The interdisciplinary concept of translational intertextuality, illustrated on the basis of LSP text networks

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1. Introduction

Since the late 1980s, a tendency towards interdisciplinary analysis strategies in the field of linguistics in general, and more particularly in the field of LSP research, has become apparent. Depending on the subject matter at hand, these strategies combine specialised thought and work patterns that are usually typical of one single academic discipline (Baumann 1992: 2001).

The following methodological levels of reference, belonging to an interdisciplinary paradigm that was emerging at the time, have proven to be epistemically significant for LSP research:

1. The level of social sciences, which examines the structural-functional differences of LSP in varying specific socio-economic spheres of activity (Dittmar 1997; Kjørup 2001).

2. The level of cognitive science, which investigates the specific links between cognitive and communicative activities in different academic communication spheres, i.e. between characteristic thought and communication patterns in the form of LSP texts (Baumann 1992: 139 *et seq.*).

3. The level regarding the theory of emotions that deals with the communicative realisation of emotions as a cognitive evaluation of objects, facts and processes on the part of those participating in the respective act of LSP-based communication (Otto/Euler/Mandl 2000: 112; Baumann 2004: 276 *et seq.*).

4. The information-theoretical level, which focuses on
a) the structural and functional analysis of the pieces of information that form the basis of the production and/or reception of LSP texts and

b) making the transmission and comprehension of information within LSP-based communication more efficient by taking into account recent findings of linguistics-related disciplines (e.g. text linguistics, stylistics, semantics etc.) (Baumann 2005: 92 *et seq.*; Busch/Stenschke 2004).

5. The level regarding the philosophy of language, which concentrates on how the receiving/communicating subject interacts with the actual facts of objective reality (Helbig 1986).

6. The level regarding the philosophy of science, which examines the links between the technical or fact-related aspects and the particularities of LSP-based communication (e.g. the degree of specialisation [of LSP]) (Kalverkämper/Baumann 1996).

7. The level of epistemology, which deals with how the progress of new findings made in a certain academic discipline interacts with structural/functional changes that LSP-based communication is subject to – from a diachronic as well as synchronic point of view (Crystal 2001) and/or

8. The level regarding cultural studies that is specifically aimed at investigating the influence of culturally specific factors on the structural-functional aspects of LSP-based communication (Baumann 2001; Kalverkämper 2006).

At the beginning of the 1990s it was clearly discernible that a successful, interdisciplinary focus of LSP research had an influence on the methodological findings in the field of linguistics. This has manifested itself, for example, in the expansion of the analytical scope of text linguistics to include the study of LSP linguistics, while at the same time being significant from a research-strategic point of view (Baumann 1992: 106-107).

2. Analysing LSP text networks

One focus of interdisciplinary LSP text research lies in illustrating the communicative realisation of those specific mental structures and processes that form the basis of the production and reception of LSP texts.

In the 1990s, various scientific disciplines, technical chains of action, and single languages helped present proof that the analysis of the dialectic relationship between LSP and LSP-based thought patterns constituted the methodological precondition to determine the efficiency of language as an instrument of thought in a more differentiated way. There can be no doubt about the highly significant potential of possible findings in the aforementioned sphere of analysis. This potential involves the different aspects of linguistic externalisation and internalisation of scientific findings and the inherent strategies to transfer mental representations of LSP-based reality through communication (Baumann 2001).

From a methodological point of view, this gives rise to the task of analysing the influence exerted by a respective object/field of science on LSP-based thought patterns, LSP-based communication, and on the constitution of LSP texts/LSP text forms (Buhlmann/Fearns 2000: 13; Pauen/Roth 2001; Kromrey 2002).

One of the topical challenges of current LSP research consequently consists in extracting the diverse communicative-cognitive determination mechanisms of knowledge transfer on the basis of LSP texts in collaboration with other linguistics-related, as well as non-related, academic disciplines.

Previous results of research confirm that a scientific differentiation of objective reality goes hand in hand with a differentiation of LSP-based communication. This, however, requires a far more complex scope of analysis than that of an LSP text or an LSP text form (Jakobs 1998: 189 *et seq.*).

Those LSP-linguistic approaches that currently attempt to illustrate the scientifically distinctive networks of LSP, LSP-based communication, LSP texts, and LSP text forms, focus on this scope of analysis, which exceeds the purview of a single LSP text.

As early as the beginning of the 1990s, the renowned American LSP researcher H.G. Widdowson pointed out that LSP texts always manifest themselves as LSP text networks. He advocates the clear position that "no text is an island" (Widdowson in: Johns 1997: 35).

A. M. Johns, an advocate of scientific writing research in the USA, adduces arguments in her works that confirm H.G. Widdowson's theory:

> Individual texts are influenced by previous experiences of all kinds, with texts of the same genre and with texts and spoken discourses from outside the genre. Experienced readers and writers draw from their previous genre knowledge and experiences to process a text within a specific context. In every discipline, experienced writers defend or reject hypotheses, methods, theories, and practices they have read about in other texts. In their classes, students' essay examination responses generally refer to the assigned readings, lectures, and discussions. The students' textbooks are also highly intertextual, drawing from the literature in the discipline and often from other textbooks. We can safely say that every academic text draws from and depends on other texts and discoursal experiences in some way, and thus is intertextual. (Johns 1997: 35).

There can be no doubt that in the context of an interdisciplinary analysis of LSP text networks – i.e. relating multiple LSP texts to the same issue of objective reality – referential intertextuality plays a significant strategic role, given that it is closely linked to the cognitive perception of objects. As is generally known, cognitive science regards the perception of objects as the result of model recognition processes that form a connection between the substance of the communicative act at hand and the respective mentally represented category.

Cognitive theories on the processes of LSP text reception contain various assumptions about the mental representation of the meaning of LSP texts, as well as about the processes of comprehending the meaning and forming mental representations of the subject matters illustrated in the LSP text (Griffig 2005).

In this context the approach of T. A. van Dijk and W. Kintsch (1983) can be seen as scientifically productive. They distinguish between the mental representation of the meaning of the text as a propositional structure and an abstract situational model. Furthermore, they hold the view that background knowledge (presupposition) interacts with the communicatively implemented information in the respective LSP text.

From our point of view, T. A. van Dijk's and W. Kintsch's multi-level model offers various possibilities for the analysis of LSP text networks. They help specify the cognitive and communicative preconditions essential to an adequate LSP text reception, in the form of assumptions on individually retrievable background knowledge, intertextual processing strategies, and/or control and steering processes (van Dijk 1997).

LSP text reception is consequently a complex activity, in which the recipient can go far beyond the reception of the information contained in the LSP text. However, this requires an ability on their part to appropriately complement potentially incomplete information structures in the LSP text at hand with the help of their own background knowledge.

3. Intertextuality of LSP text neworks from a translational point of view

As is generally known, the scientific debate on the concept of intertextuality can be attributed to literature-theoretic considerations advocated by the Bulgarian semiotician Julia Kristeva, which were developed in 1967 under the strong influence of the Theory of Dialogism founded by the Soviet literary specialist and philosopher Mikhail Bakhtin (Kristeva 1972; Bakhtin 1979).

In the discipline of linguistics, references to the term "intertextuality" are not to be found until ten years later, at the end of the 1970s (Zimmermann 1978).

Since then the theoretical discussion of this term has assumed both categorial differentiations and almost unmanageable dimensions (Beaugrande/Dressler 1981; Adamzik 2004: 98-103; Wilske/Krause 1987: 894 *et seq.*; Holthuis 1993; Klein/Fix 1997; Opilowski 2005, and others).

Despite the fact that a detailed debate regarding the history of the scientific term and the conceptual examination of "intertextuality" has for the most part yet to follow, it has become clear that only with the help of an interdisciplinary approach will we be able to fully illustrate the multi-faceted interactive mechanisms between LSP texts/text forms.

From this epistemically widened perspective, intertextuality can be defined as an (translational) act of reference to, and cognitive processing of, LSP-based information and knowledge structures, that are themselves constituted by the various levels of LSP texts/text forms through characteristic structural and functional relationships. At the same time, intertextuality manifests itself in varying productive and receptive communication operations. The complexity of intertextual relationships has been successfully demonstrated on the basis of empirical analyses of LSP texts translated from the source language, German, into the target languages of English, Slovenian, and French (Morello 2006; Osolnik Kunc 2006; Kurz 2006).

From the specialised analytical perspective of translatology, however, it becomes necessary to specify the concept of intertextuality. In the following, we will understand translational intertextuality as the variety of interculturally, socially, situationally, and functionally determined linguistic relationships, that determine the transfer of information between source and target language-oriented LSP texts/text forms. These linguistic relationships are structured adhering to the principles of objective logic, cognition, media specificity, and semantics, while at the same time being organised in a linear-sequential and hierarchical way (Baumann 2007: 324-344).

The present translational concept of intertextuality is based on the following LSP text/text form networking levels, in descendant order:

3.1. The intercultural level

Under the influence of cross-cultural studies which have – especially in the USA and Australia – developed on a broad methodological basis, interdisciplinary LSP research has dedicated itself to the intertextual links between LSP texts/text forms. In representative contrastive LSP text analyses it has been pointed out that LSP-based communication in a given scientific discipline is always subject to culturally specific influences, which manifest

themselves in the form of culturally determined, discipline-oriented communication strategies (Baumann/Kalverkämper 1992).

J. Galtung had already thematised the linguistic implementation of intellectual styles (LSP styles) at the beginning of the 1980s. This led him to draw the following conclusions:

> The Teutonic as well as the Gallic form of theoretic construction requires a linguistic capacity, mastered by only a few. […] The Teutonic and Gallic intellectual discourses are in their own way Darwin wars, in that only the strongest survive, hardened and enabled to dictate the conditions of the next war. The Saxon – US-variants even more than the UK variants – and the Japanese practices are more tolerant, more democratic and less elitist. (Galtung 1985).

In his interculturally oriented analyses, M. Clyne compared linguistic and sociological LSP texts by English- and German-speaking authors, focusing on aspects like linearity, symmetry/proportionality, hierarchy and continuity. As a result, he concluded that both source languages apply distinctive writing strategies. The English language makes use of the 'Writer Responsibility'-strategy, whereas German follows the 'Reader Responsibility'-strategy. In this context, German scientists have a tendency to digress more frequently than their English-speaking colleagues. Moreover, they relinquish internal organisational hints and text structuring symbols, and more often cite views and illustrations of scientifically renowned individuals (Clyne 1993: 3-18).

Especially in the age of globalisation of LSP-based communication, the culturally-determined communication and text structures, and the culturally specific behavioral habits linked to them, are essential to a successful LSP text comprehension process.

3.2. The social level

Translational intertextuality is closely linked to a set of conditions reflected in the consciousness of the communication partners as potential representatives of social roles. Their social determination is thus based on the following aspects:

Elements of the professional situation of activity, in which the LSP text transfer is implemented by the participants (e.g. constellation of communication partners, historically specific development level, and development pace of the respective scientific discipline);

Elements of the social situation of the partners involved in the LSP text transfer (e.g. social status, moral concepts, social norms, habits, thought patterns, degree of fame, and social closeness/distance between the communication partners);

Elements of the LSP text communication partners' surroundings (quality of interpersonal relationships, their degree of competence with regard to content as well as language, age, gender, and others) (Baumann 1992: 170 *et seq*.).

The aforementioned elements regarding the professional situation of activity, the social situation, and the surroundings of the LSP text transfer are implemented by means of a specific role play. In this context, the social level of translational intertextuality is made tangible through adequate LSP-based communicative translation strategies. These are founded on the participants' ability to thoroughly analyse the communication situation and to suitably adapt themselves to the communication partners' social characteristics.

3.3. The situational level

This level regulates the use of linguistic-communicative means in those communication situations that are subject to a strictly prescribed course of communication acts (army, administration, legal authorities, medical sector, and others). Situation-related standardisations of LSP-based communication often occur in situations that – due to the respective expectations of the communication partners – involve bindingly regulated courses of action and their intertextual networks (obituaries – necrology; award ceremony – laudatory speech).

In some LSP text forms the situational level of translational intertextuality is reflected in certain macrostructural elements. Their function is aimed at characterising the respective situation-related interpersonal relationships of the LSP text production, or LSP text reception, respectively. Among these elements are, for example, the prologue/introduction (obligatory in certain LSP text forms), lists of tasks in didactic LSP text forms, and those text elements through which certain situational aspects of the interactive relationship are updated (commands, demands, instructions and others).

3.4. The text-medial level

This level of translational intertextuality deals with the influence of the communication medium on the networking process of LSP texts. As early investigations point out, LSP texts in electronic media are more closely linked to each other than LSP texts in print media (Raasch/Kühlwein 1984; Hess-Lüttich/Holly/Püschel 1996; Hess-Lüttich 1997: 125-148). This is currently leading to a shift, or rather a new coinage, of LSP text forms (cf. internet portals).

In this context, the category of hypertext is epistemically promising with regard to an interdisciplinary analysis of the intertextuality concept. Hypertext can be understood as a non-linear alignment of objects, whose reticulate structure is formed by consistent links (so-called hyperlinks) between chunks of knowledge or "nodes" (for example texts or text passages). Hypertext is based on an implementation of the so-called "Verweis-Knoten-Konzept" (literally: hyperlink-node-concept) (Hufeisen/Marx 2004).

3.5. The cognitive level

This level of intertextuality refers to the cognitive and mnemotechnical procedures that influence the efficiency of technical terms, systems of thought, and theoretical models in a network of LSP texts/text forms.

The following considerations by W. Köhnlein can be applied to the link between developing cognitive skills and translational intertextuality:

> The acquisition of cognitive and thus also of technical knowledge can be understood as the process of conceptional reconstruction of facts and circumstances, in the context of an active and independent absorption, processing, and memorizing of knowledge, leading to a (partial) change of the cognitive structure. (Köhnlein 1982).

Consequently, having a good command of technical terms can be seen as an indicator of how far the cognitive level of translational intertextuality can manifest itself.

Interdisciplinary analyses of LSP-based communication reveal that translation strategies implemented in the LSP text with the goal of conveying technical ideas offer methodically more promising access to analysis of the cognitive level of translational intertextuality.

In LSP texts, the presentation of cognitive contents occurs on the basis of the author's presuppositions with regard to the level of background knowledge, attitudes, and motivation on the part of the text recipients. Therefore, this level of intertextuality is closely linked to the ability of both sides to be self-aware (self-image) and aware of the other party (public-image) (Vogler 2006).

3.6. The technical content-related level

Translational intertextuality is definitively determined by the LSP participants' technical competence. This encompasses their expertise applied to scientifically specialised contents, their level of technical knowledge and experience, and any other skills of the individual linked to the characteristics mentioned above.

The technical content-related level of translational intertextuality indicates to what extent the individuals participating in LSP-based communication master and command their area of expertise. In interdisciplinary studies this level is analysed in close connection to the quality and quantity of specialised scientific knowledge (Klix 1982; Vogler 2008).

In our analyses of intertextuality in LSP-based communication it has been revealed that technical systems of knowledge represent performance dispositions that enable the individual to communicate successfully (e.g. interpretation and translation of LSP texts) in a given scientific discipline. In illustrations of the linguistic representation of specialised scientific knowledge it has been demonstrated that linguistic terms are the essential elements of information systems and knowledge structures. As is generally known, linguistic terms as semantic representations of a set of objects are the result of classifications of objects. In this context, both material and abstract objects can be subject to these classifications. The special meaning of such linguistic terms becomes clear in an intertextual implementation of technical and communicative acts (Hillert 1990).

3.7. The functional level

The functional level of translational intertextuality deals with the ability of those taking part in the act of LSP-based communication to make adequate use of those linguistic and non-linguistic means that bear on specialised thought patterns and the ability to act and comprehend in a given specialised scientific field. In this context, the elements of the terminological system of those communicating interact with the lexical-grammatical system of the respective single language and the common structures of LSP-based communication in the scientific field at hand.

The functional level is closely linked to the basic types of cognitive procedures that man is generally capable of. Considering their linguistic implementation, these may also be characterised as mental-linguistic procedures of intertextual reference making (e.g. quoting, reporting, making cross-references, commenting, assessing, refuting, explaining, exemplifying, replying, reasoning, debating and others) (Baumann 1992).

Those mental-linguistic procedures mentioned above contribute considerably to the act of networking LSP texts, since they recur to factors of the communication process that are connected to the analysis/synthesis of terminological conceptions, the exposure of links between elements, and the instruction to future actions.

3.8. The text-structural level

LSP text analyses point out that having knowledge of text structures influences the absorption and processing of the information contained in the LSP text to a high degree. The text-structural level of intertextuality therefore mainly deals with the networking regularities of specific LSP texts/text forms during the knowledge transfer (scientific magazine article – letters to the editor; monograph – review; job advertisement – letter of application; statute book – judicial judgment; news item – commentary; customer survey – advertisement and others).

Since LSP text forms which are strongly standardised, both structurally and functionally, have established themselves in the field of LSP-based communication, the type of links between statements in different LSP texts and/or the level of specificity of the network of extralinguistic/intralinguistic factors is particularly relevant for the analysis of intertextuality (Baumann 1992: 152 *et seq.*).

Furthermore, one cannot lose sight of the fact that, through LSP text networks text models for a structure of a factual problem (cf. e.g. review article, patent specification, user manual, operating and maintenance instructions, drug prescription, letter of application, book announcement, case studies) have emerged (Klauke 1993). These networking regularities of LSP texts are aimed at securing concision and precision of the information exchange between the communication partners. They are moreover intended to facilitate the LSP text reception, to develop certain algorithms designed for the interpretation of the content of LSP text forms, and to regulate technical action in a clear and binding way.

3.9. The syntactic-morphological level

This level encompasses those syntactic and morphological elements that bear on the implemented links between LSP texts. Among them are:

> tense, thematisation, rhematisation, ellipses, expansion/condensation of meaning, linear order of single text constituents, text-opening and text-finalising syntactic standardised expressions in certain LSP text forms (e.g. in the field of law), anaphorical and cataphorical text constituents, reference structures (pro-forms, deixes, indefinite pronouns, proper nouns and appellatives) and predication structures of LSP texts, LSP text networks and captions, paratactic and hypotactic sentence configurations and sentence linkage means, discourse types (monologue, dialogue, polylogue) and reproduction of someone else's discourse (quotations), text-constituent functions of word order, and others.

These phenomena form the logical and grammatical basis on which the coordination between logical thought processes and the cohesion of the LSP text occurs. In this context, the syntactic-morphological level mainly offers the linkage of lexical elements to form complete sentences, which means it constitutes one of the stable basic structures of translational intertextuality.

3.10. The stylistic level

As is generally known, varying levels of background knowledge on the part of the communication partners can lead to partner-related redundancy in the LSP text. A language mediator, for instance, will adapt the text accordingly when translating a field-specific text for non-specialists, with the help of elements that facilitate its comprehension (depending on

their level of background knowledge). In this context, stylistically relevant elements play a significant role.

The stylistic level of translational intertextuality is consequently aimed at an adequate implementation of style-based links between LSP texts/text forms.

Studies have shown that the stylistic level of translational intertextuality is mainly determined by an adequate choice of modes of expression, depending on the terms of communication (Baumann 1992: 47 *et seq.*). By systematising and classifying stylistically relevant phenomena, it has also been established that certain elements of style are particularly suitable for forming LSP networks (e.g. emphases, anaphoras, parallelisms, antitheses, expanded metaphors, repetitions).

When writing an LSP text, the author chooses from a series of (non-)linguistic means that they consider fit to implement the communicative function of LSP text networks. This will affect the use of quotations, the presentation of the LSP text topic on the basis of certain composition principles, the degree of linguistically explicit reproduction of logical connections, the density of information, the integration of stylistic/graphic means, and the variation of different lexical elements.

Analytical observations confirm that stylistic variability constitutes an important aspect of translational intertextuality.

3.11. The lexico-semantic level

The adequate choice and application of lexico-semantic elements in LSP-based communication, depending on the subject matter at hand, represents a basic precondition for translational intertextuality.

As is well-known, it is the adaption of lexical meaning to the respective terms of communication that enables intersubjective communication in LSP text networks.

Technical terminology as the heart of specialised vocabulary plays a significant epistemological role for building LSP text networks (Schippan 1984; Baumann 1994). Since the terminological system adheres to the scheme characteristic of the respective scientific discipline and represents the highest degree of terminological abstraction, technical terminology contributes to optimal communication between specialists and thus to well-founded intertextuality of LSP texts/ text forms.

3.12. The graphic level

The graphic level focuses on the layout of the LSP text, the typeface, and the typographical particularities as aspects of LSP text networking (vignettes, initials, captions) (Hübler 2001).

3.13. The orthographical level

This level is epistemically promising for an interdisciplinary consideration of the concept of intertextuality, since it is essential to the efficiency of written LSP-based communication. It is the most binding criterion on a social level and has prescriptive status (Duden 2004).

3.14. The phonetic and phonological level

This level prescribes the nature of any form of verbal LSP-based communication according to certain phonological rules or rhythmic structures (e.g. assonance, alliteration, rhyming) and thus augments intertextuality of verbally transmitted LSP-texts.

4. Summary

The interdisciplinary concept of translational intertextuality has shown the enormous complexity of information transfer in LSP text networks. This insight creates new prospects for the further description of LSP communication and broadens the interdisciplinary turn of LSP research.

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