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A HUNGARIAN CROSSECTION OF LINGUISTICS

1. Introduction

What follows is a presentation and evaluation of *CrosSections*, Volume 1: *Selected papers in linguistics from the 9th HUSSE Conference*. The book, edited by Irén Hegedűs and Sándor Martsa, contains a selection of 26 papers plus a text of an interview presented at the 9th Conference of the Hungarian Society for the Study of English (HUSSE), held in Pécs on 23–25 January 2009. This volume comprises papers from the fields of theoretical, applied and empirical linguistics, while the second volume is made up of papers on literature and cultural studies. This review only describes and evaluates the first of these volumes.

The book is divided into five parts: part one contains papers on cognitive linguistics; part two comprises contributions focusing on approaches to the structure of English; part three is made up of papers about lexicology; part four deals with stylistics and issues of register, and, finally, papers in part five are about the teaching of English. The volume concludes with an interview given by plenary speaker Douglas Biber. In what follows, a brief summary of each paper is provided.

2. Review

"English and American studies from a cognitive science perspective" (Zoltán Kövecses, 3–13), the first of four papers in Part One dealing with cognitive approaches to the study of English, focuses on describing "meaning making" as a fundamental aspect and the goal of English and American Studies. Kövecses sees meaning and meaning making as a common force behind and the common denominator of a variety of academic disciplines related to the

study of English, such as English literature, cultural studies, historical linguistics and foreign language teaching. After introducing some key notions of cognitive science, the author compares the experientialist approach with postmodernist thought and concludes that the advantage of experientialism over postmodern ideas lies in its theoretical coherence, psychological validity and explicitness.

"Universality and non-universality in basic level categorization" (Gábor Győri, 15–25) examines the psychological and linguistic aspects of basic level categories. Drawing on Rosch's theories (Rosch 1978), the paper investigates the psychological status and relevance of such categories and provides an analysis of the relationship between linguistic expressions and basic level categories. Győri also devotes attention to describing and contrasting the behaviour of basic level categories in English and Hungarian, through which he demonstrates some cases of non-universality occurring at the basic levels.

The next contribution, "A few source domains of metaphorical mapping in idiomatic language" (Gyula Dávid, 27–38) is a corpus-supplemented analysis. Its goal is to discover what source domains are used for mapping in idiomatic language use and to examine in what ways the physical world can bring about idiomaticity and cross-domain mappings. The study relies on the *Conceptual idiomatic dictionary* which contains over 5000 idioms that can be organized into 20 source domains. Through an extensive collection of examples for metaphorical mappings, taken from the source domains of cleanliness, health, distortion, food, game, colour and noise, Dávid proves that the physical world does indeed facilitate mappings and idiomaticity, and that folk theories also exert significant influence over the mapping process.

"Investigating meronymy in English" (Éva Kovács, 39–46), the final paper in Part One of this volume is focused on examining sense relations, in particular meronymy. The author introduces and contrasts the traditional lexical semantic view, as explained by Lyons (1968, 1977), and the cognitive view of meronymy, as described by Croft – Cruse (2004). In her paper, Kovács argues in favour of the cognitive model, because, while the lexical semantic view treats meronymy as a part-whole relation that exists only between words, the cognitive model views this sense relation as a semantic relation between contextually construed meanings.

The second part of the volume contains six papers dealing with approaches to the structure of English. The first of these contributions is "Can a sentence be *perspectived*? On the dynamic-semantic scales within the framework of the Firbasian theory of Functional Sentence Perspective" (Martin Adam, 49–58). This paper concentrates on sentence perspectivization, that is the organization and processing of information in sentences. Two types of perspectives are distinguished: one type is when a sentence is perspectived towards the subject and the other is when it is perspectived away

from the subject. In this paper the author analyzes Czech and English sentence structures, through examples from both languages, within the framework of Functional Sentence Perspective (FSP), sometimes also referred to as theme-rheme or topic-comment structure, pioneered by Mathesius and Firbas (1964). This theory essentially claims that the meaningful elements of communication carry communicative dynamism (CD) which takes the communication forwards. Adam analyzes, both in English and Czech, two Firbasian dynamic semantic scales, which are the presentation scale (i.e. sentences that are perspectived towards the subject) and the quality scale (i.e. sentences that are perspectived away from the subject), and introduces two recent additions to FSP: the combined scale and the extended presentation scale, and concludes that these modifications fit into the framework of FSP.

The next paper of this section, "On the definition of resultative constructions" (Imola-Ágnes Farkas, 59–68), presents a chronological summary of the major contributions to the description of resultative constructions (RC). Through Jespersen (1940), Halliday (1967) and Simpson (1983) Farkas enumerates the most important theoretical works about RCs, after which she presents her own definition as a "predicate construction in which the RP [resultative predicate] denotes a change in state or location as a direct result/consequence of the action denoted by the matrix verb" (Farkas 2010: 60). In her contribution, Farkas also examines false resultatives and presents a contrastive analysis of the typology of English and Romanian resultative constructions, focusing on describing the most important differences between them.

The third contribution, "Towards a lexicalist treatment of visible and invisible "pro-nouns" in English and Hungarian noun phrases" (Tibor Laczkó, 69–80) is an account, from a generative linguistic perspective of English and Hungarian noun phrases which contain either an overt or a covert pronominal element. Through a number of examples from both languages, Laczkó investigates these noun phrase constructions in the framework of Lexical-Functional Grammar (LFG) and also outlines how a more comprehensive comparative LFG approach would work.

"HunGram vs. EngGram in ParGram: On the comparison of Hungarian and English in an international computational linguistics project" (Tibor Laczkó, György Rákosi, Ágoston Tóth, 81–95) is the fourth study in Part Two. The authors introduce a generative computational linguistics project at the University of Debrecen that will form part of an international collaboration called Parallel Grammars (ParGram). The aim of the Hungarian project is to develop a syntactic and morphological analysis of Hungarian in the framework of Lexical-Functional Grammar, with a Hungarian-English (HunGram and EngGram, respectively) comparative

aspect. After introducing the LFG framework, the ParGram project and the LFG-based computational apparatus (XLE), Laczkó, Rákosi and Tóth analyze elliptical Hungarian noun phrases and their English equivalents and also touch upon lexical and structural ambiguity through which they demonstrate the functions and capabilities of HunGram.

"On the non-finite complementation of 'cease'. A semantic approach" (Tünde Nagy, 97–104), the penultimate paper is a corpus-augmented study about the nature and semantic content of the complements that *cease* takes. Nagy examines two constructions: *cease* + *to*-infinitive and *cease* + *-ing* and argues in favour of the view that these two constructions carry subtle differences in meaning. The author presents an overview of the different theories about the interpretation of the *to*-infinitive and the *-ing* constructions, citing Freed's version (1979) as the most widely accepted one, which defines the former construction as the cessation of a series of events and the latter as the cessation of one ongoing event. Following this, Nagy examines the schematic and prototypical meanings of these constructions, whose two categories are based on Langacker's definition of schemata and prototypes (Langacker 1987: 371), and exemplifies them with sentences taken from the *British national corpus*.

"On the marking of conference in English and Hungarian locative phrases" (György Rákosi, 105–114) is the last of six contributions in the section devoted to the study of the structure of English. Rákosi investigates the linguistic coding of conference marking in Hungarian and English locative expressions. To this end, he first examines two types of conference marking in English locative PPs: using anaphors (reflexive pronouns) and using pronominal marking. Naturally, conference marking in Hungarian is also surveyed, and it is argued that in this aspect Hungarian is only partially different from English, as it exhibits a similar variation between anaphoric and pronominal marking.

Section three, which contains lexicological studies of English, begins with "The near synonymy of adjectives of appreciation: A corpus-based, empirical study" (József Andor, 117–132). This paper examines the near synonymy, semantic content and attributive usage of eight adjectives of appreciation: *amazing, excellent, fantastic, gorgeous, lovely, magnificent, splendid*, and *wonderful*. The study relies on corpus analysis and native speaker testing, with the latter complementing the former as well as serving as a control for its validity. The corpus used for this investigation is the *British national corpus* (BNC). In his paper, Andor first gives a definition and the date of the earliest occurrence for all eight adjectives, which is followed by a sample of dictionary definitions taken from four standard, corpus-based learners' dictionaries of British English. The author then analyzes the distribution, attributive usage and nominal collocates of these eight adjectives in 250 concordances gained

from the BNC for each examined word. Finally, Andor describes a testing of native speaker judgment, carried out with 40 adult native speakers of American English, of the collocations and semantic content of the adjectives in question.

The second paper, titled "Distinguishing types of doublets in English" (Irén Hegedűs, 133–144), is an account of the origins of etymological doublets in the English language. Hegedűs notes the unsatisfactory nature of the existing definitions of doublets, such as those by Skeat (1967 [1882]: 648) and Asher (1994, vol. 10: 5115), citing looseness and vagueness as their flaw. After discussing the issues of definition, the author enumerates and examines the mechanisms of multiplication, which are dialect borrowing, intervenient sound changes, root vowel alternation, reflexes of Proto Indo-European *s*-mobile, analogical change and spelling variation. In the conclusion of her paper, the author proposes five criteria along which true etymological doublets can be identified and distinguished from quasi-doublets. These criteria are as follows: (i) doublets descend from the same etymon and contain the same derivational suffixes; (ii) they represent the same part of speech; (iii) if their formal differentiation is a result of ablaut, they cannot be true etymological doublets because ablaut itself is a type of derivation; (iv) they belong to the same semantic field and their meanings ultimately go back to a common semantic core; and (v) they do not occur in complementary paradigmatic distribution.

The next contribution, "'It's worth a go'. Conversion nouns in English" (Sándor Martsa, 145–158) examines noun formation through conversion and the morpho-syntactic and semantic nature of conversion nouns. Relying on Marchand's classification (Marchand 1969), Martsa introduces and describes four types of conversion nouns: the predication type, the object type, the subject type and the adverbial complement type. Through a comparison of deverbal conversion nouns and deverbal derived nouns, the author argues in favour of the assumption that conversion nouns are a distinct type of deverbal nominalizations, after which he surveys conversion nouns with reference to a cognitive semantic aspect, concluding that the theoretical tool of metonymic mapping is valid and efficient, helping to comprehend the process of converting nouns from verbs and vice versa.

"Semantic change of anglicisms in French" (Tibor Őrsi, 159–167) is the fourth study in this section. Őrsi's paper examines anglicisms that acquire new meanings in French when they are borrowed. The author defines what constitutes an anglicism, citing several dictionary definitions, almost all of which are quite short and characterize an anglicism as a unit bigger than the word. The most comprehensive definition referred to in this paper is that of Gottlieb (2006), whose characterization takes into account the individual or systemic nature of anglicisms. Őrsi examines the semantic change of four

anglicisms (*girl, boy, pull, smoking*) and through another set of examples (*slip, string, speaker, wattman*) discusses morphological borrowings. One special case is also touched upon, in which English *people*, ultimately originating from French, is borrowed back into French as an anglicism with a modified semantic content.

Continuing with the topic of incorporating English words into other languages, Loredana Frăţilă's "Anglicisms in Romanian youth magazines" (169–177) investigates the usage of English lexical items borrowed in Romanian printed media products targeted at the youth market. To this end, the author surveys a corpus of four popular youth magazines, two issues each. Frăţilă discusses the possible reasons behind the widespread use of anglicisms in Romanian, mentioning causes such as a desire for the youth to identify themselves with the British-American culture, and a more frequent exposition and greater access to the language itself. The author names four thematic fields to which the anglicisms found in her corpus belong: fashion and beauty, entertainment, IT, sports and leisure. The study classifies anglicisms into two categories: assimilated and non-assimilated, and provides examples from a variety of word classes. Finally, polysemous anglicisms, phraseological calques, erroneously used anglicisms and code switching are discussed briefly.

"A minor (?) Romanian word and its English equivalents" (Hortensia Pârlog, 179–188) concludes the third section of the volume. This paper focuses on the semantic and syntactic roles of the Romanian preposition *pe* and the possible ways in which it can be translated into English. The preposition is a marker of the accusative case introducing a direct object, in which case it is frequently not translated into English, but it often acquires a semantic value, especially spatial and temporal. Naturally, any value it acquires is context-dependent. Through a number of examples along with their English translations, Pârlog examines these values, grouping them into three main categories with three-four subcategories each: grammatical values, grammatical and semantic values, and semantic values.

Part Four, in which papers on stylistic variation and register are collected, begins with "Multi-dimensional patterns of variation among university registers" (Douglas Biber, 191–213). Besides being a standalone study in its own right, Biber's current paper also serves as a comparison to his earlier paper, in which he describes the Multi-Dimensional (MD) model of register variation (Biber 1988). This contribution is an MD analysis of university spoken and written registers, based on the TOEFL 2000 Spoken and Written Academic Language (T2K-SWAL) corpus of 2.7 million words, representing both academic and non-academic registers. The aim of the MD analysis is to provide comprehensive descriptions of register variation through analyzing the distribution of linguistic features in a multi-register

corpus. In this case, the distributions of 129 linguistic features are analyzed in the T2K-SWAL corpus. Four dimensions are exemplified and examined: (i) oral vs. literate discourse, (ii) procedural vs. content-focused discourse, (iii) reconstructed account of events, and (iv) teacher-centred stance, with the conclusion being a brief comparison of the MD analysis of university registers and the model MD analysis (Biber 1988).

The second study, "Problem, right or rhetoric? Language policy issues on the presidential candidates' agenda" (Sándor Czeglédi, 215–227) surveys the views of the three candidates for the presidency of the United States of America during the 2008 elections: Barack Obama, Hillary Clinton and John McCain, regarding language policy and the future of English and minority languages in the USA. Czeglédi analyzes a corpus of 39 debate transcripts involving 19 debates from Democratic and 16 debates from Republican candidates along with one Vice-Presidential and three Presidential debates, plus the texts of the Democratic and Republican party platforms. Based on the orientations in language planning framework of Ruíz (1984) the candidates' opinions of the minority languages are categorized into three orientations: "language as problem", "language as right" and "language as resource". The debates and texts are compared and analyzed as to which of these orientations feature most prominently in the corpus.

The section continues with a paper on translation techniques and the stylistics of translation, titled "Explicitly on implicitation: Two tendencies in the use of experiential implicitation" (Renata Kamenická, 229–238). The study examines the use of the translation technique of implicitation as a feature of the translator's individual style. For this investigation, Kamenická relies on two of her earlier papers (2007, 2008) which utilized a parallel corpus of literary translations from English into Czech by two Czech translators, using 5,000-word samples from their 9 novels. This is supplemented in the current study by 5,000-word samples of three novels by three translators. In this combined body of samples the tendencies to use explicitation and implicitation are compared, both as part of each translator's individual style and as a measurement across all five examined translators. From the study it emerges that experiential implicitation is the most frequent type of implicitation used, and both explicitation and implicitation can have shared features as well as be characteristic of the individual translator's style.

The next paper, "The double face of the British stereotype: Humour, irony and conversational strategies in G. B. Shaw's *The devil's disciple*" (Zsuzsanna Ajtony, 239–247), is a micro-sociolinguistic study of the linguistic behaviour and communication strategies of two characters, General Burgoyne and Major Swindon, from Bernard Shaw's play, *The devil's disciple*. Based on the prototype theory (Rosch 1973), the author provides a definition of the stereotype, describing it as a "schema which assumes incomplete

factual knowledge about a certain category" (Ajtony 240), which is in contrast with the prototype that is based on well-known data. The study treats the play as a socio-cultural linguistic corpus, in which the interactions, turn-taking, forms of address and conversational strategies are examined with regard to the ways in which the characters express their British ethnic identity and display the stereotypical features of Britishness.

"The tyranny of the image in print ads and the construction of femininity" (Annamaria Kilyeni, 249–256) is the fifth of six contributions in this section. This paper examines the creation and reproduction of gender identity through visual communication. Kilyeni discusses how advertising is embedded in the dominant ideology and how it creates the image of an idealized, perfect self with which we can identify, even if only momentarily. In this case this idealized self is embodied in advertisements by female characters that represent the perfect Other. The author also points out that the representation of women in advertising has undergone a shift from the image of the domestic woman and is now preoccupied with the body, which is also an idealized one, and these images present a hyper reality, that is, a manufactured reality. As a result of this, Kilyeni argues, advertising has become a powerful apparatus for the construction, reinforcement and reproduction of gender identity.

The section concludes with "Headlines and slogans in British women's magazines: The role of figurative language in the persuasive genre" (Nadežda Silaški, 257–266), which is, somewhat like the previous paper, also concerned with advertisements, although in this case the emphasis is more on the actual language used in the ads rather than what the language of visual communication conveys. Silaški analyzes the headlines and slogans in a corpus of 430 advertisements taken from five British women's magazines from between 2005 and 2006, in order to reveal what rhetorical devices and figures of speech they employ to persuade their readers. Among such devices and figures, the paper examines parallelisms, neologisms and puns along with cultural references, metaphorical and homonymic usage of product names and paralinguistic devices, such as violating the spelling conventions, and concludes that advertisements make use of figurative language in slogans as a quick and effective means of grabbing the readers' attention.

In the final, fifth section, four studies are collected, which are focused on the topic of teaching English. In the first of these studies, "Linguistics and language pedagogy: The natural connection" (Csaba Czeglédi, 269–277), the author argues in favour of the need of a radical shift in language pedagogy, from traditional pedagogy's empiricist views on knowledge and learning towards a constructivist epistemology. A brief comparison of empiricism and constructivism is provided first, in which Czeglédi criticizes the empirical approach for its reliance on experience as the only source of human

knowledge, and describes the main assumption of constructivism as the treatment of the human mind as an autopoietic system, i.e. one whose operation is controlled by itself. The possibility of incorporating a constructivist approach into language pedagogy is then surveyed, citing generative linguistics as an already existing constructivist view of language. Issues of teaching grammatical rules are also discussed from a constructivist perspective, concluding that through the integration of a constructivist approach to language, learning and communication we can arrive at a coherent, constructive theory of language pedagogy.

The second paper, “The economist as a farmer and a craftsman: Business English metaphors revisited” (Tatjana Durović, 279–288) focuses on the usage of conceptual metaphors in teaching English for Specific Purposes (ESP), and more specifically teaching business and economics vocabulary. Due to the frequent occurrence of metaphors and metaphorical expressions in business and economic discourse, Durović argues, the usage of the conceptual metaphors and the exploration of their mappings and entailments can lead to a better and deeper understanding of the conceptualizations of economics among students of ESP. In support of this assumption, the author proposes a number of vocabulary exercises involving two conceptual metaphors: the economist is a farmer, and the economist is a craftsman.

The next contribution, “Meeting the language barrier: The experience of first-year students of English” (Katalin Doró, 289–297), is a quantitative study conducted among first-year students of English or American Studies at the University of Szeged. The study focuses on examining the expectations and perceived degree of difficulties the students face during their course work in the first year. The two research questions are concerned with whether the students are able to follow the instructors and take notes and also with how successful they see themselves at doing course work. In order to answer these questions, a questionnaire administered to 126 students contained statements about the difficulty of course work to be assessed on a 1–4 scale, with 1 being never and 4 being always. Respondents were asked to evaluate both seminars and lecture courses. From the study it emerges that the students experienced less difficulty in seminars than in lectures, and considerably more students expected to pass the seminar than the lecture course.

“Evaluation of English classes in secondary school” (Vesna Lazović, 299–304) is the 26th and final paper of the volume. This is a quantitative pilot study with the aim of measuring how the first year students of English at the University of Novi Sad evaluate their secondary school English classes. The survey was carried out via a questionnaire of ten open ended questions administered to 33 respondents. The questions focused on eliciting information and opinions about the teaching materials, about which

language skills were more emphasized and about the students' general satisfaction with their English classes. The main objectives of the research were to gain insight into the students' opinions and to use this feedback to determine what elements can influence the first-year course of Integrated Language Skills at the Department of English, the aim of which is to help students develop their linguistic competence.

3. Evaluation

This volume of 26 selected papers lives up to its title and the editors' aims of providing a cross-section of the vast field of English linguistics and the various disciplines it comprises, with approaches from theoretical, applied and empirical perspectives. This collection provides a varied and wide representation of these subfields, with papers on cognitive linguistics, semantics, generative linguistics, syntax, computational linguistics, lexicology, corpus linguistics, translation studies, historical linguistics, stylistics, language pedagogy, semiotics and applied linguistics. Despite the rather wide scope of represented disciplines, the volume is well organized, without running the risk of being incoherent. The papers are grouped under five categories, each based around a major common theme that unites the various studies they comprise. The individual contributions themselves also provide a coherent reading, with the various papers often complementing each other.

Finally, as a special feature, the volume also includes the transcript of an interview, titled "What corpora can do and what you can do with corpora", conducted by József Andor from the Institute of English Studies at the University of Pécs, with the plenary speaker of the HUSSE–9 conference, Douglas Biber, from Northern Arizona University. The main focus of the interview is corpus linguistics, discussing issues such as the reliability of corpora, their possible use for verifying the reliability of native speaker judgment, and their use for diachronic analysis. Although corpora are in the centre of the discussion, issues of discourse analysis, formulaic language, synonymy, registers, standardization and the differences between spoken and written language are also touched upon.

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