

Speech act verbs and the development of Chinese characters

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Table of Contents

1. Introduction
2. Thesis
3. Speech act theory
 3. 1. Theoretical aspects
 3. 2. Speech act verbs
 3. 3. Speech act verbs as supplementary "higher order" system
4. Chinese characters for verbal actions
 4. 1. General characteristics of the writing system
 4. 2. Speech act verbs in Chinese
 4. 2. 1. Possible choices: Chinese characters for verbal actions
 4. 2. 2. MOUTH
 4. 2. 3. SAY
 4. 2. 4. Summary on MOUTH and SAY
5. Transfer
6. Additional points and further research
7. Notes
8. Literature
9. Appendix

1. Introduction

Examples of characters with MOUTH and SAY radicals

MOUTH character

cYA01) 1. to bite 2. to bark 3. to formulate, articulate, pronounce

SAY character

hSHUO 1. to say, speak 2. to explain 3. lore, theory

2. Thesis

In this paper we want to argue that one group of related characters within the Chinese writing system was developed to represent a peculiarity of Chinese and many Western languages, speech act verbs, and that most of these are indeed denoted by members of this group of characters. Our thesis comes in two versions:

The strong version of our thesis would be that SAY characters were made specifically to represent all and only speech act verbs. While this version can be easily disproved (cf. TO VISIT), we think that the weak version holds: The overwhelming majority of combinations of SAY characters denote speech act verbs (or aspects thereof) AND, vice versa, an overwhelming

majority of speech act verbs is denoted by (combinations of) SAY characters.

Finally, the transfer to Japanese, a language which originally had few speech act verbs is considered.

In this paper we proceed from language philosophic and pragmatic considerations to bring some light to the mysteries of the development of the Chinese writing system. For a start, we may ask the following questions:

1. Although there is a radical for actions having to do with the MOUTH, why is there another one, SAY?
2. Are there systematic differences between the realms of characters built with these two radicals?
3. If the differences are systematic, do members of the separate classes have a clearly distinguished function? In this case, the arbitrariness in the relationship between the characters and their meaning would be reduced considerably. Do these characters, beyond their "purely linguistic" meaning share a common social function?

On our way to seeking an answer to these questions, we will tackle the only case of related radicals in the Chinese writing system and try to show how one part of writing development helped solving a problem of social functions by providing a fairly consistent class of characters for one special part of social life usually called speech acts.

Two types of data are available:

1. "Isolated", "observational" data from dictionaries. We will use these data, which are already filtered, i.e. researched by way of observation, ordering, categorization, etc., by virtue of being in a dictionary, to arrive at our theses.
 2. "Context data" from texts. These will not be considered in this paper, but these data are to be used to prove or refute the theses in this paper.
- Observation gives us the following general data:
- There is a radical meaning WORD, SAY, etc.
 - There is a large number of characters using, i.e. derived from SAY (numbers see below).
 - For most of these characters, the meaning given is related to speech act verbs as introduced in part 2 below. Although there is no, and very probably never was, a one to one relationship, i.e. all and only SAY characters denote speech act verbs, a rate of 3/5 is too high to be completely accidental.

Of course, there are many other ways to construct characters for speech act verbs, some of which even have become more important for word formation than the ones we discuss.

Also, we do not consider, how much these characters are used today. The present writing of speech act verbs is determined by other factors. For one thing, presently two-character words are highly preferred. Also some characters have moved out of their radicals, so that the history is somewhat obscured²). Still, there is a large number of speech act verbs written with characters derived from SAY, and this gives us hints as to which of them were resistant enough to survive, and thus conserve history.

This means (1) that in the present we get the smallest number of such characters with speech act meaning so far, and (2) there were many more before, but these will have to be researched by specialists.

For building hypotheses as in this paper, the first step is a dictionary research of MOUTH and SAY characters, as well as an attempt at a reasonable classification, partly in comparison with other languages (Chinese vs. English, German, etc.). A second step later on would include the comparison of texts and translations. A third, for technical reasons final, step should consider historical changes within Chinese.

In this paper, we use the following terminology:

A radical (e.g. HAND, MOUTH, STONE) is that part under which to look up a character in a Chinese dictionary (bushou). Characters (e.g. those given in 0.1 above) consist of the radical plus some more strokes, other radicals etc. and usually have one or a couple of meanings, one or more pronunciations, and one or more tones, with the radical usually loosely indicating an area of meaning (cf. Mueller-Yokota (1994)). In the literature, these are often called ideophones. Combinations of characters (e.g. cJIErDA to answer, to explain) are very common in Chinese at present, but will have to be left out of consideration in this paper.

We here deal with topics concerning various areas within linguistics. We may not be able to pay due tribute to all related developments. On the other hand, no paper seems to have touched the thoughts presented here, at least not in internationally published form (computer search sept. 1995). We are not specialists in either of the areas concerned, i.e. philosophy of language or Chinese linguistics or theory of writing. Thus the whole paper has the character of proposing theses later to be proven extensively or refuted by specialists in the respective fields. At this point we will also not join in their discussion.

We can, at this preliminary stage, only take a look at the whole situation as it can be seen from the present. During history, a lot of things have changed. For example, some characters have moved out of their radicals into the realm of others, especially after the recent writing reform: cf. fHU, to guard, to take care of, from SAY to HAND. We can only take a look from the present, but since most of the characters still carry their history covertly with them, we think the situation can be made clear enough.³⁾ No one hundred percent safe interpretations can be given at this point, but we hope to show the direction. Since we are only at the start of this research, the discussion has to be kept somewhat general here.

Historically everything will be much more complicated than we can tell here. Ideally, the meaning changes of a large number of characters through different times and e.g. types of situations would have to be researched. This we have to leave for further research (for individual characters cf. e.g. Morohashi 1984-6).

3. Speech act theory

The main merit of speech act theory is to have brought the social importance of linguistic action back into the focus of scientific research (Heeschen 1980). Problems arise, when we consider lexicalizations for such

social acting, since "die explicit performativen Verben...ein europaeischer Sonderfall (sind)" explicit performative verbs are a peculiarity of European languages (Heeschen 1980:264). There is, however, one more language, Chinese, which historically had and still has a wide variety of speech act verbs, and this even shows in a special part of the writing system, which we will consider here.

3.1. Theoretical aspects

In this part we give a short overview of some important points in the context of speech acts and correspondingly, speech act verbs.

"Am Beispiel der indirekten Sprechakte, dem Prüfstein aller Sprechakttheorie, wird deutlich, daß nur ein "semantischer" Ansatz, der von der Bedeutung der Sprechaktverben und anderer performativer Ausdrücke ausgeht, in der Lage ist, das ganze Spektrum sprachlichen Handelns hinreichend zu erklären und zu systematisieren" Burkhardt (1986:100).

"Starting from the example of indirect speech acts, the testing block of all speech act theories, it becomes clear that only a semantic approach which starts with the meanings of the speech act verbs and other performative expressions, is able to sufficiently explain and systematise the whole spectrum of human linguistic acting".

According to Searle a speech act contains an utterance act, an illocutionary, a propositional and a perlocutionary act. We will not go into this here.

In one of the most recent definitions of speech act, Burkhardt (1986:31-2) defines:

"Sprechakte sind konventionelle Formen realisierende, sozial relevante Handlungen, die sich durch Äußerung von Sprechzeichen vollziehen und so innerhalb von Kommunikationssituationen intersubjektiv gültige Tatsachen schaffen. Mit Hilfe von Äußerungen wird etwas "getan und nicht bloß gesagt".

"Soziale Akte sind Resultate symbolischer Äußerungen, durch die unter Interaktanten Ansprüche und Verbindlichkeiten erzeugt werden....Die unmittelbare Hervorbringung des je aktspezifischen Verhältnisses von Anspruch und Verbindlichkeit durch Äußerung eines konventionellen Zeichens oder einer nach konventionellen Regeln gebildeten Zeichenkombination, das ist es, was soziale Akte bzw. Sprechakte von allen anderen Handlungen und Aktivitäten unterscheidet".

"Speech acts are socially relevant actions, which realize conventional forms. They are performed by uttering linguistic signs and thus create intersubjectively valid facts within communication situations. In doing utterances, something is "done and not just said" (cf. Austin).

"Social Acts are results of symbolic utterances, by which demands and obligations are created between the interactants....It is just this immediate generation of the individually act-specific relationship between demands and obligations by uttering a conventional sign or a sign combination shaped according to conventional rules which differentiates social acts and speech acts from all other actions and acting".

Concerning obligation and commitment, the following seems to hold:

"Was im Falle des Versprechensakts die Verbindlichkeit erzeugt, ist die Präsupposition der Absicht zur Selbstverbindlichung, wie sie der Versprechensbegriff selbst impliziert, oder, anders gesagt: Die aus dem Versprechen resultierende Verbindlichkeit wird erzeugt durch das Bestehen einer Absicht zur Selbstverwirklichung auf Sprecherseite und deren Erkennen durch den Hörer" Burckhardt (1986: 95).

"In the act of promising, what produces the obligation is the presupposition of an intention to oblige oneself, as it is implied by the very notion of promise, or in other words, the obligation, which results from a promise, is generated out of the existence of an intention to materialize on the part of the speaker and a recognition of this on the part of the hearer".

This does, however, not hold in all societies, as has been shown by Marui/Nishijima (1991) (cf. also the literature there).

"There is an indirect speech act, when a speaker makes a hearer understand - without using the performative phrase which indicates the respective illocution - the existence of the preconditions and typical semantic features of a performative formula by way of linguistic, extralinguistic, or contextual means, so that the hearer is able to categorize this utterance according to its linguistic-semantic, as well as co- and contextual features as an occurrence of a certain conventional type, which can be and is grasped in metalinguistic categories" (Burckhardt 1986:356-7). Criticism of the traditional theory of speech acts included the following points.

1. It is monologic.
 2. It is oriented towards single sentences.
 3. It is limited to the speaker's perspective (Burckhardt 1986: 99).
- If we surmount these limitations, i.e. think of speech acts as at least dialogic, not restricted to the sentence, and including at least the hearer, the part of writing development which we consider appears as a form of solving the problem of social function indication: The partner is to read the linguistic sign even on first sight (!) as hinting at a certain social act.

3. 2. Speech act verbs

Concretely, speech act verbs are, in a wider sense, verbs denoting actions usually performed by speaking (to tell, to describe) or, in a narrower sense, verbs which constitute actions by their virtue of being uttered under the appropriate conditions (to name a street X avenue)(e.g. Austin 1962, Searle 1969, for a list Marui/ Nishijima 1991).

The latter distinguish the following groups and exemplary members:

(1) classification of speech act verbs

group:	members: examples
verdictives:	to acquit, to rank, to diagnose, to date
exercitives:	to appoint, to demote, to order, to fine to grant, to claim, to beg, to enact,
commissives:	to promise, to plan, to oppose, to swear

behabitives

- in subgroups: for apologies: to apologize
- for thanks: to thank
- for sympathy: to condole
- for attitudes: to resent, to complain
- for greetings: welcome
- for wishes: to bless, to curse
- for challenges: to protest

- expositives: to state, to remark, to tell, to ask
- to doubt, to agree, to object to argue
- to interpret, to define, to mean
- to refer, to call

Incidentally, speech act verbs also include negative verbs, e.g. to avoid speaking.

3. 3. Speech act verbs as supplementary "higher order" system

In many languages speech act verbs are a supplementary category. That is to say that relative as things are with languages, maybe the following holds:

1. All languages have at least a rudimentary number of words denoting what utterers release from their mouth (mainly of three kinds, which, incidentally, can be used to classify most of the offsprings of the MOUTH radical in Chinese, see below 3.3). One class of such words must have become used to describe present, past or future things or events. This ability to report is a precondition of the *conditio humana*. It requires mainly descriptive words, and one which denotes the very act of doing this is to SAY.

At this stage (!?) usually also a few words (or phrases, cf. (Japanese): to say strongly, instead of: to state or to claim (Marui & Nishijima 1991: 73)) exist for denoting how something is said, and probably for denoting in what sense it may be meant or is supposed to be taken. Of course, lines are not to be drawn too strictly.

Then it would be possible e.g. to express one's grateful feeling by using SAY + anything conventionally indicating e.g. gratefulness in the respective society. Often, this were words descriptive of the very act of doing, i.e. showing e.g. gratefulness, that is the uttering of THANK YOU. Another example is to say good bye, to "good-bye". A generalized example is to say YOROSHIKU ((everything) be normatively in order) in Japanese.

2. Many languages make use of this system, which depends mainly on the use of SAY (Japanese, some West African languages), or another verb or other expressions (rago in Korean, also particles in Japanese) used in its stead. (It is in no way superior or inferior to the next step. We may consider this combinatory way as consisting of $f(y)$, with f the functional verb and y the intended contents, expression, etc.).

3. In some societies there must have arisen a want or need, and eventually a convention to differentiate ways of how people express the content of what speakers say (to be very careful) not only as various extensions of or

additions to SAY (e.g. to say, i.e. express, one's gratefulness), but to lexicalize this in one separate lexeme (i. e. to "grate" in the example (disregarding the present meaning)). These lexemes are not totally arbitrary, since they often share something with the lexemes on the former step, be that a word stem (to thank) or a "feeling indicator" (poison to your soul, Coulmas 1997?), an enactment (sich entschuldigen German=to take one's debts off) = to apologize or a common radical "indicative" of this lexicalisation in writing, as we will see below in 3.2.

This touches on the discussion, why speech act verbs ever came into existence on a larger scale (in some languages, while not in others). Since we have no means to solve this problem historically, any solution has to be left to philosophical speculation.

4. Of course, all languages in the world can technically produce terms for all aspects of speech act verbs and their differentiations. The problem is how much additional effort, e.g. grammatical or morphological structuring is necessary, and how much and which societal structuring is presupposed. That is whether certain classes of speech act verbs are necessary in a certain society, i.e. conventionalized there. While stating the obvious is (and seems to have been) an important speech act in Japan, there may not have been much need to express ordering (and thus there is no original Japanese word, but the Sino-Japanese *meirei suru*). This is understandable from the a strictly hierarchical society where e.g. utterances from social highers are (to a certain degree) orders *per se*.

4. Chinese characters for verbal actions

4. 1. General characteristics of the writing system

In this part, we give information on the Chinese writing system only as far as it is necessary for our discussion (For an overview see Mueller-Yokota 1994, also for some peculiarities Coulmas 1989).

The development of the Chinese writing system is documented insufficiently. The first tablets are probably unrelated to the later writing. The writing found later on was already fully developed. Anything on the time and developments in between is open to speculation, as is our paper.

There were at least three steps in the development of words and writing in Chinese (cf. Mueller-Yokota 1994):

1. Early on, many characters were still unspecified. Later on, they were grouped into characters with the same radical at about 200 b.c. to 200 a.d., i.e. during the Han era.

By the year 100 a.d. the *HSOUWENCJIEFI* recorded 540 groups of radicals, which were, by 1600 reduced to 214. Radicals, abstractions of common elements of different signs, usually are unrelated to each other, i.e. not developed out of one another, but cf. the radicals for speech act verbs (see below 3.2.).

2. From about 100 a.d. onwards, these radicals were used extensively to build new characters.

On the one hand Chinese had, at that time as today, a large number of monosyllabic homophones. On the other hand, societal development led to the need of increased differentiation and more linguistic nuances.

In the writing system this was solved by developing combined signs, consisting of one part hinting at the meaning area and another part or parts hinting at the pronunciation of the character. In such combinations, there were few restrictions on the choice of parts, but most seem to be consisting of pictures traditionally called *fhuiFYI*.

3. Eventually, characters were put together to form fixed combinations, which account for the many two word expressions in present-day Chinese. These will not be considered further in this paper..

Here a note on the relationship between radicals is necessary. Usually radicals are not related to each other, c.f. STONE, HAND, LEG, ONE, etc., although they may share certain parts of their strokes or stroke order, e.g. RICEFIELD consists of the square used for MOUTH and therein the cross of TEN. In the case of MOUTH and SAY, these radicals are not only related, but developed out of each other, i.e. SAY from MOUTH.

For the first time we are able to show the interrelatedness of radicals and thus sets of characters (beyond the usual sound relatedness of similarly built characters (see Mueller-Yokota 1994: 367-9)).

In short we can say that two preconditions prevailed:

1. The development of SAY and its characters presupposes a wide use of MOUTH characters and the fact that MOUTH had become usable as a radical.
2. Since there are already some speech act verbs built with MOUTH, we can say that there must have been a (sudden?) rise in demand for differentiating speech act verbs on a wider scale. The speech act verbs should have existed in oral communication even before this, but we have no evidence for this and have to leave this question unanswered here.

In what follows we will mainly look at speech act verbs, and leave the specifics of nouns etc. out. This should however not be much of a problem, since even nowadays the switch between grammatical categories is very common, and should have been only more common in older times. In the extreme, whatever could mean word, could very probably also be used to denote the action of uttering this, speaking or to speak.

4. 2. Speech act verbs in Chinese

4. 2. 1. Possible choices: Chinese characters for verbal actions

Over time, different kinds of ideographs developed undifferentiatedly for describing, uttering in various ways, speech act verbs in the narrow sense, onomatopoeics, particles, etc.

Although history has changed the situation considerably throughout the years, even today the situation carries some of its historicity with it. We can see this from the mere distribution numbers.

Considering only single characters and radicals (no character combinations), we find the Chinese writing system to have developed mainly the following (varying according to classification, s.a.): MOUTH (a picture), (WORD)SAY, VOICE, SOUND, EXPLAIN, and DEMAND, of which only the first two have been used extensively for forming combined characters.

(2) Number of characters developed from radicals which could have generated speech act verbs

口部 MOUTH 言部 SAY 音部 SOUND 申部 EXPLAIN
fHAN

中独辞典 268 中独辞典 128 中独辞典 7 中独辞典 2

Morohashi

諸橋 1447 諸橋 976 諸橋 67 諸橋 n.e.

Characters developed from DEMAND and TONGUE (also: to make a speech)
returned no speech act entry, except for the head entries.

Although the situation looks clear as seen from the present, history tells a different story (reconstructed from Morohashi):

The choice of the character for SAY (Morohashi Nr. 35205) was not as obvious as it seems today. A look at the development of this character shows that, as a MOUTH-derived character (Morohashi 2-3687), it had the meaning of to reprove, to scold (shikarikobamu). As usual, the MOUTH radical was written as the left part of the character (Morohashi Nr. 2-3686) and identical to 2-3604 with MOUTH as the bottom part. Morohashi gives the following explanation: Consisting of MOUTH and a sign for BAD VOICE, it meant to reprove the partners bad talk in a fight with words. The equivalent sign with MOUTH to the left: 2-3603 is supposed to mean to reprove or to warn. Incidentally, this right part in 2-3604 and 2-6303 is an independent radical meaning hard to bear, painful heart-breaking (probably the partners feelings upon hearing what, and how, something was said by the partner, compare the relatively high number of speech act verbs derived from SAY with clearly negative meanings: to slander, etc). Only later on, after some time of double usage, the radical MOUTH became written fixed as the bottom part. Around and after a reordering of the strokes, a change in meaning started towards denoting word (thus obviously, a new character was started). It seems that only from then on did this character, now denoting "things to say" become available for use in combinations, i.e. to be used as a radical. There were certainly other (probably nicer) characters meaning word or to say available at that time, but we may surmise that the "new" character was probably more flexible than the others, i.e. the meaning area still not so tightly fixed. Maybe it was just a case of the right thing in the right state at the right time!

4. 2. 2. MOUTH

MOUTH, an original picture (fXIANGhXING), is used as a radical to develop characters denoting mainly 1. actions performed with the mouth (cough), 2. onomatopoeics (hehe), and 3. verbal actions (praise). A fourth category is mixed and may have developed during Han times, when suddenly hundreds of writings became necessary (Mueller-Yokota).

Concretely, characters built from the MOUTH radical can be classified into the following categories:

- Interjections: YA, A, O, etc.,

- onomatopoeics: hGUA to clatter (sound),
 - some meanings are on the verge of onomatopoe and content words: rNAO to talk without break, to clatter on and on,
 - things done by using the mouth, such as eat or drink: rHE to drink and hCHI to eat, and the respective nouns: cZUI throat,.
- Later on, characters from MOUTH were formed for
- question words: who rSHUI, why cZA, and pronouns: rZAN we, - various: rZE to try to get a word in edgewise, and
 - some speech act verbs: cYONG to recite, to sing.
- Note that this is still very near the original meaning of mouth, i.e. something to be done only with the mouth.
- rCHAO to deride, to laugh at.

Speech act verbs with MOUTH are the less abstract ones nearer to the utterance production: cf. to call vs to judge.

- Very few even took on abstract meanings:

chONG to betray, to flatter, and fWEI taste - an abstract meaning which is still inherently linked to the mouth as the organ of perception - and rLOU labourer: a person.

- Of course, it was used in names and terms: cBI Pyridine.

Out of 268 entries for MOUTH in the Chinese-German dictionary, only a few, just 38, are speech act verbs, or denoting abstract things or actions, a mere 4.

First this presupposes that a number of words and expressions must have existed beforehand for which representation by MOUTH obviously was not distinctive enough.

Speculating on reasons, we might consider economy. If there are too many characters, and especially if they come from too variously distributed areas, the meaning hints from the character become too unclear. There is little problem, if most TREE characters denote things or actions done with or to trees or wood. Also some unrelated meanings would be unproblematic, since they would be outstanding and even the more easily recognizable. But in the case of MOUTH, there are already hundreds of onomatopoeic denotations, quite a large number of denotations referring to actions performed with the mouth, such as eating, and a large number of particle and pronoun meanings. Apparently, at the latest from the Han period onwards, a large number of characters had to be developed to distinguish different "speaking activities". It is not clear, whether at this point only MOUTH and SAY were made use of (and why mainly these, but see above 3.2), but certainly at some time these representational needs must have spread to other radicals as well and characters and their combinations as well.

Also this system was overproductive, so that the characters developed were available for taking on other meanings (see below for abstract meanings).

4. 2. 3. SAY

We start with the need that must have arisen at some point in time to represent, simply speaking different ways people speak, different contents, and how they express these etc., in short, different ways people do things

with words, in writing in China. Of course, the development will have taken its due time, and very probably not have been a unitary process. As seen above, at some time MOUTH was not enough, so that SAY was developed further and later on became considered an independent radical4).

Among the 128 SAY characters, we find (with double entries etc.) 93 SA meanings (=3/5), 23 meanings having to do with abstract things, especially denoting knowledge (1/3), and a few have unrelated meanings (at least nowadays) or have name denotations (1/3).

The main point here is: With more than chance probability, SAY characters have speech act meanings. This is not to say that SAY was all encompassing: There was very probably no time when the relationship between speech act verbs and SAY characters was one to one.

- In the extreme, we can take SAY characters as written indicators (and thus abbreviations) of speech acts. As these characters were used in one medium, the written language, this may have been advantageous in a language, where many homophones may cloud meanings and at a time where the use of radicals spread and in a short time hundreds of new words would be built and had to be written. Then, such a class with a somewhat unified indicator such as SAY can be a considerable short cut to understanding written texts, without at the same time taking too long in writing. Usually, characters are (more or less strict) combinations of meaning area and pronunciation. In the case of SAY characters, however, one more dimension became integrated: hints at social acts. Thus they can indicate the social function of an utterance, text, etc. to a recipient already taken into consideration at the point of production (see the speech act definition in 2). Only in this case is it possible to copy social functions directly into writing.

-- This is apparent from the large number of SAY-derived characters denoting kinds of utterances, both positive and negative.

-- Also, a large number of SAY-derived characters denotes various degrees of in- and disinformation.

-- A fairly large number of SAY-derived characters have negative meanings about other people. This does not mean that they have always been the majority, but that they do not move out into other characters easily. This also means that any theory of speech acts has to consider the negative meanings some of the speech act verbs have.

-- The development of SAY characters seems to have furthered the development of abstract meanings with simple characters (cf. only 4 with MOUTH). Most of these denote aspects of knowledge, its acquisition or display. Of course, all of these include the use of language, e.g. fZHENG to prove, proof or rMOU plan.

One possible explanation is that these could only be developed after SAY combinations became possible (i.e. enough signs and abstractions, i.e. abstract concepts, which in turn tend to lead to further abstractions etc.). Certainly later on, with the use of combinations of characters anything became possible and this was no especiality anymore: hJINFWEIjinwei to recognize, to know.

- The SAY characters also include some with unrelated meanings: fdIAO to move, place somewhere. In many cases, however, these characters denote things, circumstances, situations which condition or are conditioned by utterances, e.g. to visit (a situation to speak) or friendship (to be kept up by and conditioning speaking).

4. 2. 4, Summary on MOUTH and SAY

- The economy principle seems to have worked with radical formation: After there were too many with MOUTH characters, one of the offsprings later developed into an independent radical.
- the areas of MOUTH and SAY overlap partly.
- Historical changes lead to spreading out in various senses:
 1. Many other characters took on speech act meanings, but no other radicals did this.
 2. Not all characters, which developed from SAY, still denote speech acts. Some have totally unrelated meanings today, some are questionable.

5. Transfer

The exceptionality of the large number of speech act verbs becomes conspicuous, when we look at what happened when the Japanese started to use the Chinese writing system for representing their language, and in this process also took over a large amount of knowledge containing speech act verbs.

The problem arose when e.g. the monks had to decide which letters to take over into Japanese, a language which usually has fewer such distinctions (or has to go to some length to express them). Very often they had to make a choice (or the next user, for that matter) on which characters to use, since some would have appeared to be rather similar to each other. At some time, at the latest when it came to the practical, active use, a choice had to be made. This, in turn led to the reduction in number of SAY and MOUTH characters in use in Japan as compared to Chinese. One very oversimplified description may suffice:

(3) to apologize in Japanese:

The problem when taking over from Chinese: from *ayameru* to hurt (the other) (= *abunai*) to *ayamaru* the hurting = to apologize (sounds much on the line of poison to your soul, in fact: I hurt you, that is stating the fact works as excuse, thank, whatever).

As is usually the case, when one part of a linguistic system is taken over for use somewhere else, an older state is usually preserved by the target language. This may explain, why there are about 130 speech act verbs with SAY-derived characters in Japanese. This hints at a larger number of characters with SAY in Chinese in the past at the various times of transfer.

We also find 23 characters with mainly abstract meanings, such as DETAILED. Some of these may already have been abstract at the time of take-over, others may have been formed in Japan. The new environment of use may have

allowed for a separate development of meanings, and many have also returned back to China with the new meanings. Presently, Japanese has a small number of indigenous speech act verbs, such as *iu* To SAY or *kotaeru* TO ANSWER, and a fairly large number of speech act verbs written with characters derived from Chinese speech act verbs, both MOUTH and SAY and a host of others.

6. Additional points and further research

To gain some kind of comparison, we should also look at what happened in Korea, and whether e.g. SAY and MOUTH Kanji were more easily or more reluctantly prone to being written in Hangul, especially since the particle *rago* was used. Future research should also look at what happened in other languages which had extensive contact with China and/ or its writing system, e. g. Vietnam. Also direct relations have to be considered e.g. Thai. The problem has to be approached from two sides:

Are there a lot of "speech act verbs" in use in those languages? and What are the influences from China? Chinese?

Finally we have to look at other ideographic writing systems (Hieroglyphs, Sumerian, etc), to see whether similar trends appeared or, if not, how speech act verbs were dealt with, if there were. This could tell us something about the importance of the differentiation of verbal activities and its links to refinements in societies and how writing systems can handle these.

7. Notes

1) Writing conventions in this paper:

Capital letters denote characters, elsewhere often called ideophones. Only MOUTH and SAY refer to the respective radicals. All characters are fully identifiable since pronunciation, tone and meaning are given.

Tones in this paper

We will use the following system of letters in front of the syllables to indicate tones:

r for the rising tone of rJIE to (cross-)examine,

h for the high tone of hSHUO to speak,

c for the changing falling- highrising tone of cQING to ask for,

f for the falling tone of fKE class, lesson.

2) See however Japanese, which, as is common in transfer situations, has, to some degree, conserved an older state: There are considerably more speech act verbs denoted by characters derived from SAY - in relationship to the whole number of such verbs in Japanese - than denoted by other characters.

3) Incidentally, fHU may be a clear case in transition. Whatever speech act meaning the character ever had (perhaps something along the line of to defend with words), seems to have faded and vanished, so that there was no need anymore to keep it in the SAY category. The new meaning category is probably more indicative.

4) We have to leave the problem of rYAN word undiscussed here. Obviously, it is recorded in the hKANGhXIFZICDIAN as sign nr. 29. The discussion for SAY, however, holds for this character, too: Out of 6 characters built from

rYAN, 5 denote speech acts.

8. Literature

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9. Appendix

The following list of speech act verbs is an extended version of Marui & Nishijima (1991). Since no Chinese font was available i was used for the SAY radical in SAY characters. In some cases, an older writing was found to be similar to a Japanese font we were using. In all other cases, only the pronunciation with the tone is given. This is usually enough, since there are very few cases of different writings which have an identical tone and the same pronunciation. The Chinese entries are from hXINFHANrDERCICDIAN (1985) and rDEFHANrCICDIAN, Hongkong 1976, 4.

[VERDICTIVES]

English 英語	Japanese 日本語	German 独語	Chinese 中国
acquit 「無罪とする」	無罪とする 無罪を言い渡す	freisprechen sich bewahren	宣告无罪 开释
convict 「有罪と宣告する」	有罪と決する 有罪の判決をくだす	schuldig sprechen verurteilen verurteilen VER	判決通告 1 通 CULIAN
find (as a matter of fact) 「(事実として) 認定する」	認定する, 判定する 評価する	(als etwas) bewerten	
hold (as a matter of law) 「(法的な事柄として) 判定する」	判定する, 判決する	für Recht halten	认为
interpret as 「と解する」	解釈する, 解する とる	auslegen interpretieren	认为 1 全 QUAN
understand 「と理解する」	と解する, 理解する とる	ich fasse es so auf verstehen	听懂
read it as 「と解する」	と解する, と解釈する, と読む	(so und so) lesen	
rule 「規定する」	規定する, 決める 定める	(als etw.) bestimmen anordnen entscheiden	规定指定 决定 决定
calculate 「算定する」	算定する	berechnen, kalkulieren schätzen, auslegen	计算估计 评价 1
to calculate, to count		rechnen, zählen, kalkulieren	1 1 1
reckon 「算定する」	算定する, 概算する	berechnen schätzen	计算估计 评价
estimate 「推定する」	推定する, 評価する 見積もる	einschätzen schätzen	估价, 评价
locate 「位置を定める」	位置を決定する/定める	(an einem Ort) lokalisieren	确定位置
place 「場所を定める」	場所を定める	einen Ort festlegen	确定
date 「日時を定める」	日付を定める/いれる	(auf einen Zeitpunkt) datieren	注明日期或明期
measure 「測定する」	測定する, 計る 測る	ich messe	测量, 打量
put it at 「見積る」	評価する 見積もる	halten für, ansehen als	认为
make it 「推断する」	推断する, とみなす	ansehen als	认为
take it 「みなす」	と思う みなす	auffassen ansehen als, halten für, glauben	理解 认为 以为
grade 「等級をつける」	等級づけをする	einstufen	
rank 「位をつける」	等級をつける	einschätzen einordnen	估价, 评价
rate 「見積る」	評価する 見積もる	(auf etw.) schätzen einschätzen	评价 估价
assess 「査定する」	見積もる 査定する	taxieren schätzen	估价... 估价 评价
value 「評価する」	値踏みする 評価する	bewerten (hoch)schätzen werthalten	评价 估价
describe 「記する」	記述する 述べる	beschreiben	描写, 叙述
characterize 「特徴づける」	性格づける 特徴づける	(als etw.) kennzeichnen charakterisieren	表明... 的特征 刻画
diagnose 「診断する」	診断する	diagnostizieren feststellen	诊断 确定, 确认
analyse 「分析する」	分析する 批判的に検討する	analysieren, diskutieren	分析, 讨论, 述論
to discuss, to talk about		diskutieren, besprechen	議 FYI
to analyze, to discuss		analysieren, besprechen, diskutieren	議 FLUN

Original (engl) (「和訳」)	日本語	ドイツ語	
appoint 「任命する」	指名する 任命する	ernennen berufen	委任、任命
degrade 「罷免する」	左遷する、罷免する 位を下げる	erniedrigen	
demote 「降格する」	降職する、降格する 階級を下げる	absetzen, degradieren zurückstufen, (zurück)versetzen	免去 減級、減級、降格
dismiss 「免職する」	免職／解雇する 首にする	entlassen	开除
excommunicate 「破門する」	破門する／除名する 締め出す	exkommunizieren, ausschließen	开除
name 「命名する」	命名する、名付ける 名をつける	Namen geben, benennen	命名
order 「命ずる」	命令する、命ずる 「～しろ／しなさい」	befehlen, (ordern), bestellen,	命令、吩咐 預訂、订购
command 「命令する」	命令する、命じる 「～しろ／しなさい」	kommmandieren, befehligen befehlen	指揮、命令
		anweisen, instruieren	指示、FÜ 指令
direct 「指示する」	指示する、指令する	anweisen, sagen	指示、指令、説教訓
sentence 「判決を下す」	刑を宣告する に処す、判決をくだす	(zu etw.) verurteilen	判決、過責、裁判
fine 「罰金を課す」	罰金を課す 刑罰を加える	(mit Buße usw.) belegen Strafe auferlegen	証明、説明 処罰、罰款命令
		degradieren rZHE	
grant 「許可する」	許す／認める 「～していい／してもかまわない」	erlauben, zugestehen	准許、同意 承认
levy 「押収する」	沒收する 差し押える	(Steuern usw.) auferlegen erheben einziehen	処罰、罰款命令
vote for 「賛成投票する」	賛成投票する 「賛成！」	(für etw.) stimmen für jn stimmen	投票
nominate 「指名する」	指名する 任ずる	nominieren, aufstellen, ernennen	提名、指定 推挙、推為
choose 「選定する」	選定する、選挙する 選ぶ	(jdn. zu etw.) ausrufen, wählen, auswählen, erwählen	选举 选出
claim 「請求する」	請求／要求する 主張する 訴える	beanspruchen, fordern, verlangen, behaupten (ein)klagen	要求 坚持
give 「授与する」	授与する、与える あげる	geben	
bequeath 「遺贈する」	遺贈する／遺言で譲る のこす	vermachen vererben	遺贈、留遺产 继承
pardon 「赦免する」	赦免する 許す／許してあげる	begnadigen	赦免
resign 「譲渡する」	譲渡する 譲り渡す 譲る	übertragen aufgeben übergeben	交託 交付
warn 「警告する」	警告する 注意する 「しないほうがいい／してはだめ」	warnen, abraten	警告、劝告

warn		warnen, verwarnen	い戒 JIL 警告
advise 「助言する」	助言する／ 忠告する 「～したほうがいい／するといい」	(zu etw.) raten, empfehlen Rat geben	建議, 助言, 忠告, 勧告
to persuade	説得する	ueberreden, einreden	說服 fSHUI 規劝
plead 「申し立てる」	申し立てる	plädieren vertreten	代表
pray 「嘆願する」	嘆願する 懇願する 頼む／請う／お願いする 「してください」	(um etw.) beten	祈禱
entreat 「懇願する」	懇願する 嘆願する 「してください」	anflehen, (in jdn.) dringen schwören	懇請 宣誓, 發誓
beg 「請願する」	請願する 請う／頼む	bitten	い曲 cQING 請求
urge 「催促する」	催促する せき立てる 「はやく～してください」	drängen dringen in	催促 堅請
press 「強要する」	強要する せかむ	(in jdn.) dringen drängen, fordern	堅持 催促, 要求
recommend 「推薦する」	推薦する 勧める／おす	empfehlen	介紹, 推荐
proclaim 「布告する」	布告する 宣言する／宣する	(den Krieg usw.) erklären verkünden, proklamieren bekannt geben	宣言, 声明 宣言
announce 「宣告する」	告知する 知らせる 「告」	(für eröffnet usw.) erklären an/verkündigen, anzeigen, bekannt geben, kund geben	宣言, 声明 宣告, 通知 通知, 通告, 宣告, 表明
quash 「取り消す」	廃棄する 取り消す	aufheben, absagen, abbestellen (unterdrücken)	取消, 謝絶 取消, 訂約 (
countermand 「撤回する」	撤回する 取り消す	abbestellen aufheben	取消, 訂約 取消, 廢除
annul 「無効にする」	無効にする 廃棄する	außer Kraft setzen aufheben, annullieren für nichtig erklären	取消, 廢除
repeal 「廃棄する」	廃棄する 廃止する	aufheben zurückweisen	取消, 訂約 撤回, 拒絕
enact 「制定する」	制定する 法律にする	(Gesetze usw.) erlassen in Kraft treten.	公布, 公告 开始生效
reprieve 「執行を延期する」	執行を延期する	begnadigen, Gnadenfrist gewahren zurückweisen	赦免 撤回, 拒絕
veto 「拒否する」	拒否する いやだと言う 「ため」	Veto einlegen	
dedicate 「献呈する」	献呈する 捧げる	widmen weihen	貢獻, 献贈 献出
declare closed 「終了を宣する」	終了を宣言する 「これで終了です」	erklären schließen	宣言, 声明
declare open 「開始を宣する」	開始を宣言する 「始めます」	(für eröffnet) erklären eröffnen	宣言, 声明 开幕
to translate	翻訳する	uebersetzen, dolmetschen	fYI
to persuade	説得する	ueberreden, einreden EXH	fSHUI 規劝, 說服
to persuade	説得する	uberreden	い誘 fYOU
to settle		vermitteln, schlichten	い調 rTIAO

Original(engl) (「和訳」)	日本語	ドイツ語	
promise 「約束する」	約束する 必ず～します／～するつもり	versprechen, sein Wort geben	許諾
		vereinbaren	i. d. DING
covenant 「誓約する」	誓約する	sich vertraglich verpflichten	契約義務
contract 「契約する」	契約する	sich vertraglich verpflichten Vertrag abschließen	契約合同
undertake 「引き受ける」	引き受ける 義務を負う	verpflichtlich übernehmen	
bind myself 「と誓う」	と誓う	sich verpflichten, (sich binden)	負荷義務
give my word 「自費を与える」	自費を与える 約束する	sein Wort geben, verspre- chen	i. 若 INUO
am determined to 「決断する」	固く決心してする 決めている／しようと思う	entschlossen sein zu	決心
intend 「意図する」	意図する しようと思う つもりである	beabsichtigen	打算
declare my intention 「意図の宣する」	意図を明らかにする	seinen Willen erklären	
mean to 「つもりである」	つもりである	vorhaben, beabsichtigen wollen	計画 打算
plan 「計画する」	計画する もくろむ	beabsichtigen, vorhaben planen	打算 計画
purpose 「目的を考える」	目的と考える しようと思う	vorschlagen	提議
propose to 「提案する」	提案する 「～したらどうか」	vorschlagen	提議
shall 「するであろう」	するであろう つもりにしている	werden sollen sollen, müssen	hGAI
should, will			
contemplate 「もくろむ」	もくろむ 思い込める	vorhaben sich ausdenken, überlegen, erwägen	計画 想出, 考案
envisage 「もくろむ」	もくろむ	ins Auge fassen anvisieren	
engage 「請け合う」	請け合う 引き受ける	sich nehmen verpflichten, unter Vertrag nehmen, an???	契約義務
swear 「誓う」	誓う 誓って言う	schwören	宣誓 发誓
guarantee 「保証する」	保証する 請け合う	garantieren, einstehen für bürgen für	保証 担保
pledge myself 「誓約する」	誓約する	geloben, versprechen sich verpflichten	宣誓 許諾 許諾 契約義務
bet 「賭ける」	かける	wetten	打賭
vow 「誓う」	誓う 誓約する	geloben, schwören (Meinung sein)	宣誓 許諾 宣誓 发誓
agree 「賛成する」	賛成する 「賛成！」	(übereinstimmen)	同意一致
consent 「同意する」	同意する 承諾する うなずく	zustimmen der gleichen Meinung sein	同意
dedicate myself 「身を捧げる」	身をささげる／ゆだねる	weihen, widmen sich hingeben	献出 献身 献贈
declare for 「賛成を宣する」	賛成と宣する 「賛成！」	für bestimmen	既定 指定 判定 決定
side with 「加担する」	加担する くみする／味方する	es halten mit jdm sich auf js Seite schlagen	
adopt 「採用する」	採用する 取り上げる	übernehmen	接受 承担
champion 「擁護する」	擁護する 護ってあげる	eintreten für, sich enga- gieren für schützen	替一設備 捍卫

embrace 「受け入れる」	受け入れる	einschließen, umfassen empfangen	包括 接待
espouse 「支持する」	支持する	Partei ergreifen für unterstützen	発言, 站在 支持
oppose 「反対する」	反対する 反対だ 「反対！」	entgegen treten, ablehnen, bekämpfen dagegen sein, wider- sprechen vorziehen zustimmen	拒絶, 謝絶 反対 や喧 同意
favour 「賛成する」	賛成する 賛成だ 「賛成！」		

[BEHAVIATIVES]

Original(engl) (「和訳」)	日本語	ドイツ語	Chinese
for apologies 「謝意を表わすために」	陳謝する	sich entschuldigen verzeihen, entschuldigen	代為求恕 i 京 FLIANG
apologize 「陳謝する」	「ごめんね／すいません／お詫 します／許してください」		
for thanks 「感謝を表わすために」	感謝をする 礼を言う	danken	感謝
thank 「感謝する」	「ありがとうございます／ お礼申し上げます」	danken	感謝
for sympathy 「共感を表わすために」	嘆く 嘆きかなしむ／いたむ	bemitleiden, mitfühlen	
depliore 「嘆く」			
comiserate 「哀れむ」	あわれむ ふびんに思う かわいそうだ	Mitleid haben bemitleiden	同情某人
compliment 「祝する」	祝する おめでとうを言う 「おめでとう／お祝い申し上げ る」	Kompliment machen	恭維某人
to praise		preisen, loben, anerkennen	i 午 cXU
to flatter		schmeicheln	cCHAN
to flatter		schmeicheln	rYU
condole 「弔慰する」	弔慰する 悔やみを言う 「お悔やみ申し上げます」	trösten	安慰
congratulate 「祝辞を述べる」	祝辞を述べる 「おめでとう／お祝い申し上げ る」	beglückwünschen gratulieren zu	祝賀
to praise, to boast		rühmen, preisen, prahlen	i 羽 cXU
to celebrate	祝う	besingen	i 区 hou
felicitate 「慶賀する」	慶賀する 「おめでとう／お祝い申し上げ る」	jn feiern	致款
sympathize 「共感する」	共感する 同情する	mitfühlen sympathisieren mit, sich auf js Seite schlagen	
for attitudes 「態度を表わすために」			
resent 「怒る」	憎る 怒る 「不快だ／けしからん」	übelnehmen dagegen sein, etw dagegen haben	抱怨 反対
don't mind 「気にしない」	気にしない 心配しない	sich nichts machen aus	
pay tribute 「賀辞を述べる」	賀賀の言葉を呈する	jn et verdanken, zuschreiben	感謝 归于
criticize 「批判する」	批判する	beurteilen	評論, 評價

	批評する	kritisieren, dazu sagen	批評
grumble about 「不満をこぼす」	不平をこぼす ぶつぶつ言う	kommentieren, kritisieren	i 平 rPING
complain of 「不平を言う」	不平を言う ぐちをこぼす ぶつぶつ言う	murren, schimpfen sich beschweren	喃喃抱怨, 咕咕不平 責罵, 詬罵, 詈罵
applaud 「賞讃する」	賞賛する ほめそやす	sich beklagen sich beschweren sich aussprechen, (et vorwerfen)]	訴苦 埋怨 傾訴 (痛告)
overlook 「無視する」	無視する 大目に見る とりあげない	Beifall klatschen, applaudieren Applaus sprechen	鼓掌 欢呼, 喝采
commend 「推奨する」	推奨する ほめる／おす	et übersehen, unberück- sichtigt lassen, hinweg- sehen über	忽略, 忽视 略过, 看漏, 环顾
deprecate 「嘆願する」	嘆願する 哀願する	loben, empfehlen(?)	称赞, 表扬 介绍, 推荐?
blame (the non-exercitive use) 「非難する」 (権限行使型でない用法) to denounce	非難する とがめる 小言を言う	missbilligen	
approve 「賛同する」	賛同する をよしとする	tadeln, Vorwürfe machen jn zuschreiben, seine Schuld sein anprangern	申斥, 谴责, 责备 归罪 i 干 rJIE
favour 「賛成する」	賛成する くみする	billigen zustimmen, (erlauben)	许可 同意 (准许)
to boast for saying something bad to or about someone to scold, to reprimand		für etw sein (bevorzugen) zustimmen	
to scold	～を叱る	sich ruhmen	称赞 cPIAN 颂扬
to tease		tadeln, vorwerfen	i 肖 fQIAO
to blacken s.b.'s name		schelten, beschimpfen	i 可 hIE
to can		necken, hänseln	i 唐 fXUE
to slander		anschwärzen	rCHIAN
to con, to slander		anschaieren	rMAN
to mock, to ridicule		verleumden	诽谤 fZEN 毁谤
to slander		anschwärzen, verleumden	rLAN
to laugh at sb., to slander		spotten, verspotten, höhnen	嘲笑 chENG
to deride, to mock		verleumden, diffamieren	i 氏 cDI
to scold, to demand	叱る, 要求する	auslachen, verlachen, verspotten	善戏 hJI
to denounce		verhöhnern, verspotten	i 山 fSIAN
to slander		tadeln anprangern	i 寸 cTAU
to slander		anprangern	i 干 rJIE
to reproach		verleumden	i 巫 hIU
		verleumden	i 非 cFEI
		tadeln, vorwerfen	i 肖 fQIAO
to denounce, to revile		Schande, schmähen, anfahren	i 后 fGOU
for greetings 「挨拶を交わすために」 welcome 「歓迎する」	歓迎する ようこそと言う 「ようこそ」	anprangern	i 干 rJIE
bid you farewell	別れを告げる	begrüßen willkommen heißen	致款, 欢迎
		Lebewohl sagen	

【別れを告げる】	さようならを言う 「さようなら」	in verabschieden	告别, 告别
for wishes 「願望を表わすために」 bless 「祝福する」	祝福する	segnen	始...祝福
curse 「のろう」	のろう	verwünschen (ver)fluchen	且 诅咒
toast 「乾杯する」	乾杯する 「乾杯」	trinken auf (zu)prosten, Prost aus- bringen auf in	干杯
drink to 「のために飲む」	のために飲む 乾杯する	trinken auf	干杯
wish (in its strict per- formative use) 「願う」(ただし、厳密に 遂行的な用法において)	願う であればいいと思う 「～ならなあ」	wünschen wollen	祝愿 願望
for challenges 「挑戦を表わすために」 dare 「してみろと、相手に いどむ」	いどむ 「～してみろ」	herausfordern sich unterstehen	要求, 挑战 冒險
defy 「してみろと、相手に いどむ」	いどむ 「～してみろ」	trotzen, (sich) widersetzen, nicht beachten	對抗
protest 「抗議する」	抗議する 異議を申し立てる 「異議あり」	protestieren, dagegen sein	提出抗議 反对
challenge 「してみろと、 相手にいどむ」	いどむ 「～してみろ」	auffordern, bestreiten herausfordern	要求, 請求, 提出異議 要求, 挑战
to joke		scherzen, spaßen	CHUN
to go to court		prozessieren, streiten	公訟

Original(engl) (「和訳」)	日本語	ドイツ語	Chinese
1. affirm 「肯定する」	肯定する 確かだと言う 「おっしゃるとおり」	bestatigen, versichern, feststellen. (zustimmen?)	证实, 证明, 保证 确定, 确认 (同意)
to prove, to confirm.	証明する	beweisen, bestaetigen, bele- gen	i 正 fZHENG
deny 「否定する」	否定する ではないと言う 「違います」	(ver)leugnen, bestreiten verneinen, vorwegern	否定, 提出異議 否定, 拒絕
state 「陳述する」	陳述する 述べる	erklären, angeben	解釋, 說明, 申明, 陳述
describe 「記述する」	記述する 記す	behaupten, feststellen	聲稱, 聲稱, 聲稱 描述, 敘述, 確認 已確定
class 「分類する」	分類する 分ける	einstufen klassifizieren, einordnen	分類, 分等級 排列
identify 「同定する」	同定する 違いない／間違いないと言う	gleichsetzen mit identifizieren	使...一致
2. remark 「指摘する」	指摘する 言う	eine Bemerkung machen sich zu etw. äußern bemerkern, anmerken	定意見 定明, 說出
mention 「言及する」	言及する 引き合いに出す, 言及ぶ	nennen erwähnen, sich beziehen auf zitieren	提及, 論及, 提及 引証, 引用
interpose 「挿入する」	挿入する 挿しはさむ	einwerfen	
3. inform 「伝える」	伝える 知らせる 「お伝え／お知らせします」	Informieren über. in Kenntnis setzen von	報告, 通知
to speak	話す	sprechen, reden	i 舌 fHUA
to speak, to say	話す, 言う	sprechen, sagen 他 EPO 3	i 吾 cYU
to speak, to say		sprechen, sagen EPO 3d	hSHUO
to speak		sprechen 他 EPO EPO 3	i 井 cJIANG
to inform		mitteilen, informieren EPO 3	i 床 fSU
to say		sagen A EPO 3	i 吾 fYU
to explain		erläutern EPO 3	i 占 cGU
to say		sagen EPO 3d	i 賢 fWEI
UTTERANCES of various kinds			
utterance, word		Wort, Rede, Aeussierung	i 司 rCI
word, language	言葉, ことば	Wort, Rede, Sprache	i 舌 fHUA
language	...語	Sprache	i 吾 cYU
to call on sb		vorsprechen	fYE
C.'s words		K.'s Worte	論 fLUN
prophecy		Weissagung	fCHEN
oracle, prophecy		Orakel, Weissagung	fCHEN
ballad		Ballade, Lied	fYAO
adage, proverb		Spruchwort, Spruch	i 彦 fYAN
poem	詩	Lyrik, Gedicht, Poesie	i 寺 hSHI
rhyme		Reimspruch	rJUE
riddle		Rätsel	i 迷 rMI = i 迷 fWEI i 卜 FU
obituary		Nachruf, Todesanzeige	
edict		Erlaß	i 告 fGAO
to recelt		vortragen, vorlesen	fSONG
to read	読む	vorlesen	rDU
slow		langsam (im Reden, Sprachen)	i 内 fNE
to break		Pause beim Lesen	fDUU
lie		Lüge, Unwahrheit	i 9E rKUANG
siander		Verleumdung	rZHUO

lie		Lüge, Unwahrheit	い 荒 CHUANG
cheating, fraud		Betrug, Schwindel	rJUE
to teach	教える	Unterricht geben EPO 3	い 果 SK
to teach	教える	lehren, mahnen 他 EPO 3	い 川 FXUN
to teach	教える	belehren 他 EPO 3	い 毎 FHUI
to teach		unterrichten, unterweisen	い 召 SZHAO
apprise 「通知する」	通知する 知らせる 「お知らせします」	unterrichten, in Kenntnis setzen	通知
tell 「告げる」	教える 「お教えいたします」	(ja etw) sagen, Bescheid sagen	説 告 知 告知 通知
answer 「答える」	答える 「お答えいたします」	antworten	回答
rejoin 「反駁する」	反駁する 違うと言う	wiedereinsteigen in, wiederaufnehmen	
to cheat, to swindle		betruergen, beschwindeln	い hKUANG
to drivel		faseln, irre reden U	hZHAN
to fabricate		fabrizieren EPO 7d	hZHOU
to deceive	～を裏切る	betruergen	い 乍 FZHA
to swindle		beschwindeln	い 化 re
to cheat		betruergen, beschwindeln	hKUANG
to cheaty	裏切る	betruergen, schwindeln	hKUONG
3a. ask 「尋ねる」	尋ねる きく 「お尋ねいたします」	in fragen, ansprechen	問 与 答 談
to interrogate, to cross-examine	詰問する	ausfragen	い 告 rJIE
to interrogate, to cross-examine	詰問する	ausfragen	い 告 rJIE
to enquire		nach etw. fragen	い 句 rXUN
to question, to interrogate		ausfragen	い 告 rJIE
to interrogate		fragen, ausfragen	FXUN
4. testify 「証言する」	証言する	bezeugen aussprechen	
report 「報告する」	報告する 報じる	melden berichten, Bericht erstatten	通知 報道 告知 報告
swear 「誓って述べる」	誓う	(auf) schwören, (wetten) dau	宣誓 发誓
conjecture 「推測する」	推量する 推し量る, あてる	annehmen, vermuten	认为 推測 推想
doubt 「疑う」	疑う	zweifeln an/bezweifeln	怀疑
know 「知っている」	知っている	wissen, kennen	知道 认识
believe 「思う」	思う だと考える	meinen, denken, annehmen glauben, halten für	推 測 相信 信任 认为
5. accept 「認める」	認める	annehmen, akzeptieren	认为
concede 「譲歩する」	譲歩する 譲る	(jm etw) zugestehen	
withdraw 「撤回する」	撤回する 取り消す	zurücknehmen zurückziehen	收回 取消
agree 「合意する」	合意する 同意する	vereinbaren, übereinstimmen zustimmen, einverstanden sein mit	取得 协议 协定 同意 一致
demur to 「不満をもらす」	苦情を叫ぶる	Einwände erheben sich beschweren	提出 指摘 訴苦 埋怨
object to 「反対する」	反対する 不服である	Einwände haben etw dagegen haben/sein	反对
adhere to 「支持する」	支持する	haften an, fest haften an stehen zu	

to prove	証明する	beweisen, bestaetigen	i 正 fZHENG
recognize 「承認する」	公認する 認める, 許す	anerkennen	承认
repudiate 「反論する」	反論する 拒む, はねつける	zurückweisen, nicht anerkennen, abweisen, ablehnen	驳回, 拒絕 更正, 訂正, 修正 OGE, 訂正
5a. correct 「訂正する」	訂正する, 修正する	berichtigen korrigieren, verbessern	(改正) 補正, 訂正 更正, 訂正, 修正 OGE, 訂正
revise 「改訂する」	変更する 変える	(ändern, berichtigen) revidieren	(改正) 補正, 訂正 修正, 修正, 修正 修正, 修正, 修正 訂正, 訂正, 訂正 訂正, 訂正, 訂正
6. postulate 「要請する」	仮定する, 要求する	behaupten voraussetzen, (annehmen) postulieren	断言, 断言, 断言 断言, 断言, 断言 断言, 断言, 断言 断言, 断言, 断言 断言, 断言, 断言
deduce 「演繹する」	演繹する 演繹的に推論する	ableiten, schliessen aus, deduzieren	推論
argue 「議論する」	議論する 論じる	diskutieren, erörtern (für/gegen) argumentieren, behaupten, meinen	討論, 討論, 討論 討論, 討論, 討論 討論, 討論, 討論 討論, 討論, 討論 討論, 討論, 討論
to talk about	〜について話す	sprechen, besprechen EPU 6	i 変 rTAN
neglect 「無視する」	無視する かまわずにおく	versäumen, unterlassen vernachlässigen, außer Acht lassen, unberück- sichtigt sein	錯過, 錯過 忽略, 忽略, 忽略
emphasize 「強調する」	力説する	betonen	強調, 強調, 強調
7a. begin by 「から始める」	始める 言い出す	beginnen anfangen mit/zu(Inf)	开始
turn to 「に向かう」	着手する 始める	wenden sich etw zuwenden	轉向
conclude by 「をもって結論づける」	結論づける 語を結ぶ	beenden, enden (ab)schließen (mit)	結束, 以...告終
7a. interpret 「解釈する」	解釈する 解する	interpretieren, auslegen als, verstehen (als)	解釋, 解釋 理解, 理解
distinguish 「区別する」	識別する	unterscheiden	
analyse 「分析する」	分析する	analysieren	分析
define 「定義する」	定義する 定義をくたす	definieren, bestimmen (eingrenzen)	下定义, 判定, 判定
7b. illustrate 「例証する」	例証する 例を挙げて説明する	veranschaulichen illustrieren, Beispiel geben	例証, 例証 舉...作例子 細說, 明言, 明言
explain 「説明する」	説明する 明らかにする	erklären	
formulate 「定式化する」	定式化する 公式で表わす	formulieren als, in Form bringen	表述, 闡述
7c. mean 「意味する」	意味する のつもりで言う	meinen	指...而言
refer 「言及する」	言及する 引き合いに出す	hinweisen auf sich beziehen auf	指出 有关, 話是指
call 「呼称する」	呼称する と称する	rufen, (be)nennen	命名, 称为
understand 「理解する」	理解する	verstehen	理解, 懂得
regard as 「みなす」	みなす と考える	betrachten, ansehen als	认为, 看作