

Eva L. Wyss (Zürich)

## **Transformationen linguistischen Wissens**

Transdisziplinarität im Bereich der sprachwissenschaftlichen Gender Studies.

Linguistics as a scholarly field has included interdisciplinary and transdisciplinary methods for such a long time that it has acted as an interdisciplinary „trading zone“ *avant la lettre*. Despite this there are very few systematic analyses of transdisciplinary work and very little discussions over the possibilities and limits of transdisciplinary research in terms of negotiations about how "far" the transformations of linguistic knowledge can go while still being accepted as linguistics by the scientific community. In this introduction I discuss three forms of transdisciplinarity in three interrelated branches and end with a consideration of how gender studies can be used in conjunction with linguistics. In particular I discuss

- a) the relationship between theory and empiry which focusses on the interaction between the definition of "gender" and the following empirical research on gender differences;
- b) the relationship between research and application which shows the semantic expansion of the concept of „application“. Besides of traditional kinds of application like language policies or language guides there is a strong reverse „application“-impact on the methodology that the results of research are partly integrated as a logical consequence in the following theories and methodologies;
- c) the relationship between science and the public which reflects the importance of scientific information to public media what should not only be better coordinated but communicated in a more professional way.

**Ruth Ayaß**

## **„Report“, „rapport“ und andere Mythen**

### **Die These der zwei Kulturen und die linguistische Ontologisierung von Geschlecht**

The idea of two cultures of speech, which was originally developed by Maltz and Borker, has become a popular topic among linguists over the last few years (due to the studies of Deborah Tannen). The idea of the two cultures of speech categorizes communication between men and women as intercultural communication.

This article uses Hymes' ethnomethodology to criticize this approach of intercultural communication. The presentation of men as using "report talk" and women as using "rapport talk" reproduces a stereotypical portrayal of gender, thereby reducing the communicative activities of men and women to exclusive categories.

It is shown that the hypothesis of two cultures of speech constitutes an example of institutional reflection and shows a binary social organization of gender and a communicative "arrangement of the sexes" (Goffman). Tannen's popular studies are a means of "doing gender." Thus, the thesis of two cultures of speech is not a solution, but is part of the problem.

**Helen Christen**

## **Leitfäden zur sprachlichen Gleichbehandlung: Zum terminologischen Austausch zwischen Linguistik und Alltagswelt**

The article deals with the effects of feminist criticism on linguistic terminology on the one hand and on official guidelines and manuals for language usage which were written in the 1980' s for public authorities and government offices on the other hand. For this the terminology of a number of the standard grammar books and specialist dictionaries will be compared to that to be found in the manuals designed for practical everyday usage. It will be demonstrated that for an analysis of language phenomena and for the propagation of an alternative, non-sexist language usage a vocabulary is necessary that is adequately precise. It will become evident that traditional linguistics does not have a terminology at its disposal which would be differentiated enough to be suitable for daily usage and official guidelines. A series of linguistic terms such as *Adjektiv* or *Partizip* which, however, can be assumed to have previously been learned in school, are actually used in official guidelines. The specific perspective of feminist linguistics spawns new terminology (e.g. the *generisches Maskulinum*) which is then included in official guidelines and, later on, in linguistic reference books. Beyond that, not adequately defined terms such as *Paarform* or *Doppelform*, which are created for guidelines because of their clearness, find their way as quasi-terminology into scholarly literature. Other, mostly polylexical terms such as *sprachliche Gleichbehandlung* are used as vague collocations primarily as references to the discourse on feminist language criticism. The transfer between scholarship and everyday usage basically turns out to be a give and take among all involved.

Torsten Drever

## Sprachliches Wissen und Weltwissen: Überlegungen zum englischen Phrasal Verb

In this paper I argue that phrasal verbs can only be understood by making use of embodied world-knowledge. Building on other studies like *Susan Lindner's* (1983) or the more recent one conducted by *Pamela Morgan* (1997), I attempt to show that in processing even idiomatic phrasal verbs there is a considerable degree of compositionality involved in that the particle calls up image schemata (as defined by *Mark Johnson* 1987), which are grounded in embodied knowledge about the world. In a sentence like *He decided to write out a list of Donald's good qualities* (BNC: ASS) the particle 'out' has no overt spatial meaning. The underlying image schema CONTAINER organises a number of cross-domain mappings, here: PUBLIC IS OUT, that add to and motivate the overall meaning of the construction. As both image schemata and conceptual metaphor arise by experience, I claim that world-knowledge is crucially involved in processing phrasal verbs.