REVIEW

Elisenda Bernal, Janet DeCesaris (ed.). *Palabra por palabra: estudios ofrecidos a Paz Battaner*, Barcelona: IULA, Documenta Universitaria, 2006. 245 pages. ISBN 84-934823-3-1.

Paz Battaner hardly needs an introduction in Spanish academic circles but her work is probably not so well known in the English-speaking world because she has published mostly in Spanish. For this reason, the present review is a good occasion to make the scientific value of Battaner's research known to the readers of this journal. Her *Festschrift* has aroused my interest in her publications, and I hope that other linguists will share this interest with me.[1]

The *Festschrift* for Paz Battaner, edited by E. Bernal and J. DeCesaris, includes seventeen original articles written in Spanish (12) and Catalan (5) by Battaner's friends, colleagues, and former students. The articles are preceded by a short presentation by Editors, a preface by M. T. Turell, the former Director of the Institute of Linguistics at Pompeu Fabra University, with which Paz Battaner is affiliated, and a biographical sketch by J.M. Blecua, where her friend shows us, with deep affection, the human side of the honoured Spanish philologist.

The editors point out in their presentation that the volume revolves around three aspects of Battaner's career: lexicology and lexicography, Spanish language pedagogy, and teaching and research at Pompeu Fabra University. Nonetheless, the lexicological and lexicographic aspect is the most prominent. It is exactly for this reason that this book can be interesting for the IJL readers. Out of the seventeen contributions, thirteen focus on the lexicon, albeit from different points of view. Unfortunately, the articles are alphabetically ordered by authors' names, which makes the volume appear somewhat unstructured. In what follows, I will group the articles into five thematic areas, four of which deal with the lexicon.

The first area is the lexicon-grammar interface. There are five articles which treat this burning issue. More on the grammar side, the paper by Martín Peris, expert in Spanish as a second language, focuses on the Spanish pronoun *se*. This pronoun has proven especially difficult for learners, but also for the grammarians who have tried to describe it. Martín Peris classifies the uses of *se* to be described in a Spanish pedagogical grammar. In this classification he lays strong emphasis on the semantics of verbs that combine with *se*, but applies at the same time a mixture of syntactic and semantic criteria for distinguishing the different *se*. Thus, along with the 'reflexive *se*' or 'the impersonal *se*', Martín Peris identifies several semantic groups of verbs that combine with this pronoun, such as 'change and process verbs',

'attitude verbs' or 'movement verbs'. Even though the author emphasizes the fact that a description of lexical particularities of verbs that combine with *se* is a prerequisite for an adequate description of the pronoun, it is not clear where, according to this proposal, the necessary information is to be stored: in the grammar or in the lexicon? I tend to favor the second alternative. A more concrete proposal, with a lexicographic entry for a *se*-verb, would be welcome.

The second article in this group is authored by Badia. This time, the author offers a lexicographic illustration of his proposal. Badia takes up once again the topic of the argument structure of nouns (see, for example, Badia 1994). He focuses on nouns derived from creation verbs in Catalan. After reminding the reader of the regular polysemy of nouns derived from creation verbs, which can have either a 'dynamic' reading or a 'result' reading (cf. *produció* 'production'), the author concentrates on verbs such as *traduir* 'to translate' or *copiar* 'to copy', which he calls 'redescription verbs'. With creation verbs, the direct object denotes the created entity (*produir bons vins* 'to produce good wine'). However, in the case of redescription verbs, the direct object denotes not the created entity, but the 'described entity' (*copiar un document* 'to copy a document'). From the different denotations of the direct object, the author concludes that verbs such as *copiar* 'to copy' have three arguments (instead of two, as is normally assumed for the creation verbs): the agent, the described entity and the resulting entity. However, Badia does not state explicitly what he means by 'argument'. As is well known, the interpretations of the term 'argument' are numerous and it is not possible here to enter into details. I would just like to point out that, from the viewpoint of Meaning-Text Theory (Mel'čuk 2004), the resulting entity is part of the meaning of verbs such as *to copy* or *to translate*, but this does not necessarily mean that it is an argument—that is, a semantic actant— of the verb. It designates a constant participant of the situation described by the verb, but since it is not expressible as a syntactic dependent of the verb, it cannot be considered as its actant. A noun derived from a redescription verb can well designate the resulting entity (*this translation of El Quijote weighs a lot*), but the resulting entity cannot be expressed as syntactic dependent either of the verb or of the derived noun.

Closely related to the lexicon-grammar interface are the papers by Bosque and Rafel. Both insist on the importance of supplying syntactic information in the dictionary. Bosque points out that syntactic abbreviations such as "intr.", which appear in dictionaries, are not sufficient to capture the meaningful difference between *sonreír* 'to smile' and *sonreír a alguien* 'to give someone a smile', since both verbs are intransitive. In the same vein, Rafel examines the ways in which different dictionaries of Spanish and Catalan deal with the argument structure in definitions. After reviewing some concepts linked to what Rey-Debove (1971) called *entourage*, a notion which has been adopted by many authors in Spanish theoretical lexicography,[2]

Rafel explains how argument structure and semantic or lexical restrictions that hold for arguments are encoded in a Catalan dictionary, being developed by the Institute of Catalan Studies.[3]

Another ongoing lexicographic project, a Spanish learner's dictionary, is the framework for the article by DeCesaris and Bernal. These authors look for a more adequate way to order under one lemma entries for lexical units that belong to different parts of speech, particularly nouns and adjectives, such as *derecho* 'law' as a noun or 'right' as an adjective. It is regrettable that traditional Spanish lexicography has not taken a clear position with respect to what can be included under the same lemma, or in other words, has not clearly stated that polysemous words and homonymous words should, in this respect, be treated differently. As for the example mentioned by the authors, there is no semantic link between *derecho* noun and *derecho* adjective, and they can by no means be considered the same 'word' (it is not that it is not obvious for learners, as the authors state, but the point is that these are two separate words): they only share the phonic signifier, but have completely different meanings, and different grammatical behaviour. A complete review of the way lexical entries are distributed according to their part of speech in Spanish dictionaries is necessary —and not only for learners' dictionaries. In fact, learners' dictionaries must describe the same data as descriptive dictionaries for native speakers. The only different aspect should be the didactic approach of the former, since the described language in both types of dictionaries is the same, independently of their intended users.

The last article allows me to link it to the second group of contributions in this *Festschrift*: the applied aspects of lexicography. I just commented on some specific morphosyntactic problems for a learners' dictionary. Only two papers concentrate on other types of dictionary:[4] Gelpí on bilingual dictionaries and Lahuerta on school dictionaries for child native speakers. Gelpí analyzes the notion of equivalence in bilingual lexicography, more particularly in bilingual English-Spanish legal dictionaries. I would like to point out that this is the only article in the book dealing with the digital or electronic domain, which links the volume to contemporary issues in Lexicography. Unlike DeCesaris and Bernal, who emphasize the importance of learners' dictionaries as production, i.e. encoding, tools, Lahuerta argues in favor of developing school dictionaries for comprehension, i.e. decoding. His claim is based essentially on the fact that children's linguistic competence is still developing and for this reason a lot of lexical combinations are unknown to schoolchildren. However, I believe that this is exactly the reason for which school dictionaries have also to include information necessary for the encoding. How will a schoolchild find a correct way to express, for example, the meaning 'a lot' when (s)he speaks about someone who smokes a lot? In English (s)he will have to use the expression *to smoke heavily*, but in Spanish **fumar pesadamente* is impossible and *fumar como un carretero/como una chimenea* 'to smoke like a cart driver/like a

chimney' has to be used. I think it is time to develop new strategies for teaching the lexicon to children and this implies taking into account the phenomenon of collocations, which goes unnoticed if we adopt only the decoding perspective.

The third group of papers treat 'non-core' lexicographic information, such as usage labels and examples. By 'core information' in a lexicographic entry I mean, essentially, the definition, around which all other pieces of information are organized. The article by Borrás and Torner studies the label ''figurative'' in the academic Spanish dictionary; that is, a part of lexicographic metalanguage denoting the metaphorical nature of the meaning under description. I would like to remind the reader of the words of Julio Casares, one of the greatest Spanish lexicographers. Casares (1950: 158) emphasized the uselessness of assigning the label ''figurative'', for example, to the meaning of *sofocar* en *sofocar un motín* 'to stifle, to put down a rebellion', because when we think of a rebellion, we do not evoke the image of a person being choked. However, the second non-core lexicographic information mentioned above, the example, plays an important role in the lexicographic entry; this role is the subject of the article by Lara, the author of the *Diccionario del español de México*, still in preparation, to my knowledge. He concentrates on the special function of the example in entries for words that designate concrete objects. In short, this function is to compensate for the lack of information that originates from the distinction between a definition oriented towards the sign in the dictionary, and a definition oriented toward the object, in the encyclopaedia.

The fourth and last group of articles devoted to the lexicon is centred on its historic, or diachronic, aspect. Pascual and García take a methodological point of view with useful advice for any lexicographic task. They speak about the correct selection of data in order to compile a dictionary, in their case, a historical dictionary of Spanish. Among other interesting statements that can be found in their work, I would like to emphasize the following ones: firstly, any corpus is incomplete and problematic and, secondly, data are not themselves direct evidence of linguistic reality because they need interpretation. Another article which treats diachronic issues and also contains interesting comments is the one by Gutiérrez Cuadrado. Although it focuses on the specific issue of the etymology of the Spanish word *catálisis* 'catalysis', which is not very tempting for the readers more interested in synchronic material, this paper is full of ideas which show the ''savoir faire'' of the author. Let me point out one of them: 'normal' users of dictionaries are like drivers of cars in the sense that they only realize the complexity of the engine when it is out of order. Therefore, the lexicographer must try to present things in such a way that users do not need to think a lot about the dictionary's engine. The Spanish scientific vocabulary is also the subject of the article by Rodríguez and Garriga, who study 19th century texts on chemistry. The last article

belonging to this group is authored by Seco, who examines the relative globalisation of some lexical units such as *global* or *campus*. He shows that English has had the role of donor, whereas Spanish, French and Italian are receptor languages.

Inter-comprehensibility between Romance languages is precisely the subject of the article by Clua, who presents the interesting project EuroCom[5]. With this contribution we arrive at the last group of articles in the volume under consideration. Here I include three other works, which are not linked thematically, but all share the gratitude towards and the appreciation for Paz Battaner. Another of Battaner's former students is Cassany, who follows here a path which she traced: teaching of language for academic purposes. The article by López and Atienza deals with a topic that has some links to the field of the previous one. The authors analyse semantic, syntactic and discursive properties of paratactic conjunctions found in a learning corpus that contains copies of Spanish university students' qualifying exams. Let it be pointed out that this corpus was compiled under the direction of Battaner (see Torner and Battaner, 2005). As the last work to be examined, I have chosen an original and entertaining article by Martín Zorraquino. In the same way Greimas (1970) dedicated a work about crosswords to Jakobson, Martín Zorraquino offers to her friend an analysis of the different types of linguistic knowledge that the crosswords in the Spanish press reveal.

To conclude, this book offers an overview of all the fields in which Paz Battaner has worked. I would also like to stress that most contributions include bibliographical references to Battaner's work, and, perhaps most important, that all show a deep affection and recognition for the person, colleague and friend.

Notes

[1] A list of selected publications by Battaner is given in this volume after the initial presentations. The list begins with her PhD thesis in 1977 and finishes with an article co-authored with DeCesaris, published in 2005.

[2] See Alonso Ramos (2001) for a discussion on interpretations of the term 'entourage' in Spanish lexicography. In a nutshell, the term has been used to refer to phenomena of very different nature, such as semantic restrictions, collocations and argument structure.

[3] This dictionary can be consulted (by asking for a password) at: http://dcc.iecat.net/ddlc/index.asp

[4] Without taking into account the historical dictionary developed by Pascual which I will discuss later.

[5] For more information about this European project see: http://www.eurocomprehension.info.

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