Fauconnier, Gilles/Turner, Mark B. (1998): "Conceptual Integration Networks." *Cognitive Science* 22.2: 133–187.

Fauconnier, Gilles/Turner, Mark B. (2002): *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. New York: Basic Books.

Fillmore, Charles (1976): "Frame Semantics and the Nature of Language." *Origins and Evolution of Language and Speech*. Eds. Stevan Harnad/Horst Steklis/Jane Lancaster. New York: Annals of the NY Academy of Sciences 280. 20–32.

Fillmore, Charles (1977): "Scenes-and-frames Semantics." *Linguistics Structures Processing*. Ed. Antonio Zampolli. Amsterdam/New York: North Holland. 55–81.

Fillmore, Charles (1982): "Frame Semantics." *Linguistics in the Morning Calm*. Ed. Linguistic Society of Korea. Seoul: Hanshin. 111–137.

Fillmore, Charles (2006): "Frame Semantics." *Cognitive Linguistics: Basic Readings*. Ed. Dirk Geeraerts. Berlin/New York: Mouton de Gruyter. 373–400.

Lakoff, George/Turner, Mark (1989): *More than Cool Reason. A Field Guide to Poetic Metaphor*. Chicago: University of Chicago Press.

Lakoff, George (1990): "The Invariance Hypothesis: Is Abstract Reason Based on Image-Schemas?" *Cognitive Linguistics* 1 (1): 39–74.

Lakoff, George (1993): "A Contemporary Theory of Metaphor." *Metaphor and Thought*. Ed. Andrew Ortony. Cambridge: Cambridge University Press. 202–251.

Mingorance, Leocadio (1989): "Functional Grammar and Lexematics." *Meaning and Lexicography*. Eds. Jerzy Tomaszczyk/Barbara Lewandowska. Amsterdam/Philadelphia: John Benjamins. 227–253.

Temmerman, Rita (1997): "Questioning the Univocity Ideal. The Difference between Sociocognitive Terminology and Traditional Terminology." *Hermes. Journal of Linguistics* 18: 51–91.

Temmerman, Rita (2000): *Towards New Ways of Terminology Description. The Sociocognitive Approach*. Amsterdam/Philadelphia: John Benjamins.

Temmerman, Rita (2001): "Sociocognitive Terminology Theory." *Terminología y Cognición*. Eds. Teresa Cabré/Judit Feliu. Barcelona: University Pompeu Fabra. 75–92.

Temmerman, Rita (2006): "Sociocultural Situatedness of Terminology in the Life Sciences: The History of Splicing." *Body, Language and Mind. Vol II. Interrelations between Biology, Linguistics and Culture*. Eds. F. Roslyn et al. Tübingen: Springer. 327–360.

de Vecchi, Dardo (2009): « La pragmaterminologie, une terminologie culturelle de l'entreprise en évolution. » *Journée Realiter* 2009. <http://realiter.net/spip.php?article1763 >.

Janine Pimentel
Invited Professor, Département de linguistique et de traduction
Université de Montréal, Canada
E-Mail: Janine.pimentel@umontreal.ca

Boulton, Alex/Carter-Thomas, Shirley/Rowley-Jolivet, Elizabeth, eds. (2012): *Corpus-Informed Research and Learning in ESP. Issues and Applications.* Amsterdam/Philadelphia: John Benjamins (Studies in Corpus Linguistics 52). ISBN 978-9027-0357-1, 306 Seiten.

This collection of ten contributions of renowned scholars working in the field of ESP provides an excellent overview of research issues covered in ESP in France throughout the last years. The book is well-organized and divided into three major parts: (1) ESP corpora for language

research; (2) ESP corpora for genre-based approaches; (3) ESP corpora for language teaching and learning. This review briefly addresses the contents of the individual contributions before a general statement is made.

In a contrastive study of the use of personal pronouns in fifty economics articles written in French and English (taken from the KIAP corpus), Shirley Carter-Thomas and Angela Chambers analyze the way writers build their authorial stance in introductions. They study the preferred patterns accompanying pronoun/verb combinations in a single text for each language. Then a qualitative-quantitative analysis of the use of these pronouns is applied by connecting the results with Swales' CARS model. The contribution includes a classification and an analysis of the options for authorial stance, in particular: author as a writer, as a researcher, as an arguer. The use patterns of pronouns in French and English LSP are very similar, however, the first person is much more frequent in English than in French. Finally, the authors provide recommendations on how to use corpus linguistics and discourse analysis for teaching.

"Phraseological patterns in a large corpus of biomedical articles" are investigated by Anthony Saber. Although biomedicine articles have already been at the centre of many studies (e.g. referring to article structure and terminology), this contribution is innovative in that it relates fixed patterns to the article sections and their rhetorical steps. The study is based on a corpus of 375 original articles from leading journals. They are examined along the occurrence of key words ("salient nouns and verbs", cf. page 51). Stable phraseological patterns can be traced in the Results sections of the studied articles, e.g. for *association*, *compared*, *follow*, *in contrast to*, *serious adverse events*. The word *observed* seems to be used as a standard cluster for the description of clinical results. The study proves to be very valuable for LSP teachers in the field of medicine, medical students and novice researchers in the field, in particular when writing their papers in English.

Adjectival and nominal modifications in medical articles are subject of the corpus-based study by François Maniez. First the author reviews the literature on relational adjectives and modifications and points to the fact that denominal adjectives in medical English are well-known. He then compares differences occurring between the general language corpora (Corpus of Contemporary American English – CoCA; web-as-corpus: Google) and specialised corpora (EMEA; the academic medical subset of CoCA) referring to *heart/cardiac*; *kidney/renal*; *liver/hepatic*; *lung/pulmonary*.

"Semantic prosody" is at the centre of the study by Natalie Kübler and Alexandra Volanschi, comparing general and specialized language in both French and English. Their corpus comprises of material from the BNC and the CoCA corpora for the English general language, the Leipzig corpus Français for French, together with articles from *Le Monde* as well as Earth Sciences' academic texts (in English and in French), which were collected at the University Paris Diderot. The study focuses on the two verbs *to commit* (*commettre* in French) and *to cause* (*causer* in French). The authors compare the type of semantic prosody in each language as well as in specialized vs. general language use. An extensive concordance study revealed that despite the strong pervasiveness of semantic prosody, its effects seem to be smoothed in special language.

Part 2 ("ESP corpora for genre-based approaches") starts with Elizabeth Rowley-Jolivet's analysis of a corpus of filmed presentations (both oral and written material) using a systemic functional approach in order to help researchers to better prepare their paper presentations. She applies the concepts of grammatical metaphor and communicative metafunctions to consider the differences, similarities and complementarities in the way presenters address the audience, convey their information and combine oral and textual information. The prepared

slides and commentaries are considered as two synchronous parallel discourses. Slides mainly focus on ideational content whereas the oral presentation mostly serves the textual and inter-personal functions. Thus, presenters can select various rhetorical strategies to better convey their information content. The study is in particular valuable for ESP learners and researchers in order to better promote their research in presentations.

A quantitative analysis of French research articles in biology and linguistics is provided by Céline Poudat and Peter Follette. Both the applied tools and methodology (hypergeometric distributions, correspondence factor analysis) are introduced first and then exemplified through the analysis. The results point to the expected differences between biology and linguistics. Moreover, the authors also consider "cultural" differences and traditions underlying the two disciplines, for example experimental approaches, research methodology, history and intellectual communities. In fact this means that the differences across disciplines and within disciplines and their genres will also result in very specific ESP teaching.

The contribution of Dacia Dressen-Hammouda on construction of discoursal expertise addresses the issue of norm and genre and how people learn to use the genre features identified. The author determines values relevant for text reception and understanding by a specific discourse community. The studied corpus comprises of field accounts obtained from five geologists over a ten-year period after their PhD. The "control" corpus is used to identify thirteen variables which can be considered to be typical. These variables are then traced over time. They are classified as: (1) "personalization" (e.g. first person pronouns); (2) "doing-the-work" (e.g. metric measures or locational adverbs); (3) "disciplinarity cues" (e.g. field descriptors or technical verbal adjectives). Then the variables are used to measure the evolution of standard deviation from the norm along with the writer's level of experience. In fact, experienced writers tend to be more flexible in adapting norms. They use this flexibility to underline their individual role as expert.

Geoffrey Williams's contribution ("Bringing data and dictionary together – real science in real dictionaries") investigates how general language dictionaries could be improved by corpus data. For example, prototype theory could be used to extend entries to incorporate special usage and phraseology. Prototype theory and mind-mapping are both considered as valuable tools to make on-line dictionaries more accessible and interactive.

Susan Birch-Bécaas and Ray Cooke describe an online writing tool that should provide assistance to non-native speakers when writing their scientific paper in English. First the writing difficulties are analyzed, in particular the conflict between reproducing scientific style and avoiding plagiarism. Learners first have to be aware of the existence of rhetorical strategies and moves of a variety of genres (e.g., case reports, letters of requests, research papers) in various disciplines. Then they should draft their papers successively using the open online tool. TYOS ("Type your own script") is used to help French doctoral students develop their introduction of a scientific research paper in English.

Boulton's contribution "Corpus consultation in ESP: a review of empirical research" investigates results of a survey of twenty different studies on how language learners use corpora. The studies differ widely in their approach so that Boulton's paper does not allow specific conclusions to be drawn. Overall, this is – in the end – a bit disappointing.

In conclusion, this collection of contributions provides a very valuable insight into ESP research of French scholars. All papers deal with corpus linguistics and basically combine a textual approach and genre or discourse analysis. Some contributions in particular highlight the role of corpus linguistics both for research purposes and for teaching. There is clear evidence

provided for the role of rhetorical strategies: in relation to phraseology, to lexicogrammar and stance-building. Moreover, the authors also outline the similarities and differences between general and specific uses of language which in turn is important for learners.

All in all, this collection of papers does fulfil its three welcome reasons mentioned by John M. Swales in his preface to the book (p. VII–VIII): (1) it provides high-end research results of French ESP teacher-researchers; (2) it focuses on specialized corpora to help students and novice researchers in developing their ESP skills and (3) it focuses on corpus-based teaching based on materials developed from corpus-driven research. A very welcome book addressing a wide audience (researchers, ESP teachers and students) with sound and clear results.

Ines-Andrea Busch-Lauer
Westsächsische Hochschule Zwickau
Fakultät Angewandte Sprachen und
Interkulturelle Kommunikation
Ines.Busch.Lauer@fh-zwickau.de

Baumann, Klaus-Dieter, Hg. (2012): *Fach – Translat – Kultur. Interdisziplinäre Aspekte der vernetzten Vielfalt*. Berlin: Frank & Timme (Forum für Fachsprachen-Forschung 98–99). ISBN 978-3-86596-209-6, 1574 Seiten (2 Bde. im Schuber).

Diese Publikation in zwei Bänden (und in einem Schuber) ist, was nicht im Titel steht, sondern erst auf dem Vorsatzblatt, „Hartwig Kalverkämper zum 60. Geburtstag gewidmet". Der Terminus *Festschrift* erscheint eher en passant erst auf Seite 22.

Zu einer Festschrift gehört eine Würdigung des Jubilars; in diesem Fall sind es gleich zwei Beiträge als Rahmen der wissenschaftlichen Aufsätze. Zu Anfang gleich 60 Seiten aus der Feder von Klaus-Dieter Baumann – Einleitung und kommentierender Überblick zum Sammelband, Wissenschaftsvita und Laudatio des Jubilars, Darstellung der von Kalverkämper herausgegebenen Reihen (*FFF – Forum für Fachsprachen-Forschung, KKK – Kulturen, Kommunikation, Kontakte, UNI WISSEN Romanistik, TransÜD – Arbeiten zur Theorie und Praxis des Übersetzens und Dolmetschens)*. Abschließend ein „Wissenschaftsgespräch mit Hartwig Kalverkämper", initiiert von Andrea Möwius, weniger ein Gespräch als vielmehr eine Selbstdarstellung des Jubilars mit Anmerkungen zur Wissenschaftsgeschichte, zu Forschungsprinzipien, zu bedeutenden akademischen Lehrern, zu negativen Entwicklungen in Universitäten und Studiengängen (deutlich wird der traditionelle Bildungskanon gegenüber modischen Reformen präferiert), mit Nennung der vom Jubilar bevorzugten Universitäten (Köln und Leipzig), mit Seitenhieben und Lobgesang auf einzelne Verlage, zum wissenschaftlichen Schreiben und seiner Entwicklung usw. Beide umrahmenden Teile sind oft redundant, sehr offen, mit anregenden Denkanstößen, beide sehr persönlich und emotional.

Das Zentrum der Publikation bilden 41 Fachaufsätze zu den Gebieten „Fach/Fachtexte/ Fachkommunikation" (von Kalverkämper wurde zu Recht die Diskussion über das *Fach* als unabdingbar herausgestellt), „Translat/Übersetzung und Kultur" (von der Sprachkultur bis zur Literatur- und Mentalitätsgeschichte), „Kultur und Fach" (Interkulturalität in fachlichen Kontexten). Damit werden nicht nur die Forschungsinteressen und Arbeitsgebiete des Jubilars