English and American
Studies in German 2007

English and American Studies in German 2007

Summaries of Theses
and Monographs
Established by Werner Habicht

A Supplement to Anglia

Edited by Paul Georg Meyer

Max Niemeyer Verlag
Tübingen

Editorial team:
Paul Georg Meyer, Judith Bündgens-Kosten, Paula Niemitz,
Elma Kerz, Hermine Roentgen-Shoukry, Christoph Viethen

Anschriften des Herausgebers:

Univ.-Prof. Dr. Paul Georg Meyer, RWTH Aachen, Anglistik III,
Kármánstrasse 17–19, D-52062 Aachen
Email: meyer@anglistik.rwth-aachen.de

ISBN 978-3-484-43107-2 ISSN 0071-0490

© Max Niemeyer Verlag, Tübingen 2008
Ein Imprint der Walter de Gryuter GmbH & Co. KG
http://www.niemeyer.de
Das Werk einschließlich aller seiner Teile ist urheberrechtlich geschützt. Jede Verwertung außerhalb der engen Grenzen des Urheberrechtsgesetzes ist ohne Zustimmung des Verlages unzulässig und strafbar. Das gilt insbesondere für Vervielfältigungen, Übersetzungen, Mikroverfilmungen und die Einspeicherung und Verarbeitung in elektronischen Systemen.
Printed in Germany.
Gedruckt auf alterungsbeständigem Papier.
Satz: Johanna Boy, Brennberg
Druck und Einband: AZ Druck und Datentechnik GmbH, Kempten

CONTENTS

Editorial Note xiii

I. General. Miscellaneous 1

1 Kinzel, Till, ed. 2007. *150 Jahre Herrigsche Gesellschaft: Jubiläums-Festschrift der Berliner Gesellschaft für das Studium der neueren Sprachen* [150th anniversary of the Herrigsche Gesellschaft: Festschrift of the Berlin Society for the Study of Modern Languages]. 1

II. Language 4

2 König, Ekkehard and Volker Gast. *Understanding English-German contrasts.* 4

3 Häcker, Martina. 2006. *The origins and history of [h]-insertion and [h]-loss in English: A corpus-based investigation.* 6

4 Berlage, Eva. 2007. *Processing complexity and grammatical variation in British and American English.* 9

5 Mindt, Ilka. 2006. *Adjective complementation by* that*-clauses: An empirical study.* 12

6 Haas, Florian. 2007. *Reciprocity in English: Historical development and synchronic structure.* 14

7 Herbst, Thomas and Katrin Götz-Votteler. 2007. *Valency: Theoretical, descriptive and cognitive issues.* 16

8 Sanchez, Christina. 2008. *Consociation and dissociation: An empirical study of word-family integration in English and German.* 17

9 Onysko, Alexander. 2007. *Anglicisms in German: Borrowing, lexical productivity, and written codeswitching.* 19

10 Fiedler, Sabine. 2007. *English phraseology: A coursebook.* 22

11 Waibel, Birgit. 2007. *Phrasal verbs in learner English: A corpus-based study of German and Italian students.* 24

12 Gruber, Helmut, Peter Muntigl and Martin Kaltenbacher, eds. 2007. *Empirical approaches to discourse analysis/ Empirieorientierte Ansätze in der Diskursanalyse.* 25

DOI 10.1515/east.2007.001

13 Kerz, Elma. 2007. *Modeling the research process in academic texts: A corpus-based study*. 28

14 Hüttner, Julia Isabel. 2007. *Academic writing in a foreign language: An extended genre analysis of student texts*. 31

15 Motschenbacher, Heiko. 2006. *"Women and men like different things"? Doing Gender als Strategie der Werbesprache* ["Women and men like different things"? Doing gender as a strategy of advertising language]. 34

16 Graf, Eva-Maria. 2006. *The ontogenetic development of literal and metaphorical space in language*. 37

17 Deneke, Laura. 2006. *Computer-mediated communication: Potential and actual effects on the English language*. 40

18 Kittel, Harald, Armin Paul Frank, Norbert Greiner et al, eds. 2007. *Ein internationales Handbuch zur Übersetzungsforschung / An international encyclopedia of translation studies / Encyclopédie internationale de la recherche sur la traduction*. 2. Teilband. 42

19 Albl-Mikasa, Michaela. 2007. *Notationssprache und Notizentext: Ein kognitiv-linguistisches Modell für das Konsekutivdolmetschen* [Notation language and notation text: A cognitive-linguistic model of consecutive interpreting]. 43

20 Sedlatschek, Andreas. 2007. *Variation and change in contemporary Indian English: Corpus-based studies of spoken and written language use*. 47

III. Literature and Culture 51

A. General. Miscellaneous 51

21 Fludernik, Monika. 2006. *Einführung in die Erzähltheorie* [Narratology: An introduction for beginners]. 51

22 Müller-Zettelmann, Eva and Margarete Rubik, eds. 2005. *Theory into poetry: New approaches to the lyric*. 51

23 Wallraven, Miriam. 2007. *A writing halfway between theory and fiction: Mediating feminism from the seventeenth to the twentieth century*. 52

24 Houswitschka, Christoph, Ines Detmers, Anna-Christina Giovanopoulos, Edith Hallberg and Anette Pankratz, eds. 2005. *Literary views on post-wall Europe: Essays in honour of Uwe Böker*. 54

25 Butter, Stella. 2007. *Literatur als Medium kultureller Selbstreflexion: Literarische Transversalität und Vernunftkritik in englischen und amerikanischen Gegenwartsromanen aus funktionsgeschichtlicher Perspektive* [Literature as

a medium of cultural self-reflexivity: Literary transversalism and the critique of reason in English and American contemporary novels]. 57

26 Wald, Christina. 2007. *Hysteria, trauma, and melancholia: Performative maladies in contemporary Anglophone drama*. 59

27 Bonacker, Maren, ed. 2007. *Das Kind im Leser: Phantastische Texte als all-ages-Lektüre* [The child within the reader: fantasy for all ages]. 61

28 Huber, Werner, Evelyne Keitel and Gunter Süß, eds. 2007. *Intermedialities*. . . 62

29 Süß, Gunter. 2006. *Sound Subjects: Zur Rolle des Tons in Film und Computerspiel* [Sound subjects: The audiotrack in movies and computer games]. 65

30 Bock, Karin, Stefan Meier and Gunter Süß, eds. *HipHop Meets Academia: Globale Spuren eines lokalen Kulturphänomens* [HipHop meets academia: Global traces of a local cultural phenomenon]. 66

B. British and Anglo-Irish Literatures and Cultures 68

31 Galler, Matthias. 2007. *O Death, thou comest when I had thee least in mind! Der Umgang mit dem Tod in der mittelenglischen Literatur* [O Death, thou comest when I had thee least in mind! The theme of death in Middle English literature]. 68

32 Keller, Wolfram R. 2008. *Selves & nations: The Troy story from Sicily to England in the Middle Ages*. 71

33 Heimerl, Christian. 2005. *Die mittelenglischen Versionen der* Anatomia *des Wilhelm von Saliceto, oder: ein Pseudo-Lanfrank* [The Middle English translations of William of Saliceto's *Anatomia*, or: a pseudo-Lanfranc]. 73

34 Fielitz, Sonja and Wolfram R. Keller, eds. 2007. *Literature as history / history as literature: fact and fiction in medieval to eighteenth-century British literature*. 75

35 Kamm, Jürgen and Gerold Sedlmayr, eds. 2007. *Insular mentalities: Mental maps of Britain: Essays in honour of Bernd Lenz*. 78

36 Schülting, Sabine, ed. 2007. *Shakespeare Jahrbuch* [Shakespeare yearbook]. Jahrbuch der Deutschen Shakespeare-Gesellschaft, vol. 143. 80

37 Hammerschmidt-Hummel, Hildegard. 2007. *The life and times of William Shakespeare, 1564-1616*. 82

38 Hammerschmidt-Hummel, Hildegard. 2006. *Die authentischen Gesichtszüge William Shakespeares: Die Totenmaske des Dichters und Bildnisse aus drei Lebensabschnitten* [The true face of William Shakespeare: The poet's death mask and likenesses from three periods of his life]. 85

39 Jancsó, Daniella. 2007. *Excitements of reason: The presentation of thought in Shakespeare's plays and Wittgenstein's philosophy.* 87

40 Biewer, Carolin. 2006. *Die Sprache der Liebe in Shakespeares Komödien: Eine Semantik und Pragmatik der Leidenschaft* [The language of love in Shakespeare's comedies: a semantics and pragmatics of passion]. 89

41 Schwalm, Helga. 2007. *Das eigene und das fremde Leben: Biographische Identitätsentwürfe in der englischen Literatur des 18. Jahrhunderts* [Writing lives of oneself and of others: Biographical constructions of identity in eighteenth-century English literature]. 91

42 Müller, Anja, ed. 2006. *Fashioning childhood in the eighteenth century: Age and identity.* 92

43 Real, Hermann J., ed. 2007. *Swift studies: The annual of the Ehrenpreis Centre for Swift Studies at the Westfälische Wilhelms-Universität, Münster, 22.* 94

44 Knellwolf, Christa and Jane Goodall, eds. 2008. *Frankenstein's science: Experimentation and discovery in romantic culture, 1780-1830.* 96

45 Pfister, Manfred, ed. 2007. Percy Bysshe Shelley, *Zastrozzi: Eine Romanze und andere Frühschriften* [Zastrozzi: A Romance and other early writing]. . . 97

46 Schmid, Susanne. 2007. *Shelley's German afterlives 1814 – 2000.* 97

47 Frey Büchel, Nicole. 2007. *Perpetual performance: Selfhood and representation in Byron's writing.* 100

48 Rubik, Margarete and Elke Mettinger-Schartmann, eds. 2007. *A breath of fresh Eyre: Intertextual and intermedial reworkings of Jane Eyre.* 102

49 Scheck, Frank Rainer and Erik Hauser, eds. 2008. *Als ich tot war: Dunkle Phantastik der britischen Dekadenzzeit* [When I was dead: Weird tales of the time of the British decadence]. 103

50 Flothow, Dorothea. 2007. *Told in gallant stories: Erinnerungsbilder des Krieges in britischen Kinder- und Jugendromanen, 1870-1939* [Told in gallant stories: Memories of war in British novels for children and young adults, 1870-1939]. 103

51 Lusin, Caroline. 2007. *Virginia Woolf und Anton P. Čechov: Die Semantisierung von Raum und Zeit* [Virginia Woolf and Anton P. Chekhov: The semantisation of space and time]. 106

52 Kinzel, Till. 2007. *Michael Oakeshott: Philosoph der Politik* [Michael Oakeshott: Philosopher of politics]. 108

53 Görtschacher, Wolfgang and Holger Klein, in association with Claire Squires, eds. 2006. *Fiction and literary prizes in Great Britain.* 111

54 Detmers, Ines. 2007. *'Muses of Their Own': Die britische Lyrikszene und Inszenierungen lyrischer Subjektivität bei Jackie Kay, Eleanor Brown und Lavinia Greenlaw* ['Muses of Their Own': The British poetry scene and mediations of lyrical subjectivity in the works of Jackie Kay, Eleanor Brown und Lavinia Greenlaw]. 112

55 Heinz, Sarah. 2007. *Die Einheit in der Differenz: Metapher, Romance und Identität in A.S. Byatts Romanen* [Unity in difference: Metaphor, romance and identity in A.S. Byatt's novels]. 114

56 Pietrzak-Franger, Monika. 2007. *The male body and masculinity: Representations of men in British visual culture of the 1990s.* 116

57 Fenske, Claudia. 2008. *Muggles, monsters and magicians: A literary analysis of the "Harry Potter" series.* 119

58 Duttler, Sabine-Michaela. 2007. *Die filmische Umsetzung der Harry Potter-Romane* [The cinematic adaptation of the Harry Potter novels]. 122

59 Huber, Werner, Michael Böss, Catherine Maignant and Hedwig Schwall, eds. 2007. *Ireland: Representation and responsibility.* 124

C. American and Canadian Literatures and Cultures 127

60 Küchler, Uwe. 2007. *Interkulturelle Hochschullehre: Internationalisierung am Beispiel der Amerikanistik* [Intercultural higher education: Internationalization in American studies]. 127

61 Dingfelder Stone, Maren. 2007. *Boer, burgher, businessman: Dutch-American images in the United States.* 130

62 Kelleter, Frank, Barbara Krah and Ruth Mayer, eds. 2007. *Melodrama! The mode of excess from early America to Hollywood.* 131

63 Mehring, Frank, ed. 2007. *Between natives and foreigners: Selected writings of Karl/Charles Follen (1796-1840).* 132

64 Brandt, Stefan L. 2007. *Inszenierte Männlichkeit: Körperkult und 'Krise der Maskulinität' im spätviktorianischen Amerika* [Staged masculinity: Body cult and 'crisis of manhood' in late-Victorian America]. 134

65 Brandt, Stefan L. 2007. *The culture of corporeality: Aesthetic experience and the embodiment of America, 1945-1960.* 137

66 Schulz, Stefanie. 2007. *'I'll write a drag queen if I want to!': Gender and sexuality in Tennessee Williams' lesser-known works and in the reception of his major plays.* 140

67 Schulenberg, Ulf. 2007. *Lovers and knowers: Moments of the American cultural left*. 140

68 Bergthaller, Hannes. 2007. *Populäre Ökologie: Zu Literatur und Geschichte der modernen Umweltbewegung in den USA*. 142

69 Höttges, Bärbel. 2007. *Faith matters: Religion, ethnicity, and survival in Toni Morrison's and Louise Erdrich's fiction*. 145

70 Schlüter, Sabine. 2007. *Das Groteske in einer absurden Welt: Weltwahrnehmung und Gesellschaftskritik in den Dramen von George F. Walker* [The grotesque in an absurd world: Perception and social criticism in George F. Walker's dramatic works]. 147

71 Däwes, Birgit. 2007. *Native North American theater in a global age: Sites of identity construction and transdifference*. 150

72 Finck, Diana von and Oliver Scheiding, eds. 2007. *Ideas of order in contemporary American poetry*. 152

73 Tan, Kathy-Ann. 2007. *The nonconformist's poem: Radical 'poetics of auto-biography' in the works of Lyn Hejinian, Susan Howe and Leslie Scalapino*. 155

74 Grahl, Till. 2007. *Gothicism and interpersonal relationships in recent Hollywood films*. 158

75 Schicke-Schäfer, Ramona. 2007. *Desires everywhere: Die Rolle der Frau in den US-amerikanischen Fernsehserien "Ally McBeal" und "Sex in the City"* [Desires everywhere: Role of women in the US TV series "Ally McBeal" and "Sex in the City"]. 159

76 Benesch, Klaus and Ulla Haselstein, eds. 2007. *The power and politics of the aesthetic in American culture*. 159

77 Klee-Patsavas, Sandra. 2007. *Im Reich des Disney-Dollar: Inszenierungen Amerikas im Spiegel deutscher Fernsehreportagen zwischen 1980 und 2000* [Empire of the Disney dollar: Productions of America as reflected in German television reports between 1980 and 2000]. 162

78 Kelleter, Frank and Wolfgang Knöbl, eds. 2006. *Amerika und Deutschland: Ambivalente Begegnungen* [America and Germany: Ambivalent encounters]. 164

D. Postcolonial Literatures and Cultures 164

79 Stilz, Gerhard, ed. 2007. *Territorial terrors: Contested spaces in colonial and postcolonial writing*. 164

80 Drawe, Claudia. 2007. *Erinnerung und Identität in ausgewählten Romanen der Postapartheid*. [Memory and identity in selected postapartheid novels]. 167

81 Cuevas, Susanne. 2008. *Babylon and Golden City: Representations of London in Black and Asian British novels since the 1990s.* 169

82 Erll, Astrid. 2006. *Prämediation – Remediation: Repräsentationen des indischen Aufstands in imperialen und post-kolonialen Medienkulturen (von 1857 bis zur Gegenwart)* [Premediation – remediation: Representations of the 'Indian mutiny' in imperial and post-colonial media cultures (since 1857)]. 172

83 Tieber, Claus, with a foreword by Yash Chopra. 2007. *Passages to Bollywood: Einführung in den Hindi Film* [Passages to Bollywood: Introduction to the Hindi film]. 173

IV. Teaching 174

84 Doff, Sabine and Anke Wegner, eds. 2006. *Fremdsprachendidaktik im 20. Jahrhundert: Entwicklung einer akademischen Disziplin im Spannungsfeld von Theorie und Praxis* [Foreign Language Education in the 20th century: Growth of an academic discipline between theory and practice]. 174

85 Doff, Sabine and Torben Schmidt, eds. 2007. *Fremdsprachenforschung heute: Interdisziplinäre Impulse, Methoden und Perspektiven* [Research in Foreign Language Education: State of the art: Interdisciplinary impulses, methods and perspectives]. 175

86 Doff, Sabine and Friederike Klippel, eds. 2007. *Englischdidaktik: Praxishandbuch für die Sekundarstufe I und II* [English language education: Handbook for teaching English as a foreign language at secondary schools]. 176

87 Bosenius, Petra, Andreas Rohde and Martina Wolff, eds. 2008. *Verstehen und Verständigung: Interkulturelles Lehren und Lernen: Festschrift für Jürgen Donnerstag* [Understanding and communication: Intercultural teaching and learning: Festschrift for Jürgen Donnerstag]. 177

88 Zydatiß, Wolfgang. 2007. *Deutsch-englische Züge in Berlin (DEZIBEL): Eine Evaluation des bilingualen Sachfachunterrichts an Gymnasien: Kontext, Kompetenzen, Konsequenzen* [The German-English CLIL programme in Berlin: An evaluation of bilingual grammar school classrooms: Context, competences, consequences]. 180

89 Bernat Bennett, Paula, Karen L. Kilcup and Philipp Schweighauser, eds. 2007. *Teaching nineteenth-century American poetry.* 183

90 Gros, Guido. 2007. *Differenz und Gesellschaft: Ethnische Dramen im Englischunterricht am Beispiel von Israel Zangwills 'The Melting Pot' und Angelina Weld Grimkés 'Rachel'* [Difference and society: Ethnic plays ('The melting pot' by Israel Zangwill and 'Rachel' by Angelina Weld Grimké) in the EFL-classroom]. 184

91 Schöpper-Grabe, Sigrid and Karin Vogt, eds. 2007. *Fremdsprachen in der Berufswelt* [Foreign languages in the world of work]. 185

Index 189

List of Authors 195

Addenda / Corrigenda 197

EDITORIAL NOTE

The authors' summaries in this issue of *EASG* cover book-length studies that appeared in 2007 or earlier in the German-speaking countries. Most of the treatises and doctoral dissertations summarized are in fact available in book form. For typescript dissertations unpublished but officially deposited, the titles to the summaries locate the universities of origin for interlibrary loans. *English and American Studies in German* also includes editors' summaries of annuals, anthologies, casebooks, Festschriften, manuals, proceedings of conferences, seminars, societies, and symposia.

The editorial team wishes to express gratitude to all contributors, including those to the past volumes. We are delighted that last year's decrease in submissions was only of a temporary nature so that this year we are able to present 91 summaries.

Knowing we are all fallible human beings, we would also like to apologize for all errors and oversights that could not be avoided for all our enthusiasm and good will. They will, hopefully, be pointed out to us by observant readers in the near future.

Last but not least, we wish to thank the publishing house for the opportunity to continue this useful publication. We would like to encourage all our readers to hand in summaries of their book publications as soon as possible and especially to point out to young graduates of English Studies in German-speaking countries this opportunity of documenting and publicising their publications.

For the editorial team

Paul Georg Meyer

DOI 10.1515/east.2007.002

I GENERAL. MISCELLANEOUS

1 Kinzel, Till, ed. 2007. *150 Jahre Herrigsche Gesellschaft: Jubiläums-Festschrift der Berliner Gesellschaft für das Studium der neueren Sprachen* [150th anniversary of the Herrigsche Gesellschaft: Festschrift of the Berlin Society for the Study of Modern Languages]. Studien zur englischen Literatur, vol. 23. Münster: LIT, 325 pp., EUR 29.90.

Keywords: history of modern philology; language teaching; literary interpretations; Herrigsche Gesellschaft; Germany (history of language teaching)

This Festschrift was compiled honouring the occasion of the 150th anniversary of the 'Herrigsche Gesellschaft', the oldest German society for the study of modern languages and literatures still active. It encompasses a wide range of articles and essays written by members, or corresponding members, of the society. The collection includes an introductory note by Horst Pöthe, the chairman of the society. The longest contribution (about 70 pages), which constitutes the core of the volume, is a detailed and substantial history of the Herrig Society by Manfred Scheler, professor emeritus of the history of the English language at the Free University of Berlin. He describes the history of the Herrig society, detailing the topics discussed in their meetings, presenting useful information about the society's members and about the activities and fate of the society during the German Empire, the Weimar Republic, the "Third Reich", as well as in the free part of Berlin after WW II.

The founder of the society, Ludwig Herrig (1816-1889), was once famous for his anthology of *British Classical Authors* (1850; later reprinted again and again in reworked versions). Alois Brandl, its chairman in the 1920s, played an important role in the development of the study of the English language and culture in Germany. Ludwig Herrig also founded the serial philological journal "Archiv für das Studium der neueren Sprachen" (in 1846), which is still being published today under the editorship of Dieter Mehl, Christa Jansohn, Manfred Lentzen and Horst Brunner, and in earlier years was the official journal of the 'Herrigsche Gesellschaft'. Scheler links the fortunes of the 'Herrigsche Gesellschaft' to the larger historical perspective and thereby offers an important contribution to the history of modern philology in Germany.

The second section of the publication includes philological studies of American, English, French, German, Scandinavian, and Spanish literature. Jürgen Bartel (Berlin) deals with the literary aspects of Carl von Linné's travel and nature writing and describes how Linné contributed to a new form of scientific travel writing. Eoin Bourke (Galway) details the fortunes of Lola Montez in literature

DOI 10.1515/east.2007.003

and film, offering a fascinating comparative analysis of the images of Montez created by herself and others in different media, especially film (Ophüls). Bourke suggests that in the age of body art one might well regard Eliza Gilbert's self-fashioning as 'Lola Montez' not as a fraud but as a work of art. Winfried Engler (Berlin) presents an analysis of Heinrich Mann's reading of Victor Hugo, thus adding an important contribution to the comparative study of literature. Mann's appropriation of Hugo, as it turns out, is an ideal mirror in which he finds a reflected image of his own thinking about the function and structure of subversive writing.

The contributions on English and American literature include Hans-Dieter Gelfert (Berlin) on Charles Dickens' *Our Mutual Friend*, treating the novel as a specimen of the modern novel in Victorian guise. This is especially true, Gelfert suggests, if one reads Dickens' novels not as mimetic representations of social reality but as prose poems. Christa Jansohn (Bamberg) gives a wide-ranging overview on notions of general reading and books in English literature, taking account of Chaucer and Shakespeare as well as D. H. Lawrence. Jansohn, in a passionate plea for the pleasures of reading, stresses the intimate connection between reading and happiness and suggests that those enamoured of reading would rather proceed on bare feet than without books. One should also consider the dangers of reading, as exemplified in the notion of *Leseratte*, but Jansohn does not subscribe to complaints about the decline of reading and refuses to indulge in cultural pessimism in this matter.

Fred Kaplan (New York), who has recently published a new biography of Samuel Clemens (2003), presents his findings about Mark Twain's visits to Germany, drawing on archival material that he did not make use of in the biography, thus providing fascinating glimpses into the reactions of Mark Twain to German society under Wilhelm II, including his personal meeting with the Kaiser. Till Kinzel (Berlin) offers a comparative analysis of the golem topic in recent American literature, pointing out the astonishing frequency with which the golem as a topic is taken up in current literature in various languages. His analysis concentrates on Cynthia Ozick's *The Puttermesser Papers* and Marge Piercy's *He, She and It* as highly accomplished and complex reworkings of the golem myth dealing with crucial issues of human self-understanding and a wide range of issues of identity, politics, and philosophy especially in Jewish American literature. Manfred Lentzen (Münster) offers an intriguing interpretation of the figure of the 19th century Spanish journalist and writer Mariano José de Larra in the novel *Flores de plomo* by Juan Eduardo Zúñiga, detailing the ways in which the novel appropriates the historical figure and turns him into a literary character.

Manfred Pfister (Berlin) offers the most recent findings of his on-going and inspiring travels on 'Route 66', following the fortunes of Shakespeare's sonnet 66 in the works of Mary Robinson, William Butler Yeats and Virgina Woolf. In contrast to his earlier exploration of the dramatic and spectacular reception of

sonnet 66 by European artists on the continent, especially in Eastern European countries, the presence of this sonnet in English literature, as Pfister concludes, is rather latent and subliminal. Ingo Pommerening (Berlin) provides an extensive discussion of the issues of truth and perspectivism in Tobias Smollett's novel *Humphry Clinker*, detailing how this epistolary novel treats of the plurality of truths under the surface. The novel is read here as a comedy in Northrop Frye's sense.

The third section of the book includes articles on the teaching of language and literature, offering contributions by Tatjana Kuhn (Hamburg) on the treatment of grammar in the teaching of English in primary schools; and by Dieter Mindt (Berlin) on the taboos of early teaching of English in German primary schools, emphasising particularly the problems inherent in the currently fashionable "Common European Framework of Reference for Languages". Kuhn stresses the importance of grammar teaching even for beginners, criticising approaches that reject direct cognitive instruction about issues of grammar, such as the immersion model. According to Kuhn, it is wrong to assume that L1 and L2 acquisition follow the same patterns. Mindt stresses the necessity to overcome the taboo concerning raising awareness as well as concerning the measurement and assessment of achievements in early English language teaching.

Almuth Meissner (Berlin) presents a model of promoting reading among pupils in German grammar schools, drawing on her own attempt to teach Lessing's *Emilia Galotti* by using a whole range of student activating methods and discussing in detail samples from her teaching experience. The final contribution by Felicitas Tesch (Berlin), who teaches English teaching methodology, deals with the issue of tests in connection with current debates about standards of achievement in schools. Tesch concludes that it is necessary to accept output-oriented learning.

Website:
http://www.herrigsche-gesellschaft.de

II LANGUAGE

See also Summary 40.

2 König, Ekkehard and Volker Gast. *Understanding English-German contrasts*. Berlin: Erich Schmidt, xiv + 285 pp., EUR 19.95.

Keywords: contrastive linguistics; German language

The programme of 'contrastive linguistics' ('contrastive analysis', 'contrastive grammar') was formulated in the sixties and seventies of the last century with the primary objective of making foreign language teaching more efficient. Its basic assumptions can roughly be characterized as follows:

- First language acquisition and foreign language learning differ fundamentally, especially in those cases where the foreign language is learnt later than a mother tongue and on the basis of the full mastery of that mother tongue.
- Every language has its own specific structure. Similarities between the two languages will cause no difficulties ('positive transfer'), but differences will, due to 'negative transfer' (or 'interference'). The student's learning task can therefore roughly be defined as the sum of the differences between the two languages.
- A systematic comparison between mother tongue and foreign language to be learnt will reveal both similarities and contrasts.
- On the basis of such a comparison it will be possible to predict or even rank learning difficulties and to develop strategies (teaching materials, teaching techniques, etc.) for making foreign language teaching more efficient.

It can hardly be denied that these assumptions have a certain plausibility. Especially in pronunciation we can often distinguish native speakers from foreign learners with relative ease. On the other hand, we may acquire a near-native competence in a foreign language if we learn it early enough and live long enough in the relevant country. This is only one of many points in which the basic hypotheses of the 'contrastive programme' are too undifferentiated and too simple, so that it came as no surprise that the contrastive programme was seriously criticized and challenged before long. Critics of this programme pointed out that it failed to draw a distinction between various types of foreign language learning (natural vs. mediated, sequential vs. simultaneous, second or third language, etc.), that it totally neglected the age factor, that the relations between mother tongue and language to be learnt were only one of many factors entering into the learning process and that the major learning problem could simply be ignorance rather than interference. After some energetic attempts of implementing the contrastive programme the expectations initially invested into it were greatly disappointed and many of its adherents abandoned it in favour

 DOI 10.1515/east.2007.004

of empirical studies of learners' behaviour, i.e. of error analysis and the study of the approximative systems or the interlanguage built up in the process of foreign language learning. Insofar as they lacked a solid foundation in learning psychology, however, such empirical studies of learners' behaviour also failed to have a major impact on the theory of second language acquisition and the teaching of foreign languages.

There was, moreover, another point in which the contrastive programme as originally formulated failed miserably, despite some promising beginnings in the 'Contrastive Structure' series published by the University of Chicago Press: The goal of producing comprehensive and detailed comparisons for pairs of languages was never convincingly realized. What we typically find are isolated observations or juxtaposed descriptions of two languages without major generalizations about similarities and contrasts, and occasionally interesting studies of some subsystems. Neither was the situation clearly improved by the introductory surveys and collective monographs published in the seventies and eighties, or by the inclusion of topics from discourse studies and pragmatics in the eighties and nineties. More recently, electronic resources (parallel corpora, learner corpora) have been found useful in language pedagogy and translation studies, and corpus methods have also given new impulses to descriptive studies in contrastive linguistics. As far as English and German are concerned, however, the corpus trend has not so far led to the publication of comprehensive comparative surveys. In other words, the contrastive programme has never been put on solid descriptive foundations.

A notable exception in this respect is the monograph *A Comparative Typology of English and German: Unifying the Contrasts* by John Hawkins (1986) and some subsequent work based on this book. Hawkins severs the link between contrastive analyses of two languages and the pedagogical goals initially associated with it and regards contrastive analysis simply as a limiting case of a specific type of comparative linguistics, i.e. language typology. In typology a representative sample of the world's languages is compared, irrespective of their genetic affiliation, with the aim of identifying patterns and limits of variation between languages. One of the major results this research programme has come up with is the demonstration that languages do not differ from each other in random and unlimited ways, but exhibit clear patterns and limits of variation describable in terms of correlations or implicational connections ('If a language has property A, it will also have property B'), and in terms of implicational hierarchies, which can be regarded as chains of such implications.

A contrastive analysis can be seen as the complement of a typological study. Instead of comparing a large number of languages with respect to a small subsystem or a single variant property (word order, case marking, passive constructions, etc.), only two languages are compared with respect to a wide variety of properties. Such comparisons are interesting for several reasons: Even though the 'contrastive hypotheses' outlined above were called into question,

contrastive studies may nevertheless have useful implications for translation (source vs. target language), for the study of bilingualism (first language vs. second language), or for foreign language teaching (mother tongue vs. foreign language) in specific grammatical domains. A comparison between two genetically related languages like English and German can, moreover, help to assess the nature, number and impact of the changes that have led to a separation of the two languages within 1,500 years. Like any comparative analysis, a contrastive study of two languages should also satisfy the criterion of leading to insights unattainable by analyzing the two languages separately. Finally, questions concerning the connections among various contrasts between two languages and the possibility of subsuming them under higher-level generalizations can be pursued within a contrastive analysis, and the question as to whether there is a certain unity among the contrasts describable in terms of a holistic typology or characterology for the relevant languages can be addressed.

This book follows the spirit of Hawkins (1986) in its comprehensive character, in its openness for various practical applications and in its pursuit of the fundamental questions raised above. In spite of some overlap in content it differs significantly, however, from the latter, especially by taking a much broader range of phenomena into account. It aims at providing a comprehensive description of the major contrasts in the phonology, the morphology and in the syntax of English and German based on relevant comparative and non-comparative work on the two languages, both traditional and recent. In addition to that, the book is based on a variety of insights and generalizations formulated within recent typological work.

References:

Hawkins, John. 1986. *A comparative typology of English and German: Unifying the contrasts*. London: Croom Helm.

3 Häcker, Martina. 2006. *The origins and history of [h]-insertion and [h]-loss in English: A corpus-based investigation*. Habilitationsschrift, Albert-Ludwigs-Universität Freiburg im Breisgau, 345 pp.

Keywords: *h*-dropping; sound change; corpus linguistics; hypercorrection; lexical diffusion

The topic of [h]-variation is with very few exceptions (McKnight 1899 and Wyld 1936) reduced in the literature to that of [h]-dropping. Most studies take a sociolinguistic perspective and investigate [h]-dropping as a socially conditioned variable in a specific variety of twentieth-century English. Diachronic studies of [h]-variation (reflected in <h>-variation in written texts) are rare. Milroy (1983 and 1992), who makes far-reaching claims regarding the time depth

 DOI 10.1515/east.2007.005

of *h-dropping* and its origin as a contact phenomenon with /h/-less French speakers, bases these claims on a selective set of Middle English texts and the mid-sixteenth-century diary of Henry Machyn, but does not adduce any evidence for [h]-dropping between the mid-sixteenth-century and the end of the eighteenth century, and, like many other scholars, does not distinguish <h>-insertion from <h>-omission. Lutz's (1991) study of phonotactic consonant changes in the history of English, which devotes one chapter to [h]-loss, is the only one that investigates [h]-loss from a phonetic perspective, but it does not include an analysis of primary texts.

Häcker's study differs from previous ones in combining synchronic and diachronic analysis by using a large corpus of historical texts, phonetic transcripts and recordings as its database and in analysing [h]-insertion and [h]-omission (and <h>-insertion and <h>-omission) in individual texts in the context in which they occur. This allows the author to provide answers to the following questions:

1. Is [h]-dropping a recent phenomenon or did it exist in Middle English and continue to exist in non-standard English up to the present?
2. Did [h]-dropping arise through language contact with an /h/-less language or is it an internal development of the English language?
3. Is <h>-insertion in English texts hypercorrection in the sense that speakers whose speech is /h/-less insert <h> as a result of linguistic insecurity?

The study also addresses controversial issues in linguistic theory: 1. the much debated question of whether phonetic change is gradual and exceptionless (the position first advanced by the so-called Neogrammarians) or whether it progresses lexeme by lexeme (what has become known by the term "lexical diffusion"); 2. the question of how different variants of the same word are stored and accessed by speakers. With respect to these the author takes a strict data-to-theory approach.

The monograph consists of eleven chapters. Chapter 1 introduces the topic of sound change, the method and the database. Chapter 2 provides an overview of the phonetic and phonological description of /h/ and [h] by linguists, and of /h/ and [h] as the origins and end points of sound change from a phonetic/phonological and cross-linguistic perspective. Chapters 3-8 are a diachronic analysis of <h>-insertion and -omission and [h]-insertion and –omission in the history of the English language, divided into the following periods: pre-Conquest, 1066-1500, 1500-1700, 1700-1900, 20th century, and overseas varieties. The data consist of linguistic surveys, literary and documentary texts, the *Helsinki Corpus* and the *Corpus of Early English Correspondence*, phonetic transcripts and recordings (in particular the transcripts in Ellis's *The Existing Phonology of English Dialects Compared with that of West Saxon Speech* and the recordings made in connection with the Survey of English Dialects), eighteenth- and nineteenth-century texts written by people of limited education who use a phonetic spelling (about 50 per cent of which were transcribed from manuscript by the author) as well as the presentation of [h]-variation in the speech or writing of

characters in literary texts. It also takes into account phonetic descriptions of pronunciation by contemporaries and comments on the use of [h].

Chapter 9 'Causes and Mechanisms of Sound Change' compares contemporary articulatory descriptions in order to trace changes in articulatory movements and looks at co-occurrence patterns of <h>-insertion with other consonant insertions, as well as the graphemic environment of <h>-insertion. It concludes that <h>-insertion represents [h]-insertion in speech and developed from a transitional sound which is the result of low utterance speed and/or the absence of anticipatory coarticulation, while [h]-omission is the result of an articulatory setting (or basis of articulation, in O'Connor's terminology) which is characterised by tongue retraction and lowering, which led to a decrease in oral friction.

Chapter 10 'Cognitive Aspects of [h]-Variation' shows that the data is incompatible with the concept of a mental lexicon that stores words as a single sequence of phonemes and derives variant realisations from them. The data supports the existence of a network with multiple storage, where words are stored as wholes together with their meanings.

Chapter 11 'Summary and Conclusion' lists the main findings of the study:

1. [h]-insertion and [h]-omission are native English phenomena and not the result of language contact. Similar temporary <h>-insertions and <h>-omissions such as those that occurred in Middle English are documented in other Germanic languages.
2. <h>-insertion is not hypercorrection. There are many texts from different periods that have only <h>-insertion but no <h>-omission, and thus refute the hypothesis that such texts were written by people whose speech was [h]-less.
3. Present-day [h]-dropping is a recent phenomenon that rapidly spread from the middle of the nineteenth-century. The earlier <h>-variation consists predominantly of <h>-insertion and much fewer <h>-omissions. There are three distinct waves, which affected different parts of the country at different times.
4. The study shows that [h]-dropping and [h]-insertion is originally an articulatory phenomenon. Social connotations and stigmatisation are only documented in the modern period.
5. The data suggests that there are sound changes that begin with a single word (possibly in a single context), but at a later stage affect all instances of a specific phonetic context, thus moving from lexical diffusion to a Neogrammarian type of change.
6. The study suggest that words are stored with their meanings as wholes in a network which permits multiple storage of different forms, and that access to a specific form can be triggered by linguistic and extralinguistic factors.