusement* reçoit une explication; *malheureusement* (*qu') il n'y a pas de précisions sur ce qu'il faut entendre par la notion de thémativité. L'auteur se contente de renvoyer à un recueil (Furukawa, 1996) où cette notion joue un rôle crucial: le thème d'un énoncé y est défini comme 'ce dont on parle', et le reste comme 'ce qu'on en dit'. Pour une critique de l'analyse en termes de thémativité que reçoit, dans Furukawa (1996), la construction *Il y a une chaise de libre*, cf. Peeters (1999).

D'après Furukawa, les thémativations au sein d'une proposition thémativée produisent un effet bizarre (p. 123). Pourtant, on dit très bien *Quant à Pierre, heureusement qu'il est arrivé juste à temps*. Le marqueur *quant à* identifie le nom *Pierre*, et du même coup le *il* anaphorique qui suit, comme étant le thème. C'est à mon avis une excellente raison pour *refuser* à P dans *Heureusement que P* le statut de thème – à moins que l'assertion relative aux thémativations au sein d'une proposition thémativée ne soit fautive, ce qui n'est pas exclu étant donné que des énoncés comme *Heureusement que Pierre, il est là* ne sont pas forcément mauvais. Furukawa reconnaît l'existence d'énoncés de ce type, mais se tire d'affaire en disant que la dislocation à gauche est une *focalisation* plutôt qu'une thémativation. Si encore il nous expliquait quelle est à ses yeux la différence entre les deux phénomènes. . . Il ne le fait pas.

Le marqueur *quant à*, mentionné il y a quelques instants, constitue l'objet d'étude de Kjersti Fløttum, dont l'analyse (pp. 135–49) éclaire le fonctionnement de cet élément qui marque la thémativité phrastique et textuelle de ce qui suit. Le *thème phrastique* est le premier segment d'une phrase; il a une charge informative inférieure à celle du *rhème*, le reste de l'énoncé, souvent décrit comme présentant des informations nouvelles. Aux yeux de Fløttum, P dans *Heureusement que P* n'est donc pas un thème. L'hypothèse est qu'un thème phrastique identifié par *quant à* fait partie d'un thème textuel introduit antérieurement, dont il rappelle pour ainsi dire l'existence. Le rôle de *quant à* consiste à marquer un changement thématique ou une *focalisation*, un contraste au sein du thème textuel avec des thèmes phrastiques identifiés auparavant.

On regrettera dans l'article de Fløttum l'absence de renvoi à Combettes (1986), examen très détaillé du marqueur *quant à* en moyen français. Combettes lui-même examine, dans la seule contribution d'ordre diachronique publiée dans ce volume (pp. 231–45), le rôle respectif de la thémativation et de la topicalisation dans l'évolution du français. Les deux termes, souvent utilisés pêle-mêle, recouvrent chez lui des contenus différents. Les concepts de thème et rhème se rapportent au degré de connaissance partagée, à la charge informative des divers constituants (cf. Fløttum); les concepts de topique et commentaire renvoient à ce dont on parle et ce qu'on en dit (cf. Furukawa, qui utilise pourtant – sans le définir, on l'a vu – le terme *thème*). Le thème et le topique d'un énoncé peuvent coïncider, mais ce n'est pas nécessaire. Ce dont on parle n'est pas forcément muni d'un degré de connaissance partagée.

Sans approfondir, signalons qu'afin de préciser la (ou plutôt *leur*) notion de thème Bruno Martinie et Frédérique Sitri s'appuient sur des structures où intervient un deux-points. Carmen Dobrovie-Sorin et Claude Muller travaillent tous deux sur la

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thématisation des indéfinis. D'autres questions de syntaxe sont abordées par Nicole Le Querler, Jean-Jacques Franckel et Denis Paillard, Svetlana Vogeleer, et Catherine Fuchs. L'axe du discours prédomine chez Elisabeth Stark, Mary-Annick Morel et Laurent Danon-Boileau, Anne-Claude Berthoud, Mirna Velcic-Canivez, Anne Grobet, Paul Laurendeau, et Mireille Brigaudiot.

Dans sa contribution à lui, Paul Siblot fait un 'constat paradoxal': à savoir, que 'le thème s'avère indispensable tout autant qu'indéfinissable' (p. 33). Il poursuit en disant que 'l'extrême variété des points de vue et les statuts différents que les diverses problématiques lui assignent paraissent même exclure la possibilité d'une appréhension cohérente' (ibid.). On ne saurait dire mieux.

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Peeters, B., (1999) Les constructions du type *Il y a une chaise de libre*. Présentativité, contrastivité, et restrictivité. *Revue de sémantique et pragmatique* 5: 133–151.

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Harrap French Office I.T. Dictionary. Edinburgh: Chambers Harrap, 1999, xi + (E–F) 80 + (40) + (F–E) 82 + (36) pp. 0 245 60656 3

Harrap French Sales and Marketing Dictionary. Edinburgh: Chambers Harrap, 1999, x + (E–F) 116 + (6) + (F–E) 114 + (6) + iv pp. 0 245 60666 1

Oxford French Minidictionary. Oxford: Oxford University Press, 1999, xv + 604 pp. 0 19 860245 6

The reviewer's first reaction, on seeing the two Harrap dictionaries, identically presented and so conveniently priced, is to look up *saucissonnage* and *salami* in *S&M*. One finds neither. *Niche marketing* is there however, and at £9.99 – under half the price of one of the big standard dictionaries – with only 5000 (IT) or 6500 (S&M) entries, *Harrap IT* and *Harrap S&M* are very narrowly targeted: *corner* in *S&M* is only 'monopole' or 'accaparer'. The layout is friendlier than the average reference dictionary, with sub-headings set down, and there is much illustrative material: quotations in boxes give examples of sales jargon, and there are whole page diagrams of such things as keyboard layouts or printer types (*IT*), distribution channels, socio-economic categories (category 1 in French is *agriculteurs exploitants*), or *publicité hors-média* (*S&M*). *IT* marks some terms 'JO', noting that they may be rarer than other

equivalents, but are sanctioned by the *Journal Officiel*. Each dictionary has grey-edged pages providing guidance on commercial correspondence (*S&M*, including by e-mail), and on using the Internet or designing a web site (*IT*), including a list of those e-mail abbreviations (with translations. *IMHO*, it should have included *CBA*, which I came across recently for 'it's just too much trouble'), as well as emoticons or *souriants* (*binettes* in Canadian usage. *OTOH*, Canadian 'témoin' for *cookie* is feeble compared with French *cafteur*). Neither dictionary will be much use in stand-alone mode (*autonome* has to be extracted from the entries in *IT*), and there are errors: *S&M* blithely asserts (p. x.) that both separable and inseparable phrasal verbs 'cannot' be split, and maintains that *buy up* is separable, with a definition that does not fit e.g. 'buying up all the shares in. . .'; *pour affichage* is glossed in the correspondence guide (p. E-F (5)) 'for circulation', though the dictionary listing is closer; translation of the example given for *challenger*. would call for 'concurrent', not listed as an equivalent. In *IT*, the explanation of whether to use *Internet* with or without initial capital and *l'* is confused and misleading. Neither of the two gives *pager* (for which the *Minidictionary* suggests 'radiomessager'). They do however contain much specialised vocabulary, and the ancillary information supplied could be exploited within the framework of a language course for specialists in one or other area. The 'Major New Edition' of the *Oxford French Minidictionary*, as thick as the two Harrap volumes together, but half the page size and only £3.99, claims 100 000 entries. The type is small and the entries are crammed (with some sign-posting in the longer ones), but though it doesn't give *tête de gondole*, it does provide equivalents for *smiley* and *download*, and it comes with a miniature phrase book in the centre pages (including 'quel est l'indicatif pour Lyon', although area codes are obsolete in the new 10-figure numbering). I would not recommend it to my students, or to anyone with less than perfect eyesight, but it could have its uses. Any office buying the two Harrap dictionaries would also need at least a *Minidictionary* alongside.

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Held, Gudrun, *Verbale Höflichkeit: Studien zur linguistischen Theorienbildung und empirische Untersuchung zum Sprachverhalten französischer und italienischer Jugendlicher in Bitt- und Dankessituationen*. (Tübinger Beiträge zur Linguistik, 406). Tübingen: Narr, 1995, 486 pp. 3 8233 5071 4.

In many ways politeness is the bedrock of interpersonal communication and takes many forms, from the conventional to the spontaneous, from deceit to honesty, from face saving to face threatening, and Gudrun Held makes it her aim here to examine the theories that have been espoused by linguists over the decades and the manifestations it assumes amongst the youth of France and Italy. A punctilious and meticulous classification of theories takes place in the first three chapters (almost half the book). Chapter one provides thoughts on how to give tangible form to intangible concepts, by looking at the value structures of politeness, its norms and conventions and its

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cultural history. In Chapter two the focus is firstly upon the treatment of politeness as an object of linguistic research, beginning with an assessment of linguistic paradigms which have implicit relevance to the problem, covering the position of politeness studies in stylistics, psycholinguistics and a number of individual studies on the theme of verbal politeness in the early part of the twentieth century and moving on to more recent pragmatic orientations, including the sociological basis (manifestations of symbolic interaction and ethno-methodology) and the linguistic dimension (conceptions drawn from conversation analysis and interactional theories). Studies where politeness is examined explicitly forms the second division of the chapter – here the work of Grice and Goffmann is seen as the basis of a number of subsequent studies (by Lakoff, Leech and Brown and Levinson). This leads to an attempt to group together and classify the most important contributions to politeness research (identifying the traditional causal model, the indirectness model, the supportive model, with its emphasis upon reconciliation, anticipation or emotion, and politeness as routine or ritual). Chapter three looks at *Please* and *Thank You* as objects of research by exemplifying their use in speech transactions. The most important dimensions prove to be the biological, the anthropological, the ethico-moral, the Christian-theological, the economical-commercial and the legal. After various theoretical positions have been considered, Held reviews the lexicalisation of *Please* and *Thank You*, specifically through a socio-semantic investigation into the most important French and Italian forms of expression; this examines performatives, idioms and routine forms, plus a diachronic digression into two relevant key concepts, GRATIA and PLACERE. Following this a previously neglected area of politeness studies is undertaken – the expression of *Please* and *Thank You* through modality (modal verbs and formulae). Next *Please* and *Thank You* are considered as complex forms of action in pragmatic research – firstly, works on *Please* highlighting form and focus, function and structure, then a recognition of the paucity of material on *Thank You*. This allows a description of speech situations involving *Please* and *Thank You* to be achieved, from an ethnographic perspective and through defining the appropriate situational parameters.

Chapter four picks up the empirical side of the subtitle and examines *Please* and *Thank You* in everyday conversational transactions among French and Italian young people (with the practice of Austrian youngsters also considered). The first part of the chapter outlines the methodology and research instruments employed, the presentation, discussion and implementation of the fieldwork, the conditions of the research, the questionnaire, the situational variables, the validity of the parameters and the value differences between the cultures represented. The second part assesses the units of measurement – the establishment of categories (structural and formal), while the third part presents the catalogue of categories. The categories include alerters, requests, supportive moves, reasons, searching for motivation, techniques of reconciliation and modalities. A similar set of categories is posited for *Thank You*. Then comes the description, analysis and evaluation of material resulting from the questionnaires. These are as punctilious and meticulous as the presentation of the theories. Respondents are asked to react to a number of social situations – for example, when asking if they can borrow a book from a teacher, they have to assess the degree of familiarity between them, whether there is a difference of authority, the importance of age difference, whether their request is justified, the urgency of the request, whether they might feel embarrassed, how likely it is that the teacher would comply, how disposed or obliged to comply, and so on.

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From the mass of material thus assembled, Held is able to discuss strategies and effects involved in every conceivable situation where politeness and *Please* and *Thank You* have a role to play. With bullet after bullet enumerating the points made throughout the book and especially in the Conclusion, it would be invidious to select any for special mention. No *p* or *q* is left undotted or uncrossed! The density and skill of the discussion, the perceptiveness of the analysis, the erudition displayed throughout make this the definitive work on the subject.

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L'Huillier, Monique, *Advanced French Grammar*. Cambridge: Cambridge University Press, 1999, ix + 706 pp. 0 521 48228 3

Ce gros nouveau-né (plus de 700 pages), parmi les nombreux livres de français qui voient le jour en Grande-Bretagne, se présente, selon, d'ailleurs, le vœu de son auteur(e), comme un ouvrage de consultation plutôt que comme un manuel. Les publics visés sont les étudiants avancés, leurs professeurs et tous ceux qui cherchent à améliorer leur maîtrise de la langue. Le livre se base sur l'expérience de l'auteur dans l'enseignement du français à des anglophones, expérience qu'on reconnaît à chaque page dans la manière de présenter les phénomènes linguistiques. L'objectif n'en est pas la seule maîtrise de la langue, mais aussi une certaine familiarité avec sa structure, ce qui implique, évidemment, au moins un soupçon d'approche théorique. C'est à cela, sans doute, qu'il faut attribuer la tentative, dans l'avant-propos, de rassurer le lecteur en l'avertissant que l'ouvrage 'combines the best of modern and traditional approaches' et, en outre, 'without excessive emphasis on formalism'. Au terme d'une lecture attentive, je suis en position de rassurer le lecteur à mon tour: l'approche est on ne peut plus traditionnelle. Quant au formalisme, il n'y en a pas la moindre trace. Mais qu'on ne voie là aucun reproche. Bien au contraire, le résultat est un ouvrage de consultation très bien construit, systématique, clair, abondamment illustré d'exemples, de présentation agréable, et tout à fait apte à satisfaire les besoins, ou du moins la plupart des besoins, des publics visés. On appréciera, en particulier, les nombreuses remarques de lexique et de grammaire qui concluent pratiquement tous les chapitres, et qui s'attardent, à propos de tel ou tel phénomène, sur les fautes typiques des apprenants anglophones. Mentionnons-en au moins quelques-unes, parmi les plus instructives. Tout un chapitre (35) est consacré à l'opposition, si mystérieuse pour l'apprenant, entre *c'est* et *il est* (p.ex. *c'est un médecin / il est médecin*), et un long et intéressant chapitre (37), habituellement absent de tels ouvrages, traite en détail des nombres. Le problème, particulièrement ardu pour les anglophones, de l'emploi des temps avec *depuis*, *il y a* . . . *que*, ainsi que les différences sémantiques entre *depuis* / *pendant*, *depuis* / *puisque*, *pendant* / *pour*, *pendant que* / *tandis que*, et l'emploi du futur en français derrière les conjonctions de temps *quand*, *lorsque*, *dès que*, *aussitôt que*, *pendant que*, etc. . . , là où

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l'anglais utilise le présent, ont également droit à des chapitres spéciaux (6,7). Dans le domaine lexico-sémantique, notons, entre autres, la distinction opérée entre *nouveau* et *neuf*, correspondant tous deux à *new* (p. 433), entre *savoir* et *connaître*, tous deux rendus par *to know* (ch. 22), entre le futur simple et le futur immédiat (proche), souvent présentés, à tort, comme simples synonymes (p. 113). On appréciera les observations extrêmement utiles sur les emplois respectifs de l'infinitif et du participe dans les deux langues (*sans dire au revoir / without saying goodbye*, p. 355), sur les embûches posées par les prépositions (*à la télévision / on television*, p. 358), sur les problèmes posés par la traduction des modaux (ch. 21) et des structures non traduisibles mot à mot (*He ran out / Il sortit en courant*, p. 383). Les considérations didactiques sous-tendent aussi l'organisation du livre. Celui-ci comporte 5 parties. La première, 'Framework', présente les parties du discours, les fonctions, et enfin, la prononciation, l'orthographe, les registres et la ponctuation. La deuxième, 'Verbs', de loin la plus grande, discute parallèlement les formes et les emplois des temps et des modes, mais aussi les voix, lesquelles incluent ici les constructions impersonnelles, et enfin, les verbes pronominaux et les modaux. La troisième traite ensemble des 'Determiners and prepositions', la quatrième, des 'Nouns, pronouns and modifiers'. La cinquième, 'Sentences and text', englobe les structures négatives, interrogatives et exclamatives, la coordination et le discours rapporté. On trouve en annexe les propositions de rectification de l'orthographe de 1990, et une liste des nombres cardinaux et ordinaux.

La bibliographie surprend un peu. S'agissant en fait d'une grammaire globale, on se serait attendu à une bibliographie relativement restreinte, comportant les traités de grammaire française les plus connus et quelques travaux sur des sujets très généraux. Ce n'est manifestement pas le cas. On regrettera, par exemple, l'absence, entre autres, de la *Grammaire Larousse* (1964), de la *Grammaire française* de K. Togeby en cinq volumes (1982–1985), excellente pour des apprenants du français langue étrangère, de la *Grammaire méthodique du français* de M. Riegel *et al.* (1994), et de la *Grammaire critique du Français* de M. Wilmet (1997). Les grammaires structurales de J. Dubois, et transformationnelles de M. Gross, illustrant pourtant des approches non traditionnelles de la grammaire française, brillent par leur absence dans cette bibliographie. On y trouve en revanche quelques articles sur des sujets très spécifiques, tirés pour la plupart d'un petit nombre de revues et d'Actes de colloque. C'est bien dommage. Un excellent index de seize pages clôt le volume.

L'organisation de l'ouvrage entraîne pas mal de répétitions dont l'utilité n'est pas évidente. Il est vrai que de nombreux renvois permettent de relier entre elles des informations dispersées un peu partout, mais relevant d'un même thème. On trouvera, par exemple, le futur immédiat et le passé récent du passé tant à la p. 125 qu'aux pp. 90 et 113. Les valeurs de l'imparfait sont données p. 115 et, avec plus de détails, p. 118. Une définition du nom et une énumération de certaines de ses propriétés, figurent au ch. 1 sur les parties du discours, pour réapparaître sans grand changement au ch. 27 sur les noms.

Les définitions elles-mêmes laissent quelquefois à désirer. Ainsi, dans l'introduction, il est affirmé que l'appartenance d'un mot à une partie du discours doit être déterminée à partir de critères à la fois sémantiques, morphologiques et syntaxiques. Mais le verbe, par exemple, est défini sans plus, p. 3, comme un mot désignant une action ou un état et, p. 65, une action, un état ou une transformation. Le nom serait un mot désignant une substance, mais aussi des notions abstraites ou des actions, à quoi il est ajouté, p. 387, des procès ou des qualités. On n'est pas beaucoup mieux loti avec les

définitions des fonctions, telles que, par exemple, celle du sujet, dont il est dit, p. 23, qu'il 'can be defined as the performer of the action', c'est-à-dire, une définition à base sémantique, ou encore 'the entity about which something is asserted or which undergoes the action', c'est-à-dire, une définition à base communicative ou sémantique. Tout cela n'empêche pas l'auteur de voir dans *il* impersonnel, qui n'est pourtant ni agent de l'action, ni thème du discours, un sujet apparent ou grammatical, selon l'optique de la plus pure grammaire traditionnelle. Sans doute ne faut-il pas exiger, dans ce type d'ouvrage, trop de rigueur théorique. En revanche, les notions de base concernant le verbe, telles que le temps, l'aspect, tant lexical que syntaxique, et la voix, sont très clairement exposées, ainsi que le problème de la transitivité du verbe et les notions de phonétique et de graphie. Dans l'ensemble, ce nouveau livre rendra de bons services à l'apprenant anglophone.

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Jekat-Rommel, Susanne, *Zeitkonzept und Zeitreferenz. Eine Untersuchung zum bilingualen Erstsprachenverb (französisch/deutsch)*. (Europäische Hochschulschriften: Reihe 21, Linguistik; Bd. 145.) Frankfurt am Main; Berlin; Bern; New York; Paris; Vienna: Lang, 1994, 211 pp. 3 631 47448 2

This monograph is a revised version of a doctoral thesis submitted to the University of Hamburg in 1992. Jekat-Rommel attempts to throw fresh light on language acquisition by children who are bilingual in French and German. With this end in view, she deals exclusively with problems posed by temporal reference, and she restricts her attention to data provided by infants under the age of five.

A brief introductory chapter furnishes information about the author's purpose and offers an overview of the book's contents. Chapter 1 is concerned with temporal reference in French and German. Chapter 2 focuses on the acquisition of words, phrases and verb forms used for time reference in the two languages under study. In Chapter 3 Jekat-Rommel explains her research methods and presents data which show how two bilingual children cope with temporal relationships in French and German. Chapter 4 examines interactions between the children's conception of time and the various ways in which they express time relations. Chapter 5 contains a summary of the author's research findings. The volume is rounded off with an extensive bibliography, lists of tables, diagrams and abbreviations, a subject index and an author index.

Jekat-Rommel's main effort is devoted to investigating the nature of the relationship between bilingual children's knowledge about time and their ability to express such knowledge by linguistic means (p. 64). The conclusion she arrives at is that although bilingual children can establish temporal and causal relationships between various situations at a very early age, they have great difficulty in expressing such relationships

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in correct French or German. In the early stages of the language learning process, there is therefore a mismatch between linguistic and general cognitive abilities.

This conclusion is far from spectacular, for it is a well known fact that linguistic skills and powers of abstract reasoning do not develop in the same way or at the same rate. A striking example is provided by the strange case of an American girl called Genie, who was locked up in a room until the age of thirteen, and who was carefully studied by linguists and psychologists after her release (Smith and Wilson 1979: 34–5).

Nonetheless, Jekat-Rommel succeeds in bringing some very important psycholinguistic problems into sharper focus. She questions some of Piaget's assumptions about intellectual development (p. 95), and she demonstrates that although children may have no abstract conception of time (p. 91), they make an effort to express temporal relationships which are perceived as having a direct effect on them (pp. 93, 106).

One of Jekat-Rommel's most interesting findings concerns future time reference. She produces evidence of odd kinds of negative transfer between French and German. In normal speech, the French *futur proche* corresponds to the German present tense (e.g. *je vais chercher un dictionnaire* / *ich hol' mal eben ein Wörterbuch*). When referring to the immediate future, one of the test subjects (Caroline), however, replaces the normal German present tense construction by the modal auxiliary *wollen* + infinitive (e.g. *ich will ihn holen*), and she sometimes substitutes the French verb *vouloir* for *aller* (e.g. *tu veux le faire* instead of *tu vas le faire*). Apparently, the child assumes that in such instances *wollen* can be used in the same way as *vouloir* because certain forms of these verbs (e.g. *will* and *veux*) sound vaguely similar to her untrained ear, and she endeavours to level out the differences between French and German by using both *wollen* and *vouloir* with an infinitive when she wants to express imminent futurity.

A few words might be added about the possible drawbacks of bilingualism, for there are good grounds for believing that bilingualism may retard the acquisition of certain linguistic forms. Jekat-Rommel points out that her test subjects never use French subjunctive or conditional forms although a monolingual child studied by a researcher called Fondet allegedly employed such forms at an exceptionally early age (p. 154). In all likelihood, the difference between the progress made by Fondet's monolingual subject and Jekat-Rommel's bilinguals is due to the fact that bilinguals have to process a much greater amount of linguistic information than monolingual language learners.

This painstakingly researched book is well worth the time of anyone who is interested in the linguistic behaviour of bilingual children. It brims with useful information which should provoke a greater awareness of the innermost workings of the infant mind, and which will provide future scholarship with a far more secure foundation on which to work.

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Lagae, Véronique, *Les constructions en 'DE' + Adjectif. Typologie et Analyse*. Louvain: Presses Universitaires de Louvain, 1998, vii + 142 pp. 90 6186 858 0

Cet ouvrage est une version remaniée et abrégée d'une thèse de doctorat soutenue à la Katholieke Universiteit Leuven en 1994, sous la direction de Ludo Melis. Le nom du directeur de thèse est déjà en soi une garantie de sérieux, et il s'agit en effet d'un travail sérieux.

L'auteur consacre les deux premiers chapitres à la description et comparaison des diverses constructions comportant *de* + adjectif, telles que *il y a une place de libre, il y en a une de libre, il en a de belles, il en a beaucoup de belles, il a acheté quelque chose de beau*, pour en dégager des propriétés distributionnelles et sémantiques communes, supposées être l'indice d'une structure commune. Dans le troisième chapitre sont passées en revue les diverses analyses qui ont été proposées de ces constructions, dont aucune ne lui paraît pleinement satisfaisante. Enfin, les quatrième et cinquième chapitres examinent respectivement la structure syntaxique et la structure informationnelle. L'auteur adopte une optique résolument descriptive, ce qui ne l'empêche pas de formuler des hypothèses sur la structure de la construction sous étude, mais sans s'enfermer jamais dans le cadre strict et contraignant d'une théorie donnée, parmi les nombreuses théories qui s'affrontent de nos jours en linguistique. On ne peut que l'en féliciter. Le texte ne souffre pas de la jargonophilie à la mode dans certains milieux et il est donc lisible pour quiconque possède une bonne formation linguistique de base. La méthode est distributionnelle, mais fait aussi intervenir des considérations sémantiques et pragmatiques, ce qui permet d'aboutir à une bonne vue d'ensemble de la construction. L'auteur a eu en outre la sagesse de ne pas se contenter d'exemples forgés, mais utilise également des exemples attestés, afin d'asseoir autant que possible son analyse sur des données réelles. Il faut cependant noter que, même ainsi, les jugements de grammaticalité risquent parfois de laisser le lecteur insatisfait. Il y a tout simplement une trop grande quantité d'exemples précédés d'un ou de deux point(s) d'interrogation, accompagné(s) ou non d'un astérisque, pour qu'on puisse être pleinement convaincu de leur valeur en faveur de telle ou telle analyse. Mais peut-être est-ce là un défaut inhérent à la linguistique elle-même, dont l'objet, la langue, ne se prête pas aisément à des affirmations trop catégoriques.

Il serait trop long de suivre pas à pas, malgré l'intérêt que cela peut présenter, la description et l'argumentation de l'auteur. On se contentera de signaler les deux conclusions importantes auxquelles elle aboutit, au terme d'une discussion très serrée et très bien documentée. Sur le plan syntaxique, la construction *SN de Adjectif* se caractérise par une cohésion plus grande entre ses deux termes que celle que l'on constate, par exemple, entre l'objet et l'adjectif attribut de l'objet. Cela peut s'expliquer par l'hypothèse que ces termes entretiennent une relation prédicative, *interne au groupe nominal*. Sur le plan informationnel, la construction a pour effet de rhématiser le SN, alors que *de Adjectif* est soit rhématique, soit thématique. De ce point de vue, nous dit l'auteur, *SN de Adjectif* est comparable à la construction impersonnelle. Je dois avouer que cette comparaison ne me paraît pas très heureuse. Il est communément admis, en effet, que l'impersonnel centre l'attention, c'est-à-dire, rhématise, le procès tout entier plutôt que tel ou tel constituant. L'auteur recourt encore ailleurs (p. 109) à la même comparaison. Elle cherche en effet à prouver que la possibilité de réduire le SN de la construction à *en*, surprenante selon elle, puisque la rhématicité de

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ce SN devrait le rendre incompatible avec des pronoms anaphoriques, toujours thématiques, découlerait d'une moindre thématique de *en* par rapport à d'autres clitiques. Or, *en* est compatible aussi avec l'impersonnel. Il est facile d'objecter à ce raisonnement que si *en* peut se substituer à l'expansion d'un verbe impersonnel, c'est-à-dire au terme fonctionnant comme sujet de la phrase personnelle correspondante (contre-sujet ou sujet dit réel), c'est précisément que ce qui y est rhématisé n'est pas le SN, mais bien le procès tout entier. Il n'y a par ailleurs aucune raison de considérer *en* comme moins thématique que les autres clitiques. D'autre part, si *il y en a déjà de pris* est possible face à *il y a déjà des rendez-vous de pris*, c'est que *en* ne se substitue qu'à une partie du SN, laissant l'autre partie, *de pris*, dans la position postverbale. Ces quelques critiques ne diminuent en rien l'intérêt du travail de V. Lagae, qui apporte une contribution importante à notre connaissance d'un type de construction jusqu'ici insuffisamment exploré.

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Lalande, Jean-Yves, *Verbstellung im Deutschen und Französischen. Unter Anwendung eines CAD-basierten Expertensystems*. (Linguistische Arbeiten, 365.) Tübingen: Niemeyer, 1997, 166 pp. 3 484 30365 4

A Nobel laureate in physics recently observed that 'more and more is being explained by fewer and fewer fundamental principles' (Weinberg 2000). It is quite natural, therefore, that linguists should strive to emulate physicists by trying to discover a set of universal linguistic laws. In the work under review, Lalande, a true disciple of Chomsky, attempts to show how the discovery of such formulae can be facilitated by means of a new expert system (GBX) which has been devised by German scientists in order to generate and test linguistic hypotheses.

The opening chapter provides some general information about the object of the author's research, the general organisation of the book, linguistic hypothesis-building within the framework of Government-Binding Theory, the modelling of linguistic research work with GBX, and the differences between GBX and other electronic research tools. Chapter 2 gives a minute description of GBX. In Chapter 3 the focus of attention is on the problems associated with the position of the verb in French and German. Chapter 4 deals with IP structure, the object-oriented approach and the 'minimalist program'. In Chapter 5 Lalande summarises his findings and suggests various ways in which the scope of GBX might be extended. The book is rounded off with a sizeable bibliography, a subject index and an author index.

Verbstellung im Deutschen und Französischen presupposes a thorough knowledge of Government-Binding Theory as well as modern computer technology. Lalande is familiar with the most recent developments in both these fields, and the expert system he uses is evidently a most impressive piece of technological wizardry.

Yet, beguiling as all this may sound, Lalande's book is not immune from criticism. Its main weaknesses may be summed up as follows.

The title is misleading. Only one chapter is concerned with word-order in French and German, and even within this chapter a good deal of space is devoted to observations on the position of the verb in modern English.

Owing to his preoccupation with theory-construction and his disregard for corpus-based approaches, Lalande tends to force hazardous and even erroneous interpretations onto his data, thereby producing a picture of language that is oversimplified to the point of distortion. On page 103, for instance, he suggests that the word-order rules which are operative in French and German can be related to a set of universal principles, and he claims, among other things, that in modern French inversion of subject and verb occurs only in main clauses. In literary French, however, inversion is extremely common in subordinate clauses, and numerous examples of this phenomenon have been cited in books on French stylistics (cf. Godin, 1948: 150–3; Clifford, 1973: 334–438).

Although there have been attempts to apply Chomsky's theories to the analysis of authentic texts (Thorne, 1970), Lalande's main attention is given to absurdly simple word strings like *Die Kinder kaufen morgen einen Ball* (p. 89). With the exception of the Old French quotations in subsection 3.2.1, his example-sentences lack the naturalness and flexibility of living speech. It is hardly surprising, therefore, that he ignores most of the finer points of modern usage. He assumes, for instance, that a verb must occupy end-position in a German dependent clause introduced by a subordinator (pp. 82–3). In actual fact, however, the verb is often moved to mid-position for stylistic reasons, as in the following example: 'Wer bin ich, daß ich das Wort führen soll zu seinem Preis [. . .]?' (Mann, 1955: 11).

To make matters worse, ungrammatical sentences are not consistently marked with an asterisk. A typical example is provided by the German sentence at the bottom of page 89.

Apart from a few minor errors, the work under review is written in correct German, but it is not easy reading. Lalande makes constant use of the German version of Chomsky's abstruse jargon, and he has not considered it necessary to provide a glossary of technical terms.

All things considered, therefore, the work under review is somewhat disappointing. It may be of interest to specialists in GB and computational linguistics, but it will not be of much use to contrastivists concerned with differences between French and German word-order.

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Lang, Jürgen and Neumann-Holzschuh, Ingrid (eds), *Reanalyse und Grammatikalisierung in den romanischen Sprachen*. (Linguistische Arbeiten, 410.) Tübingen: Niemeyer, 1999, vii + 209 pp. 3 484 30410 3

Apart from the editors' introduction, this volume contains nine articles, eight in German and one in French, selected from papers in the panel on reanalysis in Romance languages at the Romania I conference, Jena, 1997. In their introduction, the editors point out the increase in interest in the field of language change and grammaticalisation, as witnessed in a number of important volumes published in the 1980s and 1990s. The introduction (pp. 1–17) offers a useful overview of the concepts of grammaticalisation and reanalysis. The former is a matter for *langue*, as it is concerned with the use of certain lexical items to express a grammatical function, whereas the latter is a matter for *parole*, as it is concerned with a change in the structure of an expression, and a reinterpretation of relationships between different elements. Reanalysis may be part of the process of language change which leads to grammaticalisation, although this is not always the case.

In what follows, while mentioning all the papers, I will concentrate my remarks on those which concern themselves with French in particular. In a theoretical paper, Waltereit (pp. 19–29) argues that reanalysis is semantico-pragmatically motivated, rather than syntactically. Detges (pp. 31–52) also stresses the semantico-pragmatic nature of the grammaticalisation of tense markers. Taking the example of the French periphrastic future, two stages in the development of the meaning of *aller* are outlined in a framework of metonymical meaning shifts: from 'go' to 'intend'; and from 'intend' to 'future'. Future markers in many languages undergo swift and frequent changes; future time is problematic because of the difficulty of making pronouncements about events which have not yet taken place. Kaiser (pp. 53–73) approaches reanalysis from the stance of generative 'principles and parameters' in his examination of the finite verb position from Old French to Modern French, using data from the *Quatre livre des reis* (an Old French translation of four books of the Old Testament), compared with modern French and German versions. He demonstrates how French has gradually lost the typical V2 order still found in languages such as German. Mitko (pp. 75–95) examines the status of *être en train de* + infinitive. In order to determine whether full or partial grammaticalisation has taken place, it is important to consider *en train de* separately from the whole periphrase. For Mitko, the development of this shorter expression from adverbial to marker of an action in process is a case of grammaticalisation. However, *être en train de faire* is only a partially grammaticalised

construction. Looking at evidence from French and other languages, she concludes that it has not passed through all the stages, and is unlikely to do so in the future. Schäfer-Prieß (pp. 98–109) discusses Latin and Romance periphrases with *have* + infinitive. She examines the development of meaning, via the processes of reanalysis and grammaticalisation, from possession to obligation to future to supposition. Krefeld (pp. 111–27) is concerned with the development of Romance adverbs, with particular reference to Italian and Romanian, and he stresses the importance of agentivity in the semantic reconstruction. Like Kaiser, Stark (pp. 129–46) is interested in word order in French. She examines topic fronting, using data from television talk shows to illustrate its frequency as a signal in spontaneous discussion. These marked sentences are often found in combination with introductory elements that signal their topic status, including bare nouns which are being grammaticalised as prepositions (*côté, niveau . . .*). Pusch (pp. 147–59) is concerned with the development of the enunciative *que* in Gascon, which has evolved through the reanalysis of split clause constructions to a fully grammatical morpheme. Schrott (pp. 161–86) examines the status of *futur antérieur* (FA) with respect to tense and modality, from a synchronic point of view, with the help of journalistic texts. She sees it as a good example of a fluid category. The three main functions of FA are: temporal-future FA, modal FA *de probabilité*, and retro-spective FA. The latter two are modal usages of unverifiability and have textual expressive functions. Véronique (pp. 187–209), in the only paper in French, discusses the aspectual, temporal and modal markers of French lexicon creoles. Changes in these creoles are due to a process of acquisitional reanalysis or grammaticalisation, followed by grammaticalisation chains at the emergence of the creoles. Despite strong divergencies linked to the different temporal-aspectual sub-systems in place, they illustrate parallel developments in the expression of temporal anteriority and deontic modality.

This comprehensive and clearly presented volume contains an excellent introduction, and a range of papers which reflect the continued importance of Germanic scholarly activity in the field of Romance linguistics.

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Lapkin, Sharon (éd.), *French Second Language Education in Canada: empirical studies*. Toronto & Buffalo: University of Toronto Press, 1998, xxx + 350 pp. 0 8020 4333 X

Sharon Lapkin, professeur au célèbre Ontario Institute for Studies in Education (OISE) de l'université de Toronto, a rassemblé dans ce volume treize contributions de haute qualité sur l'enseignement du Français Seconde Langue (FSL) au Canada. Son but était de rassembler des manuscrits et des études éparpillés et difficilement accessibles. L'originalité du volume réside dans le souci de chaque auteur à relier les aspects pratiques et théoriques de l'enseignement et de l'acquisition du FSL en se

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basant sur des données empiriques solides. La rigueur méthodologique des contributions est admirable: les données qualitatives et quantitatives sont présentées clairement, analysées et interprétées avec soin. Il y a quelques études de cas, quelques études de groupes. Sharon Lapkin note dans l'introduction (p. xx) que les contributions illustrent les observations de Johnson (1992) sur le développement de nouvelles tendances dans les recherches sur l'enseignement de langues secondes: 1) l'accent sur l'aspect social et personnel de l'apprentissage; 2) une prolifération d'approches qualitatives et quantitatives; 3) l'usage de technologies modernes et, finalement; 4) l'avènement du professeur-chercheur qui combine l'expérience de l'enseignement et les connaissances théoriques.

Le livre est composé de quatre parties: la première partie, 'French Second Language Outcomes: Core and Immersion', contient des contributions de S. Lapkin, D. Hart et B. Harley; M. Turnbull, S. Lapkin, D. Hart et M. Swain; D. Hart, S. Lapkin et M. Swain. Elles traitent consécutivement de l'influence de la distribution du temps d'instruction sur les attitudes et les résultats d'apprenants; de l'effet du moment d'entrée dans le programme d'immersion (tôt, milieu, tard); et du degré de préparation des apprenants à la fin des programmes d'immersion pour faire face aux exigences du marché du travail.

Trois des quatre contributions dans la deuxième partie, 'Classroom Studies', (L. Vandergrift; M.-J. Vignola; M. Kowal) utilisent la méthodologie de 'think aloud' qui permet de savoir ce qui se passe dans la tête de l'apprenant. Le curriculum peut ainsi être adapté en fonction des besoins spécifiques des apprenants. Les auteurs analysent les processus liés à l'écoute et l'écriture. Dans la quatrième contribution, B. Harley, J. Howard et D. Hart explorent comment on peut améliorer la connaissance du genre grammatical chez de très jeunes élèves en programmes d'immersion.

La troisième partie, 'Professional Development', commence avec l'excellent chapitre de R. Lyster sur l'intégration de stratégies analytiques dans un enseignement de type expérientiel. L'auteur montre comment le modèle multidimensionnel de Stern (1992) permet au professeur de langue de créer des matériaux en se situant, suivant son gré, à des positions intermédiaires sur les dimensions d'enseignement analytique ou expérientiel, explicite ou implicite, interlingual ou intralingual. Lyster explique comment il a utilisé une approche fonctionnelle-analytique pour développer, en cinq semaines, la compétence sociolinguistique d'apprenants de 13-14 ans. Il n'hésite pas à recourir à l'anglais L1 pour souligner certains aspects de la compétence sociolinguistique des apprenants.

Les chapitres suivants traitent des qualifications linguistiques des professeurs de FSL non-natifs et de leurs connaissances de la culture française qu'ils représentent. Les réseaux informatiques permettent des échanges culturels et peuvent stimuler le développement linguistique, démontre R. Sanoui. L'étude suivante, de C. Lewis, concerne le développement professionnel des professeurs de langue et l'exploitation du curriculum communicatif-expérientiel. S. Rehoric et J. Dicks, finalement, présentent un test oral qu'ils ont développé au Nouveau Brunswick dans le but de provoquer un effet de 'washback' positif pour l'enseignement et l'apprentissage des langues.

La quatrième partie, 'Social and Administrative Aspects', contient un chapitre de R. Calman et I. Daniel et un chapitre de D. Hart et S. Lapkin. Ces derniers ont analysé la composition sociale de la population estudiantine dans les programmes d'immersion. Ils constatent qu'il y a une forte proportion d'élèves de milieux socio-économiques

privilegiés dans les programmes primaires. Ce contraste s'amenuise cependant à la fin du secondaire. R. Calman et I. Daniel, qui sont des consultants d'enseignement, s'interrogent sur la place accordée à la culture et à l'expression orale dans le curriculum. Ils se demandent également si l'usage trop fréquent de l'anglais ne risque pas de démotiver les élèves.

Sharon Lapkin note que les implications des études représentées s'étendent au-delà des frontières du Canada, aux chercheurs, aux professeurs de langue et aux politiciens partout dans le monde (p. xix). Elle ne cherche donc pas à 'exporter' le système canadien, ce qui serait d'ailleurs impossible, comme le remarque Davies (1999: 71). Cela dit, l'accumulation de savoir rassemblé dans ce livre servira de source d'inspiration à tous ceux qui sont impliqués dans des programmes de FSL.

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Levieux, Eleanor and Levieux, Michel, *Insiders' French: beyond the dictionary*. Chicago and London: The University of Chicago Press, 1999, ix + 259 pp. 0 226 47502 6 (cloth) 0 226 47503 4 (paper)

This is the same Franco-American couple who produced *Beyond the Dictionary in French* (1967), later known as *Cassell's Colloquial French*. 'Not a dictionary of the classic type', though presented alphabetically, their latest book 'tries to present a verbal snapshot of the France of the mid- and late 1990s', an up-to-date account of political and social events in a country 'that cannot agree on what nationality and cultural identity mean'. In their attempt to help the reader understand the French and their language 'from the inside', the authors – both of whom have taught at 'Sciences Po' – use a combination of English and French in most of the entries. The latter is sometimes quoted from the media, but mainly unattributed or invented for the nonce in order to illustrate the headword or related vocabulary, the principle of association of ideas being applied throughout. The following entry is typical of the style of presentation: 'eurocompatible One of the countless adjectives coined from the word *Europe* both before and since adoption of the *Traité de Maastricht* in 1992. *Est-ce que la solution*

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adoptée en matière fiscale est eurocompatible? “Is the solution that has been adopted with regard to taxes compatible with the requirements of the European Union?”

What is *not* made clear is the readership for which the book is intended. Whilst primarily American, as ‘manœuvre’, ‘gasoline’, ‘that is just a bunch of words’, etc. testify, is the market seen as student or general public? If the latter, one would need to be already well advanced, many articles assuming a considerable amount of prior knowledge. Under *métropole* ‘continental France’, for example, it is taken for granted that the word also refers to a major city; *pantalonnade*, a ‘colorful expression’, is given no historical explanation; *con(ne)*, *daube*, *prud’hommes*, etc. are not even defined. If, on the other hand, it is intended essentially for students, it caters for the less discerning among them in that it encourages the Manichean mentality of total contrasts, in this case old and new. The *Preface* begins thus: ‘If you had been living in France between, say, 1993 and 1998, what would you have been hearing on the radio, seeing on televisions, reading in the papers? The great majority of the terms and phrases you would have encountered were not part of the French scene at all in 1970, or in 1980, or even in 1990.’ Forgivable, perhaps, in an undergraduate essay, this is shameful from would-be informed commentators.

Quite the reverse is true, as their own compilation abundantly demonstrates. The ‘great majority’ of the material here would be perfectly recognisable to the reader whose acquaintance with French usage did not continue beyond 1990. Indeed, most of it would have been familiar before the 1970s, witness these random examples: *famille nombreuse*, *fermeture annuelle*, *Fête de l’Huma*, *fief*, *foire d’empoigne*, *fonctionnaire*, *French profonde*, *franc-maçon*, *franco-français* (‘much in vogue’ no doubt, but nearly forty years old), *fraude fiscale*, *fringues*; *La Fontaine*, *laïcité*, *langue de bois*, *libération*, *licencier*, *limogeage*, *livret de famille*, *loto*, *loubard*. Of the entries under O, fewer than a tenth are post-1990 coinages. Many articles refer to France under De Gaulle, Mitterrand or Pompidou, and a great deal of space is taken up explaining past events or established practices, for instance *ancien combattant*, *bas de laine*, *Fête des Mères*, *maillot jaune*, *muguet*, *Pucelle*, *tiercé*, *zone libre*. The inclusion of *amaque*, *chouette*, (‘still around after many years’ – almost two centuries, in fact), *pote*, *raftle*, etc. only adds to the impression of ‘déjà vu’. Yet we are told that the country and its language have ‘changed tremendously’ (p. vii), that current usage is ‘far removed from the French language of ten or twenty years ago’ (back cover).

The tone, though generally formal if not stilted (*déplacement* is ‘the fact of traveling about’, *mécénat* ‘the fact of sponsoring’, etc.), occasionally assumes a facetious air (‘*aggloméré* does not refer to *un habitant d’une agglomération!*’, ‘*ouvrier qualifié* is never abbreviated as OQ’). This is as misguided as it is unfortunate, since it anticipates associations which the reader might well not make, as under *baladeur*: ‘This term should not be confused with Edouard Balladur’ [*sic*]. The authors often sound uncomfortable in English: ‘chimerical notion’ (s.v. *délocaliser*), ‘ineluctable date’ (s.v. *échéance*), ‘I’d like to, like, add to what X has just said’ (s.v. *petit peu*). *Expulser du territoire* is described as a ‘noneuphemism’, *big* as an example of ‘semiassimilated English’. Some comments are even more mysterious, for example ‘*bédéphile* [. . .] a dubious pun on *pédophile*’ (s.v. *BD*), ‘*téléachat* [. . .] sometimes abbreviated the way it is spoken, *TVHA*’. I noted some two dozen printing errors. However, the most serious weakness in this survey is its failure to recognise, in spite of its own evidence, that what characterised the French language in the closing decades of the second millennium was not cataclysmic change, dynamic lexical innovation notwithstanding,

but rather the remarkable high degree of continuity. What is needed here is an outsider's view, to correct the distortion.

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Marzys, Zygmunt, *La variation et la norme*. Geneva: Librairie Droz SA, 1998, 293 pp.

This book is a collection of previously published papers by Zygmunt Marzys, briefly prefaced by Pierre Knecht. Marzys, working from the Université de Neuchâtel, has been a respected name in Romance linguistics and language history for many years. The papers (twenty in all) are ordered chronologically by date of publication (from 1970 to 1996) and range from discussions of aspects of patois to a comprehensive discussion of Vaugelas and his *Remarques sur la langue françoise*.

Marzys starts with an analysis (1970) of the position of subject pronouns in a late fifteenth-century work, the *Roman de Jehan de Paris*. On much the same general topic (but written in 1981, therefore offered later in the book) is the article *Les pronoms personnels sujets dans le parler francoprovençal de Faeto et Celle*, which analyses the language of a small group of Francoprovençal speakers in Apulia, not by looking at phonetic or lexical change, but using a morphosyntactic approach, specifically with reference to subject pronouns.

Dealing with dialects, *Les emprunts au français dans les patois* (1971) is an interesting study of the influence of French on Swiss-French dialects, which Marzys approaches from the point of view of lexical borrowing, morphology and syntax, and phonetic changes. Also, Marzys presents *De la scripta au patois littéraire: à propos de la langue des textes francoprovençaux antérieurs au XIX^e siècle* (1978), in which he proposes that what are often called 'textes dialectaux' and 'littérature dialectale' represent two independent written traditions: regional variation in the standard, on the one hand, and an entirely separate language, on the other. This is followed (later in the book) by *La description des faits grammaticaux dans un dictionnaire multidialectal* (1982) which deals with grammatical advice in the *Glossaire des patois de la Suisse romande* and addresses some problems specific to the *GPSR*. Lastly we have *Une charte jurassienne inédite du début du XIV^e siècle* (1994), in which he analyses first some lexical details, then presents his '*analyse de la scripta*'.

Marzys also turns his attention to writers in the fifteenth and sixteenth centuries with his *Commentaire philologique d'une page de Rabelais* (1992), *Rabelais et la norme lexicale* (1993) and *Molière et la langue classique* (1992), in which he discusses lexis, morphology and syntax in *Gargantua* and Molière's oeuvre.

Marzys' treatment of Vaugelas, although not exhaustive (but that would not have been within the scope of the book) is certainly a very useful resource for any student of the history of French grammar, the codification of French, or any related discipline. Marzys deals extensively with Vaugelas' involvement in codification and standardisation in nine of the articles presented in the book (*Vaugelas ou l'indifférence à l'histoire* (1970). *La formation de la norme du français cultivé* (1974). *Norme et usage en français contemporain* (1974). *Pour une édition critique des Remarques sur la langue françoise* de

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Vaugelas (1975). La langue littéraire du XVI^e siècle dans l'opinion des fondateurs du 'bon usage' (1976). L'archaïsme, Vaugelas, Littré et le 'Petit Robert' (1978). Le burlesque et les fondateurs de la langue classique (1986). Vaugelas et la norme actuelle du français (1989). Du raisonnable au rationnel: les avatars du bon usage (1988/1993). Marzys' text, particularly his examination of Vaugelas' own manuscripts and emendations, is complemented well by Vaugelas's own words, often with lengthy quotations in footnotes, and provides a useful entry point into the study of standardisation and variation at that time.

The final two articles deal with the evolution of Middle French into Modern French, one from the point of view of syntactic changes (Du moyen français au français moderne: quelques transformations syntaxiques fondamentales, 1995) and the other an account of some attempts towards the codification of French during the Renaissance, covering Geffroy Tory, Sylvius, Joachim Du Bellay and Louis Meigret (La codification du français à l'époque de la Renaissance: une construction inachevée, 1996).

Given the wide scope of the articles, it would have been interesting to see how Marzys and other researchers have built upon some of these works in the intervening years. An index and collated bibliography would have made this interesting book even better; however, that said, this is an absorbing introduction for the student of codification and standardisation, as well as a useful resource for those interested in dialectal variation and the history of French.

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Maun, Ian, *Radical ! A practical guide to French grammar* (Arnold Concise Grammars). London: Edward Arnold, 2000, 283 pp. 0 340 71977 X

This is a clear, useful and well-planned grammar, of an appropriate level for first and second year university students, and beyond. The approach is realistic and pragmatic; knowing that an increasing number of students find grammatical terms a barrier rather than a useful tool, the author begins with a five-page list of grammatical definitions, with the terms themselves being listed in both French and English. An example of each term in action would have made things rather clearer, but would have produced a rather lengthy and unwieldy list. Another technique which could have made these pages clearer would have been to make sure that each term defined in this list also figured in the index; this applies to most, but not to *apposition*, for example.

For many students, the most appealing aspect of this handy reference and revision tool will not be the cartoons, splendid and apposite though they are, but the many exercises and accompanying key at the back of the book. The language required in these exercises is well-chosen to provide students with both everyday speech and also many sentences which they could then intelligently recycle in discursive essays. There

are dozens of brief exercises, adding up to a comprehensive review of post-A Level language.

Illustrative quotations are well chosen, from a wide variety of sources; from modern journalistic sources and from adverts as well as from Zola, Queneau, Alain-Fournier and Colette, which makes for a healthily wide range of registers and styles. Giving the dates of the quotations and some indication of the style and type of publication they are from would have been a helpful addition; oddly, this information is given once, (p. 63), with '*Le Soir*, (journal belge)', where there is nothing peculiarly Belgian about the language.

I have only one major objection, one which I have had to other grammar books too. Several times, on pages 169, 186, 193 and 204 for example, readers are presented with examples of what they should *avoid* saying or writing. Even if it is preceded by a loud and clear 'NOT' in block capitals, as is the case here, the printing of errors strikes me as unsound and counter-productive. We are all inclined to remember what we have read, and students will perhaps retain these errors without necessarily remembering the peremptory 'NOT'. Students have a happy knack for producing fine examples of errors themselves, so they don't need to be presented with them, even with an accompanying warning, in a grammar.

Mostly, though, this is very clear, and will be all the clearer if students are already familiar with grammatical terms. Had there been enough space, it would have been welcome and relevant to add rather more on how register influences grammar and word order than 'In spoken French, *ne* is often dropped,' (p. 185) which is too vague to be helpful. Why 'welcome and relevant'? Well, this grammar is of an appropriate level for students who are about to spend their year abroad in France. A similar point about grammar and register could be made about the use of the subjunctive with *après que*, (p. 156), in that it is not enough to put 'spoken French' in brackets. It is a question of register; for some, scrupulously avoiding the subjunctive with *après que* is frightfully Neuilly-Auteil-Passy, and determinedly and systematically using it is the kind of thing Miossec does in his lyrics. Students can at times feel a sense of confusion, and of something close to betrayal, when they discover how different the grammar of everyday colloquial spoken French can be from what they have been taught. The seventeen pages of irregular verb tables could perhaps have been dropped or condensed in order to make space for this kind of information about register and grammar; to choose two rather extreme examples, the 'spoken French' of Maurice Druon, *secrétaire perpétuel de l'Académie française*, is very different from that of Joey Starr, rapper with NTM. . . To talk of the grammar of 'spoken French' does not give the full picture. If it is safe to assume that students will already have, or will have access to, a good clear verb book such as the *Bescherelle*, we could well drop those verb tables and include something along the lines of the grammar and register tables given in *Using French* by Batchelor and Offord (1993:12–19) or in *Le français familier et argotique* by Pierre-Maurice Richard (1997:2–6).

Apart from these two points, however, I find this a model of clarity, tackling appropriate problems in a well-structured way. The pages on the rhythm of the French sentence are especially welcome, since this is an aspect of the language often neglected by grammars.

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Mollard-Desfour, Annie, *Le dictionnaire des mots et expressions de couleur du XXe siècle: Le Bleu*. Paris: CNRS Éditions, 1998, 260 pp. 2 271 05563 6

Though the making of dictionaries was once subject to an A–F phenomenon (those six letters account for half of the two thousand plus pages of Hatzfeld and Darmesteter’s dictionary proper), modern lexicography is governed rather by the rueful words of Ecclesiastes (‘this writing of books is an endless matter’ in the Knox version). As the INaLF prepares a *Supplément* to flank and complete the *TLF*, research leads further into margins and interstices. Colour terminology, summarily treated in the grey columns of ordinary dictionaries, is one of the byways opened up, and *Le Bleu* is announced as the first of a series which will build into a complete dictionary of colour. Based on a corpus resolutely modern and varied (the core corpus augmented and corrected by catalogues of *vente par correspondance*, a genre that needs a striking and constantly renewed colour vocabulary, as well as an international encyclopedia of colour), it devotes sixty pages to uses of *bleu* (thirteen column centimetres in Hatzfeld and Darmesteter), and twenty-seven more to derivatives, before the seventy-page section headed ‘de *acier* à *volubilis*: variations sur le bleu’. A comprehensive classified bibliography and an (indispensable) index close the volume. A *Présentation* explaining organisation and layout of articles is longer than Mollard-Desfour’s *Introduction*, though she does manage to explain in a footnote the universals of colour terminology, and dares to illustrate the principles of a colour solid (and to show the positions on it of *glauque* and *pers*) with two-dimensional black and white diagrams. This volume and those to follow are conceived as forming a whole, so that under *Gauloise* an arrow refers out of this text to *aubergine*, although *hyacinthe*¹ ‘(. . .) couleur bleu mauve des fleurs (. . .)’ and *hyacinthe*² ‘(. . .) couleur brun orangé de la pierre (. . .)’ appear together in this volume (the two articles having been composed together, as the author tells us). Proverbial wisdom (recalled in the *Introduction*) tells us not to argue about colours, and though I cannot (*pace* Ellington and his mood of that colour) agree that the blue of *blues* is ‘le bleu foncé, indigo’ (p. 29), my synesthetic faculty is not sufficiently developed to suggest what blue it is. On the other hand, *blue-grass* is not a ‘forme musicale proche du blues’: the only link is the word itself, referring here to the

pastures of Kentucky, where the music comes from. Blue, disliked by the Romans and in Latin almost unnameable (as Michel Pastoureau recalls in the *Préface*), is the most popular colour for moderns, its associations increasingly positive (p. 114). The significations of the colour blue (as for a metaphorically blue note) or of the word *bleu* are perhaps more complicated than Mollard-Desfour is here suggesting. A *piste bleue* is easy, a *vol bleu* or a train in *période bleue* cheap, but a *zone bleue* can be expensive. What is at work is not any symbolism of the colour itself, but its place in a series (*bleu-blanc-rouge* for tarif bands, motivated as much if not more by the associations white = neutral, or red = warning), or the (arbitrary?) choice of blue to signal restricted parking. If *numéro vert* stems from the association green = go (because the call costs nothing), *numéro azur* is more puzzling, though the quotation (p. 151) suggests possibly a flight of marketing fancy to mask the fact that this call will cost. *Ballet bleu* (included here) is formed by analogy with *ballet rose* (where the original symbolism of *rose* was presumably not – as for bootees and baptismal *dragées* – simply ‘pink for a girl’: see Noreiko, 1991), while *fleur bleue* for sentimentality is traceable to Novalis (p. 87). Flowers, steaks, wine, moods, music, and fear, can all be blue (though *trouille* is *verte*). So can tobacco, though it is not ‘roulé’ (p. 99) in blue paper (the packet is blue; it is rolled in ordinary Job). Mollard-Desfour even tells us who drew the *Gitanes* gipsy dancer, and when. Fascinating.

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Morton, Jacqueline, *English Grammar for Students of French*. London: Arnold, 1999, viii + 176 pp. 0 340 73202 X. (Fourth edition. Originally published in the United States of America by The Olivia and Hill Press.)

The specific aim of this American guide, now published for the first time by Arnold for a British audience, is to help students understand metalinguistic concepts, firstly with reference to English and subsequently in relation to French. It is based on a sensible pedagogic principle: introduce explicit concepts first in relation to what is already known implicitly and only then use the new conceptual framework to analyse unfamiliar data. The forty-two units range from very basic notions such as nouns and verbs to more complex concepts such as tense and mood. Each unit starts with a question, e.g. *What is a relative pronoun?*, and ends with a simple *Review* which tests the

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key concepts. Particularly useful are the sections headed *Careful*, which highlight contrastive pitfalls such as:

Since the present is always indicated by the ending of the verb, without an auxiliary verb such as *is* and *does*, you must not translate these English auxiliary verbs. Simply put the main verb in the present tense (52).

Given the emphasis on English and the fact that many of the concepts are basic, do we really need this book for university students of French? In response, let me quote a few memorable written errors produced by students at intermediate level and above:

In a letter to a French family: Merci. Vous avez été très espèce avec moi.

In a narrative of an accident: La voiture a frappé en bas le piéton.

In answer to a question about immediate plans: Je suis allant à Paris.

The problem demonstrated in these errors is clearly lack of grammatical awareness, not just transfer from English. It came as a revelation to the intermediate-level student who produced the first error that the word *kind* in English might have two grammatical functions, which in turn might determine different translations in French. Of course, native speakers are generally aware that there is 'something different' about the word *down* in *The car knocked down the pedestrian* and *We went down the stairs*, but without the analytic tools to define the difference, that implicit sense seems not to inform students' efforts in the foreign language. Thus, if we accept, firstly, that anglophone students will naturally compare French structure to English, and secondly, that current generations of British students have little explicit understanding of how English works, then there is a clear need for this book.

Students themselves seem to be aware of their lack of metalinguistic knowledge. Many who experience difficulty with French grammar have accounted for this by referring to their lack of knowledge of English grammar. I am not convinced that this explanation always represents the most accurate self-diagnosis, but this book at least provides students with a way of finding out for themselves. In general, the explanations are sufficiently straightforward for false beginners onwards to use confidently in self study. The format of each unit is clearly marked out. The index is easy to use, giving English and French expressions, (e.g. *who, which, will have; ne . . . pas, qui, que*) as well as the English metalinguistic categories, sometimes with a French translation (e.g. *participle, le participe*)

This book does not provide exhaustive explanations of French grammar. There are frequent qualifications that 'this point will be developed more fully in your grammar book', which may be annoying to self-study readers, but allow the author to concentrate on her main aim. There are, however, some significant omissions. For example, I could only find reference to *ce* as a 'demonstrative adjective', not as a subject pronoun. Nor did there seem to be any mention of *il* used impersonally. Yet this is an area of ongoing confusion for many anglophone French learners.

In conclusion, this book may provide useful support for students who find traditional reference grammars and grammar classes assume too much knowledge. However, we may want to temper any return to greater emphasis on formal grammar in university language teaching in the light of a recent study of British university students of French. Alderson *et al.* (1997) found that metalinguistic knowledge was relatively unrelated to linguistic proficiency. The authors nevertheless do speculate that specific metalinguistic knowledge may be helpful in some areas of grammar and in

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some types of task. While we await further research in this area, Jacqueline Morton's guide is a helpful self-study supplement for anglophone learners of French.

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Rézeau, Pierre (ed.) *Variétés géographiques du français de France aujourd'hui. Approche lexicographique*. Louvain-la-Neuve: Duculot, 1999, 395 pp. 2 8011 1222 4

'Société rénovation recherche Michel Morin, formation de base peinture bâtiment ayant des connaissances en menuiserie, électricité et plomberie.' (p. 242). Non, cette annonce de 1993, parue dans un journal de Bordeaux, n'a pas pour but de retrouver un ancien employé en cavale, mais bien de s'assurer les services d'un homme à tout faire. C'est que, malgré ses majuscules, *Michel Morin* est un nom commun qui a été signalé au dix-neuvième siècle en divers endroits de la France, même à Paris, et qui est demeuré courant dans la région de Bordeaux. Il est probablement plus ancien puisqu'on le retrouve aux Antilles et à la Réunion. Pourtant, aucun dictionnaire usuel ne mentionne encore ce mot . . .

Michel Morin figure parmi les quelque 140 échantillons d'articles de ce volume de présentation du *Dictionnaire des régionalismes de France* (DRF) dont la publication est prévue pour bientôt. Il s'agit d'une entreprise conjointe de dialectologues et de lexicographes qui ont mobilisé leurs forces, déjà bien employées ailleurs, pour donner suite à un projet d'inventaire amorcé vers la fin des années 1970.

À cette époque, les lexicographes parisiens avaient déjà commencé à enregistrer les particularismes des français hors de France; ils ont accentué ce mouvement depuis, sans avoir vraiment pris conscience que, dans leur propre pays, les régionalismes sont légion. On en est ainsi arrivé à donner du lexique français une représentation asymétrique dans laquelle le français de France se confond pour l'essentiel avec les usages de la langue normée alors que les autres variétés nationales ne sont envisagées qu'à travers les traits qui s'en distinguent et qui, eux, relèvent de la langue de tous les jours. De plus, les emplois régionaux dont on rend compte pour la France sont, dans bien des cas, mal distingués des usages dialectaux, ce qui donne une image fort peu ressemblante de la variation géographique du français hexagonal.

Il est ainsi curieux de lire dans *Le Nouveau Petit Robert* (NPR, 1993) que le mot *mitaine* au sens de 'moufle' ne survit qu'au Canada; pourtant, d'après l'ouvrage examiné ici (p. 246–47), il continue d'être en usage dans une bonne partie de la France. *Trempe* 'trempé' (*Il fait chaud, je suis tout trempé*, p. 317) ne figure même pas au

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NPR, même si, en plus d'être usuel en Suisse et au Canada, il est connu dans une proportion allant de 40% à 90% selon les locuteurs sur une aire étendue située au sud d'une ligne allant de Bordeaux à Belfort. Inversement, *marchand de couleurs* 'droguiste' y était présenté sans mention jusqu'en 1993, malgré le fait que cette locution soit depuis longtemps limitée à la ville de Paris; à noter d'ailleurs que la marque ne figure dans NPR que pour le renvoi (sous *couleur*) et non là où la locution est traitée (sous *marchand*).

C'est dans le prolongement des travaux du *Trésor de la langue française* (TLF, Paris-Nancy) que le projet du DRF a pu être mis sur pied. Diverses bases de données sur les usages du français avaient en effet été constituées; ainsi, dès la fin des années 1980, Charles Bernet et Pierre Rézeau s'étaient engagés dans la description de la langue familière en préparant leur *Dictionnaire du français parlé*. Le présent ouvrage annonce une investigation beaucoup plus approfondie encore dans le domaine de la variation géographique. Non seulement a-t-on réuni un important corpus de citations nouvelles tirées de la littérature, de périodiques, de dépliants, d'affiches et de sources orales, mais on a, grâce à l'expérience des dialectologues, créé un réseau d'enquêteurs qui ont eu pour mandat de vérifier la vitalité actuelle des mots régionaux qu'on a ainsi repérés.

On ne s'étonnera donc pas que les articles, véritables monographies, soient abondamment illustrés d'exemples, tous de la seconde moitié du vingtième siècle. Ces énoncés servent d'assise aux explications des rédacteurs (une dizaine) dont les noms sont associés à de grandes réalisations de l'Institut national de la langue française (Nancy) et de l'ancien Groupe de recherche des atlas linguistiques. Certains d'entre eux (Jean-Pierre Chambon, Jean-Paul Chauveau et André Thibault) ont acquis une autorité indiscutable par leurs apports à des dictionnaires prestigieux comme le *Französisches etymologisches Wörterbuch*, le TLF et le *Dictionnaire suisse romand*. C'est le cas évidemment aussi pour Pierre Rézeau qui s'est investi lui-même dans tous ces chantiers ainsi que dans celui du *Dictionnaire historique du français québécois*.

Les relations qui se sont établies entre les rédacteurs de ces dictionnaires ne sont pas fortuites. Ces ouvrages se complètent les uns les autres et la mise en commun de leurs données permet de constituer une véritable mosaïque du français langue maternelle, éclairée par l'histoire et la géographie. En Belgique, l'équipe de Michel Francard à Louvain-la-Neuve travaille à constituer un répertoire qui harmoniserait la coloration belge dans ce tableau d'ensemble. La concertation internationale dont témoignent ces projets montre, plus que les Sommets, que la francophonie, c'est la réunion de tous ceux qui parlent le français. . . incluant dorénavant la France!

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Ritchie, Adrian C., *Media French. A Guide to Contemporary French Idiom*, Cardiff: University of Wales Press, 1997. 268 pp. 0 7083 1399 X

Adrian Ritchie has produced a useful reference book for undergraduates, teachers and sixth-formers. The aim is to include terms current in the language of the press and the media, but which are inadequately explained in most commonly available bilingual dictionaries. However, it should be said that many entries are quite properly covered in, say, the 1978 Collins-Robert dictionary (*déontologie, ardoise, arrérages, atteinte (au principe de . . .)*) – their justification here is perhaps that they are not a common part of new undergraduates' vocabulary. The book has been added to and improved since the earlier version, *Newspaper French* (1990). The domains covered include the language of politics, administration, economics, social issues, business and commerce, and the law. Some terms in more general usage are included, and useful contexts too, as well as suggested translations into English. The book is meant to be used in conjunction with a good dictionary rather than instead of one. Among other information given (where appropriate) is: genders, feminine forms of adjectives, and a note on register for colloquialisms. A list of over 250 acronyms and abbreviations completes the book. These usefully include such terms as Matignon, although one might have expected a note against *Rivoli [rue de] Ministère de l'Economie et des Finances* to say it had now moved to Bercy (which is included). One might too have expected, in education, *DEA, DESS* or *ESCAE* (since *DEUG* and *ESC* are in) or newer names of political parties (e.g. *Force Démocrate*). The list is nonetheless generally very up-to-date (*RMI*, but not *rniste*). The terms in this list are not explained – a pity – *SICAV* is certainly *Société d'investissement à capital variable*, but an additional translation as 'Unit Trust' would have been useful. Regarding the main section of the book, the alphabetical list of words and phrases, one is pleased to see entries for increasingly common usages such as *aval* and *avaliser*, *cas de figure*, and quite a full coverage of words like *fonds*, and technical terms like *délit d'initié*, and *délit de fuite*. Under *social* there is an attempt by cross-referencing, to tease out the diverse meanings of the word. It is a pity that common media terms like (*la télévision*) *hertzienne*, or (*la télévision*) *cryptée* are not included whereas *en clair* is. There are very few errors: *doubler une classe* should be *redoubler*. The book is rather different in approach from Evans and Thody's, *Faux Amis and Key Words* (1985), where there are far fewer entries, but a greater attempt to explain the French context. Equally it addresses different needs and audience from the new *Dictionnaire des institutions françaises* (1999), which is more technical and able to engage in fuller explanations that do not have to be cross-cultural. This is the difficulty facing Ritchie's Guide – how to give succinct explanations where no easily translatable equivalent exists. Its strengths are that one only occasionally notices this.

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Schnedecker, Catherine, *Nom propre et chaînes de référence*. (Recherches Linguistiques, 21). Paris: Klincksieck, 1997, iv + 231 pp. 2 909 49805 0

This book aims to lay bare the structure and potential membership of so-called 'referential chains', a term introduced by the philosopher Charles Chastain (1975), and to pinpoint the crucial role of proper nouns (PNs) as both initiator (or 'anchor') and terminator of such chains – but more particularly, the nature and referential behaviour of PNs in their own right (four of the six main chapters deal specifically with PNs).

These six chapters, flanked by a short Preface and Conclusion, are structured as follows: Chapter 1 poses the essential question 'Qu'est-ce qu'une chaîne de référence?', and establishes certain basic criteria for the existence of such a chain. Chapters 2–5 then seek to validate the hypothesis of the existence of a specific referential unit by isolating certain discourse functions as well as positions which lend themselves to repetition of the PN which started a given chain (Schnedecker calls this 'redénomination'): Chapter 2 examines the phenomenon of renaming in the context of a range of competing referents, and invokes so-called 'topicality scales' in this respect; while Chapter 3 situates PNs within the context of mono-referential discourse units. Chapter 4 then examines the constraints imposed by the intra-sentence context, in relation to those bearing on the use of pronouns, and Chapter 5 (the most effective of the six) investigates the inter-sentential behaviour of renaming. Chapter 6 brings the focus squarely back to the places occupied within referential chains by PNs, and critically discusses certain psycholinguistic experiments (notably those of Sanford and Garrod) concerning the referential and discourse behaviour of PNs and pronouns.

The criteria for the existence of a referential chain are as follows: (1) a referential chain exists only beyond two 'links' (i.e. coreferential expressions); (2) the distance between these links must not be too great, otherwise the chain will tend to 'break' (the addressee will no longer see the connection between individual references), and

thus it will need to be set up anew; (3) the various links in such chains must be of certain types of indexical expression: Schnedecker claims that only PNs may 'head' such chains as well as close them, but that only pronouns and zeros may serve as 'intermediate' links. As soon as a repeated PN is encountered in a given chain of coreferential expressions, the existing chain is terminated and a new one – though still coreferential to the initial PN – is started; and 4) certain modes of chaining must be respected. Such chains constitute a distinctive referential unit in a discourse, which she terms 'le plan référentiel', and are partially independent of discourse units *per se*.

The author's main claims regarding PNs and their discourse functioning are as follows: PNs signal a break ('une rupture') in the continuity of a given discourse, the end of the currently open discourse segment, or the start of a new one, where the same referent evoked at the beginning of an ongoing referential chain is 're-saisi' in accordance with the new perspective as well as (potentially) new time and space coordinates established at the start of the new segment in question. Where there is no other linguistic or typographical signal of such a break, the use of a PN (as opposed, for example, to a personal pronoun) actually institutes the break. PNs therefore tend to occur at points of discontinuity in a text, and Schnedecker is at pains to demonstrate this by replacing instances of non-initial (i.e. repeated) coreferential PNs at such points with pronouns, purporting to show thereby that the resulting discourse is less than felicitous. However, this procedure does not always come off, since a number of such replacements, though indicated as being infelicitous, are actually perfectly acceptable. And yet, the analysis she puts forward depends upon the judgements going the way she says they do. These properties of proper nouns have long been established for English by the likes of Reichman (1981) and Fox (1987), neither of whom are listed in her bibliography. More recently, references to work in the Centering Theory framework (see Walker *et al.* (eds), 1998 for an up-to-date introduction) might have sharpened the hypotheses regarding the discourse effects of PN vs. pronoun occurrences at given points in texts. A number of the interpretative effects associated with the use of a repeated PN or a pronoun at certain points in the example texts would have been predicted by CT hypotheses.

Other functions subserved by PNs, according to Schnedecker, are their use as signals of prominent, topical referents, referents which are thereby tacitly marked as coming to play a central role in the events or situations in the ensuing discourse; and also as clarifications of the intended reference in cases of competing referents (where a pronoun of the same person, number and gender value would not have discriminated successfully). Furthermore, instances of renaming via the use of a PN have the effect of separating off its referent from the situational contingencies of the initial or previous occurrence(s) of the PN in a given chain; where the re-naming occurs almost immediately, within the same or an adjacent clause, one possible effect is to re-evoked a referent X *inasmuch as s/he is X* (cf. Bolinger's (1979) characterisation of intra-sentential renaming in English discourse). Third-person pronouns, by contrast, are signals of continuity both of reference and of the current discourse segment; as such, they re-evoked what has been predicated of the referent at their last as well as earlier occurrences (as the case may be).

Schnedecker provides a detailed and substantial characterisation of the distribution of the PN within sentence and text, in terms of its semantic-pragmatic properties; however, in spite of her laudable attempt to give objective, tangible verification of the hypotheses she advances, a number of her tests and manipulations are not entirely

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satisfactory, and the results are not always clear-cut. I would particularly question her use of the asterisk and of the single or double question mark to characterise potential uses of pronouns or PNs at given positions in a text: not only do such indicators not always have the same value from context to context in her usage, but they are clearly different in kind from their use to indicate grammaticality at the sentence level. As far as her account of referential chains is concerned, a number of questions remain: surely such chains may be headed by other types of expression than PNs (indefinite or definite NPs, for example)? And other types of expression than the third person pronouns or zeros which she stipulates may occur as intermediate links are also possible (see Cornish, 1998), without having the effect of terminating the current chain and starting a new one. Her ‘anaphores passives’ are claimed not to have any real effect on the nature of a chain, and so may be ignored. ‘Anaphores passives’ are definite or demonstrative NPs which, though coreferential with the ‘anchor’ PN in a chain, are locally-relevant only, and do not lastingly affect the conceptual representation of the referent being developed. Crucially, for the author, they do not affect the gender value of any subsequent pronouns in the chain. Though this is indeed the case in her three examples of this ((28)-(30), p. 28), it is by no means always so, as my own corpus shows; indeed, such ‘contingent’ indexical NPs (e.g. *Fangio_i . . . Cette legende de la course automobile*; in example (30)) may well be responsible for introducing changes in point of view on the referent concerned.

It is a pity that no in-depth analysis of the development of a substantial referential chain is offered on the basis of the very large number of textual extracts presented (narratives taken from novels, film synopses, and the like); and that no other samples of texts from different genres, apart, briefly, from that of publicity, are provided – particularly spoken ones: the absence of phonological considerations, particularly prosodic, is keenly felt at several points in the analyses.

The positive effect of the many valuable insights throughout the book is nonetheless marred by the very high degree of errors, inaccuracies and inconsistencies in the text: typos, references to works not listed in the bibliography, to works by a given author citing a year of publication for which there are several such works in the bibliography, as well as inaccurate translations from English (a particularly bad one occurs on p. 34, where Schnedecker translates passages from Ariel, 1990). The tree diagram (34a) representing a complex sentence on p. 37 is seriously inaccurate, and adopts a 1960’s (TG) model which has long since been superseded. She consistently misuses the term *anaphore* (English ‘anaphora’) where what is meant is *anaphorique* (English ‘anaphor’), and writes of *prédéterminants*, where what is intended is simply ‘déterminants’ (since all French determiners occur pre-nominally). Moreover, she wrongly analyses the inherently pronominal verb *se précipiter* (p. 23) as a transitive, reflexive verb, matching *Albert se précipite* with the underlying structure **Albert_i précipite Albert_i* (where identical indices indicate intended coreference).

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Stevenson, Anna *et al.* (eds), *Harrap French Business Dictionary*. Edinburgh: Chambers Harrap, 1999, xi + 219 pp. (English–French) + 69 pp. (Supplement) + 244 pp. (French–English) + 68 pp. (Supplement) + xix pp. (Sources of English/French Quotes) 0 245 60656 4

Chambers Harrap has long been an established name in the publication of dictionaries and reference titles and its concise French dictionaries a favourite for generations of French language-learners. In recent years, the increasing focus on languages for specific purposes in academic and professional circles has sharpened the demand for specialised dictionaries presenting subject-specific vocabulary and placing the specialised language in context. Chambers Harrap has been at the forefront of publishing houses' responses to this trend and has now added a 'new edition' of its *Harrap French Business Dictionary* to its impressive range of foreign-language dictionaries for general and specific purposes. As the publicity blurb puts it, this new dictionary 'covers all areas of business vocabulary' . . . and 'is intended to be as practical as possible.' The dictionary seeks therefore to place emphasis on the practical language of everyday business situations and to put that language in context. Stacked with an extensive range of business-orientated specialised entries (50,000), the volume is compact, sturdy, well-printed in large, bold type, and at £30, it offers a lot and is well within the financial reach of business people working with French-speaking companies, the target group for which it is primarily intended.

The dictionary is intelligently organised, provides useful field labels for most entries of the relevant subject areas (e.g. accounting, economics, finance, marketing, etc.), and proposes a number of business-orientated translations per entry. Context is ensured by translated examples and by, on average, one entry per page, which includes a quotation from authentic business-orientated sources. Unfortunately, no information is provided as to how the quotations were selected, though this is a minor gripe. For example, 'marginal', 'fixation' and 'poison pill' deserve quotations whereas the adjacent entries of 'margin', 'fixe' and 'policy' do not.

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The new edition also includes a middle-section Supplement (in English and translated/adapted in French). The Supplement comprises a guide to doing business on the Internet, a guide to communicating in business English/French, and a couple of other sections introducing cross-cultural communicative strategies and approaches. It is hard to imagine business people learning anything new in the section on the Internet, though they could refer to the French and English-language sections as an exercise in comparing translated texts. First-year undergraduates in Business and French may find the section useful, though hardly satisfying, as an introduction to the subject area. Of more relevance are the various examples given in the sections outlining the style, lay-out, uses, and examples of business correspondence. Users of the dictionary may also find the sections on cultural differences in the French and English-speaking worlds of work of some interest and help.

One last observation. The *Harrap French Business Dictionary* is a helpful, quick reference companion to busy business people or to inquisitive Business and French undergraduates, though neither group should come to depend too heavily or uniquely on it. For £7 less, the general purpose *Harrap French Shorter Dictionary* would arguably be a sounder buy as it combines general and specific vocabulary with appropriate examples. Better yet is the comprehensive, *Harrap's French Standard Dictionary* priced at £160.

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Temple, Martine, *Pour une sémantique des mots construits*. Villeneuve d'Ascq (Nord): Presses Universitaires du Septentrion, 1996, 363 pp. 2 85939 449 4

A slightly reworked version of her 1993 thesis, Temple's study is very much that of the disciple paying homage to the mentor: the 'Index des auteurs' contains no fewer than forty references to Danielle Corbin, professor at Lille III and acknowledged expert in lexicology, who supervised Temple's research from start to finish. The book is written in a distinctly academic style, as if anticipating nit-picking questions from the members of the jury by spelling out each point in fastidious detail, often to the extent of becoming self-evident: 'Le sens des unités lexicales permet à celles-ci de remplir l'une de leurs fonctions essentielles – la fonction référentielle –, une définition adéquate du sens des unités lexicales doit donc rendre compte de la façon dont ces unités réfèrent' (p. 259).

The title requires explanation. 'Pour' says a lot in itself. The semantic structure of derivatives – as opposed to their morphology – has received scant attention, so that much groundwork remains to be done. For 'mots construits' read 'derivatives by suffixation'. Both prefixation and compounding are entirely neglected here (this should have been made clear in the form of a subtitle, or at the very least in the 'Présentation'; readers are left to discover it for themselves). Indeed, even within the

broad area of suffixation, Temple concentrates inordinately on the particular case of *-erie*, basing three of her five chapters on the single example *chinoiserie*. So there is a marked discrepancy between the generality of the title and the specificity of the material. A further discrepancy is apparent in the terminology used: whereas the 'Liste des abréviations et symboles' includes such sophisticated items as *SPspb* 'sens prédictible d'un mot construit par sa base', *r(Nr)* 'catégorie référentielle désignée par le nom recteur dans un syntagme nominal', the reader is informed that an asterisk 'précède un mot [*sic*] ou un sens mal formé', as if 'mot' referred solely to a morphological structure.

Essentially, Temple seeks to make the case for the use of 'un modèle de morphologie dérivationnelle associative', in other words 'un modèle dans lequel le sens et la structure morphologique d'un mot sont produits conjointement par une règle dérivationnelle' (p. 19). Chapter 1 looks at traditional dictionary definitions in order to expose their inadequacy. Using *chinoiserie* as her main example, the author shows that lexicographers are far from being agreed on the demarcation line between properly semantic and extralinguistic considerations, so that descriptions of one and the same word can and do contain very different information. Though this tells us nothing new, we are appropriately reminded that 'le point de départ d'une recherche visant à définir la référence d'un mot construit doit se situer dans la langue, et non du côté extralinguistique' (p. 62).

Chapter 2 examines lexical semantics theories, especially cases in which derivatives prove resistant to theoretical approaches, re-emphasising the need to base semantic analysis on derivational morphology. Four theories are tested, again using *chinoiserie* as a 'fil d'Ariane': 'la sémantique des conditions nécessaires et suffisantes, la sémantique du stéréotype, les sémantiques du prototype, la sémantique conceptuelle', none of which proves satisfactory. In Chapter 3, Temple assesses the 'separation hypothesis' proposed by Beard, and Dell's treatment of derivatives in *-ité*, again exposing weaknesses. The latter problem can be illustrated simply: '*Latinité* n'a pas les mêmes possibilités référentielles que *latin*'. In 'la latinité d'une expression', *latinité* 'ne peut pas exprimer le fait qu'une expression est formulée en latin' (p. 116). A similar constraint is demonstrated by the pair *gris éléphant*/**gris éléphantisque*. The chapter ends with an admiring evaluation of Corbin's method, which aims to construct at the same time a derivational grammar and an experimental dictionary.

Chapter 4 tests the Corbin model, largely by means of the ubiquitous *chinoiserie* as 'un exemple particulièrement net de mot polyréférent', and concludes: 'Il semble donc que l'on puisse considérer que le problème du traitement de *chinoiserie* ait trouvé une réponse théorique et empirique'. The cautious tone is typical of the whole thesis. In Chapter 5, further derivatives (*viennoiserie*, *espagnolade*, *ébéniste*, etc.) are examined in order to exemplify the constraints to which such formations are subject. In her 'Conclusion', Temple warns against both the 'chose-nommée' approach of traditional lexicography and the 'chemins des sémanticiens', affirming that 'Toute définition du sens lexical doit donc se diriger vers la définition de catégories extralinguistiques' (p. 259), which would however appear to contradict the statement on page 62 quoted above. There are four 'Annexes': 'Examen des procédures particulières de définition des mots construits dans les dictionnaires d'inspiration théorique', 'Présentation fonctionnelle du modèle de morphologie dérivationnelle de D. Corbin', 'Les noms de propriété(s) en *-erie* attestés dans le *Grand Robert de la langue française*', 'Maquette d'un

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extrait de l'entrée *Chine* dans le *Dictionnaire dérivationnel du français*. A useful bibliography contains some 250 entrees.

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Wilmet, Marc, *Le Participe passé autrement*. Paris – Bruxelles: Département Duculot – De Boeck & Larcier, 1999, 122 pp. 2 8011 1256 9

En lisant ce petit ouvrage passionnant me vint un flash-back du temps où j'étais étudiant de Marc Wilmet à la Vrije Universiteit Brussel. Ses cours de linguistique française étaient des démonstrations de rigueur, de nuance et d'humour. Les problèmes linguistiques les plus ésotériques furent disséqués au scalpel suivant une méthode bien précise: introduction du sujet et définition des termes clés, situation dans le contexte historique, analyse théorique et critique méthodologique des recherches antérieures, développement d'une théorie originale. Fin pédagogue et maieuticien, Marc Wilmet fournissait les indices afin de faire formuler la théorie qu'il avait en tête, après quoi il invitait son audience à trouver des contre-arguments. Le mystère de l'accord du participe passé, par exemple, devint une véritable énigme policière avec Marc Wilmet dans le rôle de l'infatigable Hercule Poirot. *Le participe passé autrement* est le fruit de ses longues réflexions sur le sujet. Anticipant le sarcasme du lecteur, frissonnant encore d'angoisse et d'ennui à entendre le terme *participe passé*, Marc Wilmet entame l'avant-propos ainsi: 'Le *participe passé* encore? A quoi bon ces palinodies, ces éternelles resucées de matière morte? Et "autrement", quelle prétention ou quelle farce' (p. 7). Il prouve cependant par la suite que son approche est véritablement différente (comme dans Wilmet, 1998), pas prétentieuse du tout, et que la farce, c'est plutôt les règles byzantines d'accord du participe passé (désormais PP), développées 'cahin caha' (p. 77) dans la doctrine scolaire.

Afin d'éviter la tripartition habituelle du PP: 1) employé seul, 2) conjugué avec *avoir* 3) conjugué avec *être*, Wilmet commence par constater que le PP est un verbe *et* un adjectif, et deuxièmement, que le PP est l'apport (ou le 'receveur d'accord') d'un support (le 'donneur d'accord'). (p. 23). L'accord du PP 'receveur' avec son support devrait être automatique, observe Wilmet, mais il se heurte à trois obstacles: '1) l'absence sporadique de support nominal ou de support tout court . . . 2) la *loi du moindre effort*, qui déprécie les supports postérieurs au PP. . . 3) les interventions autoritaires ou intempestives des grammairiens' (p. 24).

Wilmet constate qu'en science l'exception *infirmes* la règle et qu'il serait par conséquent 'abusif d'exciper d'une quelconque "règle d'accord"' (id.). Son objectif est donc d'établir 'un protocole d'accord du PP' (id.).

Le problème de l'accord du PP se ramène au total à trois directives, poursuit Wilmet: '1) identifier le PP accordable; 2) rechercher le support du PP; 3) vérifier qu'aucun blocage n'entrave le jeu normal de l'accord' (id.). Une fois que le PP accordable est identifié, on recherchera le support animé ou inanimé du PP en posant la question 'qui/qu'est-ce qui (s)'est/était/sera/serait . . . PP?' (p. 31).

Ce support peut être a) constitué d'un mot (ou de plusieurs mots formant un groupe) pourvu des marques du genre et du nombre (quatre combinaisons possibles); b) constitué d'un mot (ou de plusieurs mots formant un groupe) dépourvu de marques récupérables; c) introuvable par la procédure indiquée. (p. 111). Dans le premier cas le PP prend en principe (sauf blocage) les marques de son support; dans les cas (b) et (c) le PP prend par défaut les marques du masculin singulier (id.). La troisième directive concerne les quatre types de blocages qui peuvent entraver le jeu normal de l'accord.

Le livre est composé de trois parties: la première partie présente l'histoire du PP, la deuxième partie traite du protocole d'accord dont nous venons de proposer un très bref résumé, et la dernière partie propose une série d'exercices et leurs corrigés. Wilmet présente donc une grammaire du PP basée sur une théorie linguistique cohérente et simple dans un clair souci pédagogique. La méthode est rapide, rigoureuse et fait appel à l'intelligence des utilisateurs. Plus besoin donc de murmurer 'les formules incantatoires au service de la divinité orthographique (qui) composent un rituel d'initiation et confèrent à l'officiant une aura quasi sacerdotale' (p. 77). Le temps qu'on épargne ainsi pourra être consacré à des occupations plus rentables, observe Wilmet: 'éclairer la norme (et déculpabiliser les utilisateurs), décrypter la terminologie grammaticale, en montrer les enjeux théoriques; peaufiner l'art de la définition, initier à la dialectique pro et contra de la linguistique, glisser insensiblement de la phrase au texte . . .' (p. 78).

Wilmet offre également une explication sur les origines du casse-tête des PP accordés ou désaccordés. Selon lui, les clercs médiévaux respectaient l'accord mais ils oubliaient fréquemment de revenir en arrière pour accorder un PP lorsque le support suivait le PP (p. 17). Ce problème ne se posait pas dans les cas où le support précédait le PP. Les premiers grammairiens de français au seizième siècle ne comprennent pas la variation 'accord/désaccord' mais ils 'durcissent d'autorité la tendance pour le PP à support antérieur (obligation d'accorder) et coulent en prescription les défaillances du PP à support postérieur (interdiction d'accorder)' (id.).

Le participe passé autrement est à recommander à chacun qui cherche à comprendre ou à expliquer – sans sueurs froides – le fonctionnement de l'accord du participe passé.

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Wise, Hilary, *The Vocabulary of Modern French: Origins, Structure and Function*. London: Routledge, 1997, 256 pp. 0 415 11739 9 (pbk), 0 415 11738 0 (hbk)

Writing about vocabulary involves lists, but Wise has the knack of incorporating them into her prose without weighing down the style. Her full, informative, and very sensible study remains engagingly readable. The eleven chapters divide the vast field comprehensively and comprehensibly, and each is capped with notes, projects for independent work, and suggestions for further reading; at £15.99 for the paperback, all students with more than a passing interest in the language could be encouraged to buy it.

There are of course criticisms, it would be surprising were there not. With such a mass of material to make accessible, slips and simplifications must be inevitable. The cartoons which enliven the pages are well chosen (my favourite is page 56), but some of them could have been better integrated with the text (those on pages 204 and 214 surely need some explanation?). The bibliography contains no reference to Benveniste (1954), which I have always thought gave a much more convincing account of *testa > tête* than the old crackpot story. I would quibble that the definition of *taureau* quoted page 4 is of the thing, not the word. Can one really claim that *pomme* and *pomme de terre* are 'semantically unrelated' (p. 18)? The menu item *boudin aux deux pommes* (i.e. with chips and apple sauce) would seem to suggest not. And I would be reluctant to claim the suffix *-ard* as exclusively slang (p. 38); it is certainly so in e.g. *sauciflard*, where it is parasitic and playfully disguising. It does however have a productive role in everyday French: a *chauffard* is not a *chauffeur*, and there are no other terms that *motard* or the admittedly derogatory *banlieusard* can be said to replace. The *maillot jaune* does not actually 'designate the winner' (p. 138): it is worn throughout the race by the rider who is currently first in the classification. *Ciboule* (p. 61) is not 'chives' (= *allium schoenoprasum*, usually *ciboulette* or *civette*) but the larger *allium fistulosum* (commonly called 'Welsh onion'; samples are available on request from the reviewer). Vocabulary is also a never-ending story, so in this account, published in 1997, Wise could not include the now ubiquitous *cliquer* (generally in the imperative and followed by *ici*), or *supportrice*, recently heard on the radio, and which, though jocular, seems to argue for a fully assimilated *supporteur* as opposed to *supporter* (p. 92).

But no amount of carping can change the fact that this book is overall intelligently conceived and judiciously executed. From the initial setting out of concepts and principles, through the accounts of the various categories of sources, to the vexed questions of anglicism (she cuts Etienne down to size very nicely) and myths (Chapter 11: 'Codification, control and linguistic mythology'), by way of specialised vocabularies, and derivational processes, coverage is efficient and economical. Wise on words, doesn't waste them.

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