Monologic and dialogic approaches to Theme–Rheme: modes of confrontation in an institutional setting

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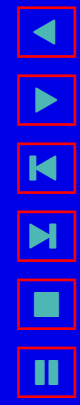

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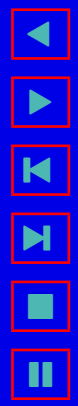

The institutional setting

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Saarland Ministry of Education

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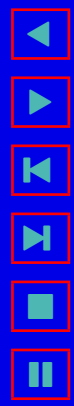
$\Downarrow$

University of the Saarland



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University of the Saarland

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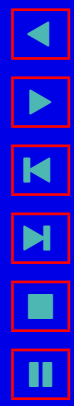

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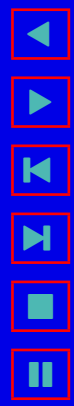

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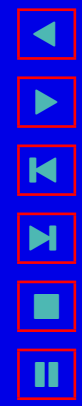
... a "loose agglomeration" of scholars ...



Chairs

= Discourse of Knowledge

English Linguistics and Translation Studies

English Translation Studies

Machine Translation

Romance Translation Studies

Russian

Departments

= Discourse of Skills

English

French

Spanish

Italian

Russian

Francophone

The confrontation

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a ‘monologic’ approach to Theme-Rheme

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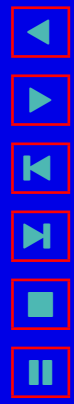

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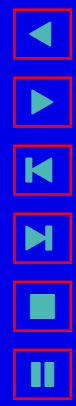
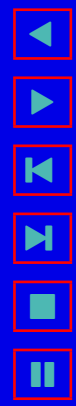
2) *extrinsically*, in terms of their use of dialogic and/or monologic communication strategies within the institutional setting

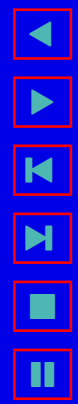


Some relevant parameters for comparing approaches to Theme–Rheme

- Dimensionality
  - one-dimensional (cf. Fries' "combiners")
    - Thema-Rhema
  - two-dimensional (cf. Fries' "splitters")
    - Theme-Rheme + Given-New
  - three-dimensional
  - ...



- Conceptual Enrichment
  - further syntactic differentiation
    - Theme proper – rest of Theme – Transition – rest of Rheme – Rheme proper (Firbas)
    - Theme – the Pit after the Theme – Rheme (Hartnett)
  - combination e.g. with "Dynamic Semantic Funtions" (Firbas)
    - Setting – Presentation – Phenomenon (etc.)
- Didactically Motivated Simplification



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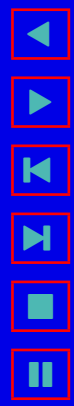

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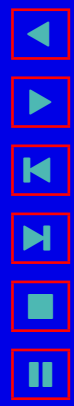

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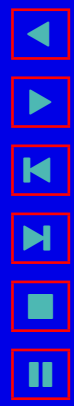

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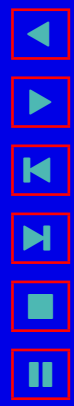

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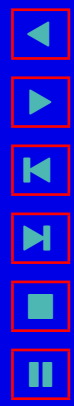

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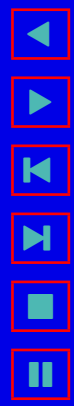

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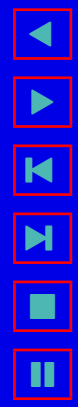

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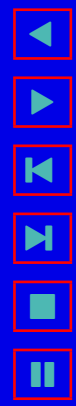

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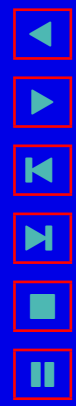

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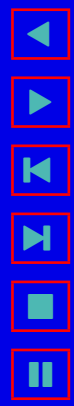

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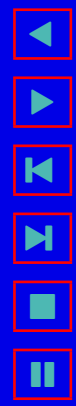

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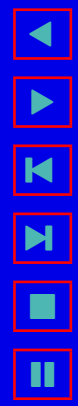

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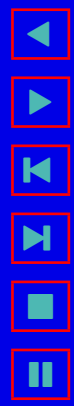

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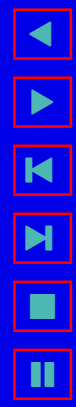

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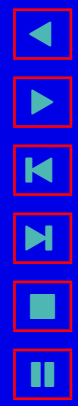

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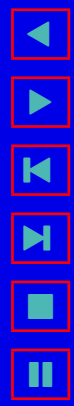

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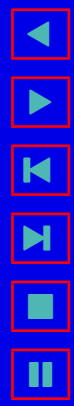

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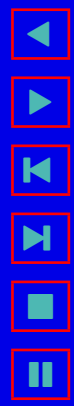
... see diagram ...



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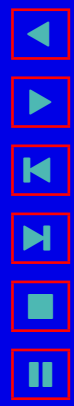

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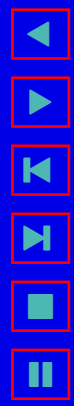

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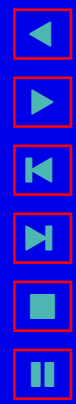

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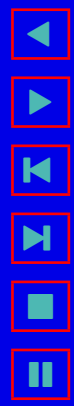

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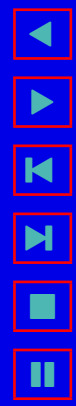

A critical typological Given of areal-linguistic topology

non-case-signalling languages		case-signalling languages	...
fixed-word-order languages		free-word-order languages	...
English French		German Russian	...

⇑

A major watershed on a language-typological continuum

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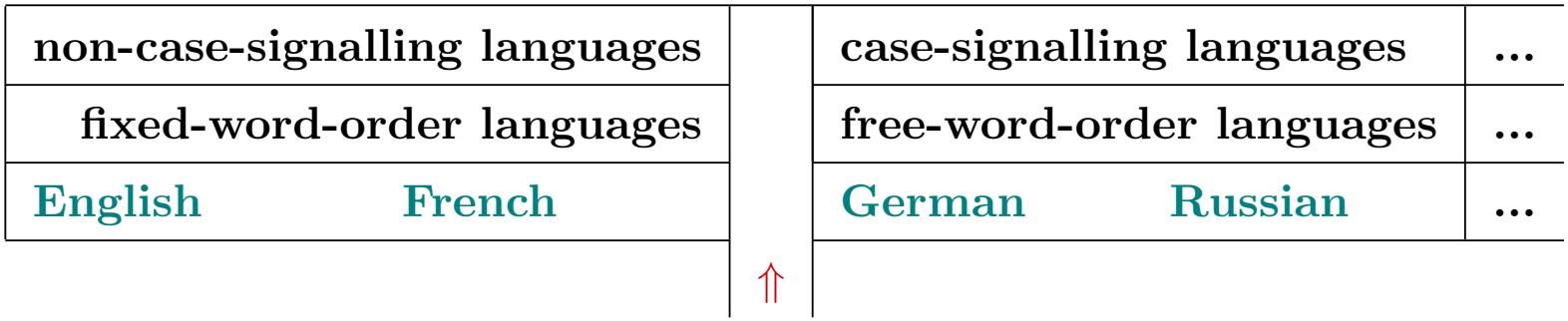

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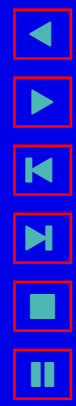
The continental bias toward Aristotelianism and Cartesianism

1st stage:	**Topic setting (inventio)**	}	
		}	**prelinguistic**
2nd stage:	**Text organization (dispositio)**	}	
3rd stage:	**Verbalization**		**language-specific**

A model based on classical rhetoric
(cf. Gerzymisch-Arbogast 1986:161)



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Different kinds of realizations in different languages, e.g. focussing via word order in English, via special focus particles in German.

Monologists' marginalization of the role of linguistics in the pedagogic transmission of the discourse of translation

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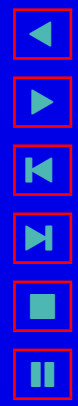

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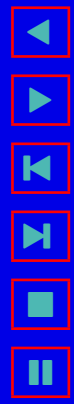

Monologists' marginalization of the role of linguistics in the pedagogic transmission of the discourse of translation

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... whereas the dialogists are skeptical of thinking in terms of disciplines at all.

Effects of the monologist strategy

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Marginalization of linguistics ⇒

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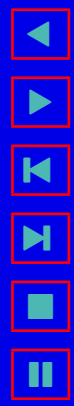
impoverished linguistic environment for Theme-Rheme



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no ranks

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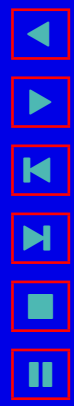

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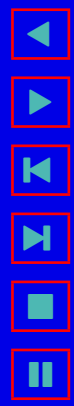

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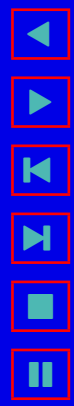

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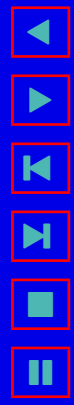
and Theme-Rheme not ‘integrated’ within that environment



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***Nach Canossa* gehen wir nicht. ($R \rightarrow$ T)**

"Focus-marking in the framework of Rheme-marking"
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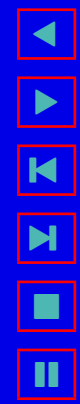

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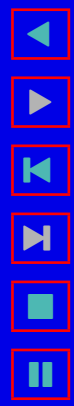

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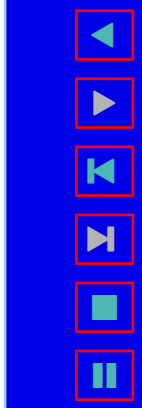

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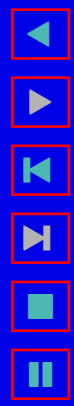

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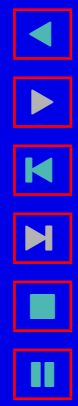

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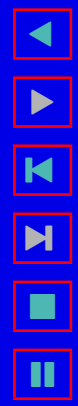

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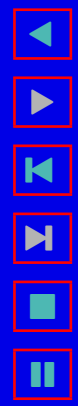

go Greek:

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$\Theta\acute{\varepsilon}\mu\alpha$-‘$P\tilde{\eta}\mu\alpha$

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Θέμα-*῾Ρῆμα*

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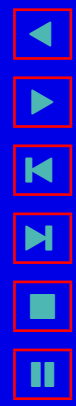
N.B.: Watch out for Morven Beaton's (SFL/CDA-informed) PhD thesis on cohesion in interpreting