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Introduction

- This paper will follow Biber’s (1989) criterion that text-types are characterised by its internal linguistic features by means of a multidimensional analysis.

- However, Taavitsainen’s (2001:147) assertion that “the more focused the selection of linguistic features to be studied is, the more precise results we can obtain” will be considered for the purpose of this analysis.

- Thus, code-switching and borrowing may linguistically define lectures as text-types.
The frequency of occurrence of code-switchings and borrowings found in samples of lectures will be contrasted against those found in samples of treatises.

Therefore, we may be able to conclude whether lectures and treatises represent different text-types.
Text-type and Genre: a question of terminology?

- Lack of consensus regarding the definition of terms like: ‘text-type’, ‘genre’ and even ‘register’.

- Some corpora use ‘text-type’ in a literary sense (The Helsinki Corpus of English Texts) and others prefer other terms – such as domain – like the British National Corpus.

- ‘Genre’ is rather seen as a literary notion by some scholars (Wright, 1993:25; Moessner, 2001: 51)
  - Others agree that ‘genre’ is a concept to classify texts according to their function, topic or a combination of the two (Meurman-Solin, 2001: 241-42).
Many authors use both terms indistinctively (Gotti, 2001: 221; Fries, 2001: 167).

While some others identify ‘text-types’ with a kind of sub-genre (Nevalainen & Raumolin Brunberg, 1993: 62; Sönmez, 2001).

Nonetheless, some scholars make a distinction between ‘genre’ and ‘text-type’ (Tannen, 1982: 1; Biber, 1989: 4; Trosborg 1997):

- **Text-types**: are defined regarding the coocurrence of linguistic features.
- **Genres**: are characterised by their format, purpose and context.

Finally, I subscribe to Taavitsainen (2001:140) that genres are “mental frames that realise in texts for certain purposes in a context”. So, text-types can be taken as that linguistic realisation.
Code-switching and Borrowing

- Code-switching and borrowing: phenomena resulting from languages in contact.

- Code-switching is an alternation from one language to another in the course of an utterance (Joshi, 1985; McCormic, 1994; Pahta, 2004), normally taking place in bilingual or multilingual communities.

- While some scholars (Joshi, 1985:190; Coulmas, 2005:113) think that full competence in the languages involved is compulsory, others like Pahta (2004: 77) do not see it as a prerequisite for code-switching.
Borrowing is a phenomenon used by either monolingual or multilingual speakers.

Code-switchings and borrowings are two extremes of a continuum.
- Borrowing is perceived as a diachronic phenomenon.
- Code-switching is rather synchronic.
- Code-switched items may become borrowed forms in time.
The level of integration and the frequency of occurrence to differentiate them:

- Code-switchings are less integrated into the language.
- Borrowed items are more frequent in the matrix language.

The function both processes perform also characterises them:

- Borrowings enlarge the language word stock.
- The use of code-switchings is determined by factors like: the setting, the participants, the purpose or the topic, etc.
## The materials

### Table 1: The samples of our corpus.

<table>
<thead>
<tr>
<th>Year</th>
<th>Work</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>simples of Lectures.</strong></td>
<td></td>
</tr>
<tr>
<td>1818</td>
<td><em>Eight Familiar Lectures on Astronomy: Intended as an Introduction to the Science: for the Use of Young Persons and Others not Conversant with the Mathematics.</em> By William Phillips.</td>
<td>Astronomy</td>
</tr>
<tr>
<td>1835</td>
<td><em>A Course of Lectures Introductory to the Study of Moral Philosophy: Delivered in the University of Oxford, in Lent Term, 1835.</em> By Renn Dickson Hampden.</td>
<td>Philosophy</td>
</tr>
<tr>
<td>1894</td>
<td><em>Biological Lectures and Addresses.</em> By Arthur Milnes Marshall</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td><strong>Samples of treatises</strong></td>
<td></td>
</tr>
<tr>
<td>1822</td>
<td><em>An Elementary Treatise on Astronomy. In two Parts. The first, containing a Clear and Compendious View of the Theory. The Second, a Number of Practical Problems to which are Added, Solar, Lunar and Some other Astronomical Tables.</em> By John Gummere.</td>
<td>Astronomy</td>
</tr>
<tr>
<td>1831</td>
<td><em>A Treatise on Light and Vision.</em> By Humphrey Lloyd.</td>
<td>Physics</td>
</tr>
<tr>
<td>1893</td>
<td><em>An Elementary Treatise on Fourier's Series and Spherical, Cylindrical, and Ellipsoidal Harmonics with Applications to Problems in Mathematical Physics.</em> By William Elwood Byerly.</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

**Total of words:** 32,000
The analysis

Table 2. Amount words selected from the total of analysed items.

<table>
<thead>
<tr>
<th></th>
<th>Lectures</th>
<th>Treatises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowings</td>
<td>1,606</td>
<td>2,213</td>
</tr>
<tr>
<td>Code-switchings</td>
<td>42</td>
<td>3</td>
</tr>
<tr>
<td>Total of words</td>
<td></td>
<td>32,000</td>
</tr>
</tbody>
</table>

- Borrowings: only nouns with Latin origin have been regarded.
**Table 3:** Total of borrowings and code-switchings.

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Treatises</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Borrowings 1,606</td>
<td>10.03%</td>
</tr>
<tr>
<td>Code-switches 42</td>
<td>0.26%</td>
</tr>
<tr>
<td>Total of words: 16,000</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4:** Distribution of borrowings and code-switches.

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Treatises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemmata Occurrences</td>
<td>Lemmata Occurrences</td>
</tr>
<tr>
<td>Borrowings 490 1,606</td>
<td>317 2,213</td>
</tr>
<tr>
<td>Code-switches 33 42</td>
<td>3 3</td>
</tr>
</tbody>
</table>
Following Pahta’s (2004) classification of code-switchings, the following can be found in our corpus:

- **Insertional Switches:**

1. The intensity of the light on each will be inversely as the space over which it is diffused, *i.e.* inversely as the surfaces themselves (...)
   
   (Lloyd, 1831: 8)

2. The degree of illumination of each point of this object will be, *caet. par.*, proportional to the quantity of light incident on the unit or surface.

   (Lloyd, 1831: 10)

3. Solomon had made a personal study of the several groups of animals mentioned – *i.e.*, that he was a zoologist.

   (Marshall, 1894: 4)

4. Witness the famous “Sum of Theology,” of Thomas Aquinas; of which the most important constituent is the portion familiarly known by the name of the “*Secunda Secundae*” (...).

   (Hampden, 1835: 14)
Intertextuality:

5. The following table exhibits the relative quantities of matter or masses of the sun and planets as given by Laplace in the fourth edition of his *Systeme Du Monde*.  
   (Gummere, 1822: 216)

Indexicals of group membership:

6. The dark spots are commonly termed *maculae*, the fainter, *faculae*.  
   (Phillips, 1818: 47)

7. He divided the animal kingdom into four main groups, which he named as follows:
   
   1. *Animalia terrestria*.
   2. *Animalia aquatilia*.
   3. *Volucres*.
   4. *Animalia insecta*.

   (Marshall, 1894: 7)
The switched term is followed by a paraphrase or description:

8. Animals with red blood and a backbone. *Vertebrata.*

(Marshall, 1894: 6)

9. You need not bother yourselves with this “Equus caballus” written under it; that is only the Latin name of it […] It simply means the common Horse.

(Huxley, 1863:9)
There is a bigger number of code-switches in the lecture samples than in treatises. Lectures may be more instructive, although some treatises refer to the “student community” as portrayed below:

10. This problem was solved by Hipparchus, and before proceeding to examine the reasoning of the old Greek, let the student exercise his own genius.

(Mitchel, 1860: 23)

11. Here is another problem for the examination of the student.

(Mitchel, 1860.24)

Some examples of borrowings found:

- **in samples of treatises**: velocity, value, motion, intensity, illumination, function, gravity, equation, degree, discovery, distance, case, crescent, article.
- **in samples of lectures**: account, action, classification, condition, course, definition, digestion, existence, globe, interest, labour, part, process, sort, spine, support, virtue, votary.
Conclusions

Taking into account Biber’s (1989) definition of text-types according to the maximal coincidence of linguistic features, the samples regarded in this analysis may prove that:

Lectures represent a different text-type than that of treatises

However, the analysis of only two linguistic phenomena is not sufficient to make such an statement.
This study intends to be a contribution for featuring lectures as a potential text-type and the results obtained in this analysis support this theory.

However, further research must still be carried out.
References

Primary Sources

Lectures:

1835. Dickson Hampden, Renn. *A Course of Lectures Introductory to the Study of Moral Philosophy: Delivered in the University of Oxford, in Lent Term, 1835*. 1-68


Treatises:
1822. Gummere, John. *An Elementary Treatise on Astronomy. In two Parts. The first, containing a Clear and Compendious View of the Theory. The Second, a Number of Practical Problems to which are added, Solar, Lunar and Some other Astronomical Tables.*


1893. Elwood Byerly, William. *An elementary treatise on Fourier's series and spherical, cylindrical, and ellipsoidal harmonics with applications to problems in mathematical physics*. 
Secondary sources.


Anderson, J. & F. Colman. 2000 “The Importance of being Leofwine Horn”. In Dalton-Puffer C. & Ritt, N. Eds. 7-17.


