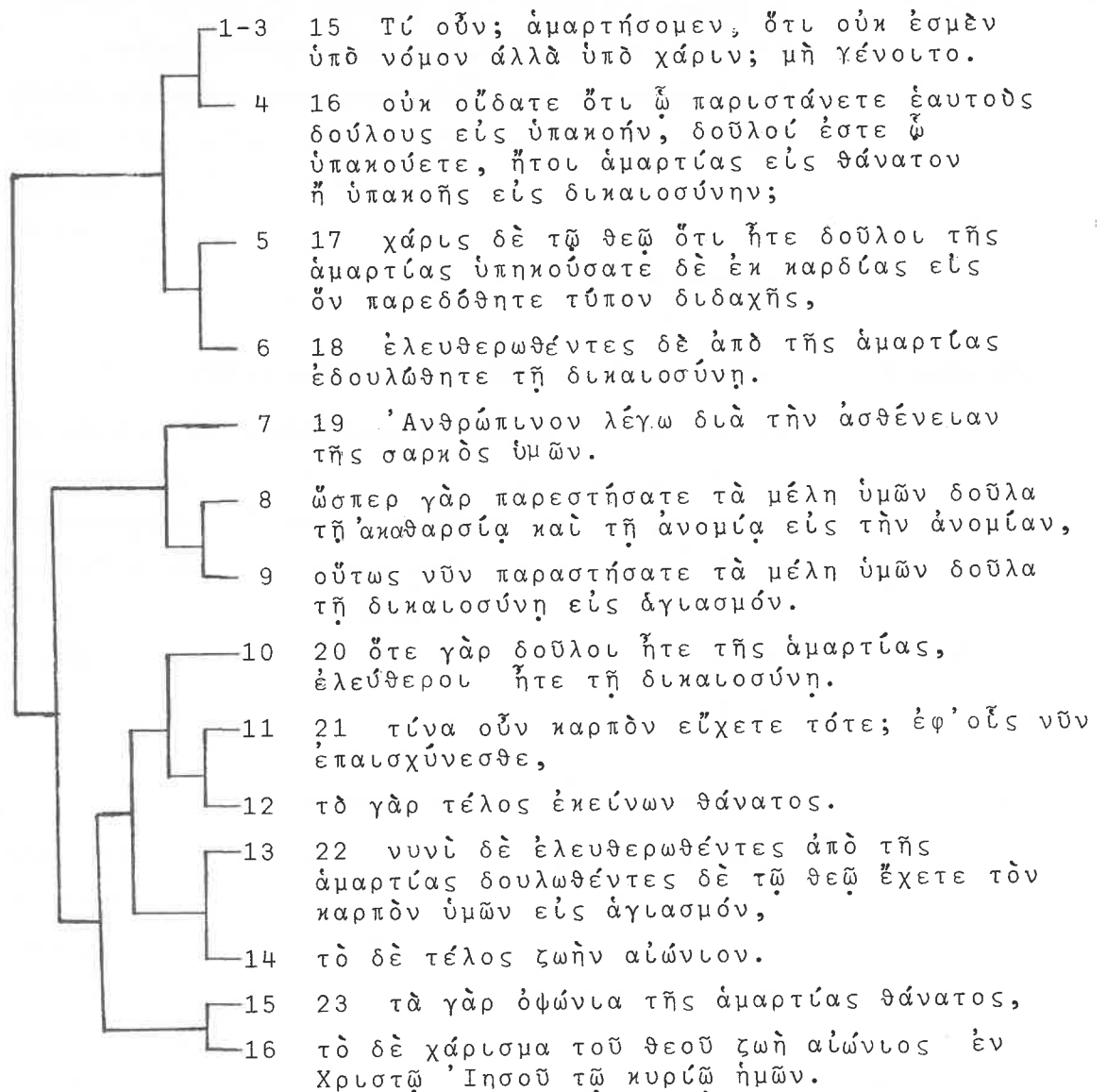


A schematic representation of the BH inter-colon structure can be given as follows: (The numbers of the verses are also given for the sake of reference to any translated text).

Colons/Verses



Colons 1 - 6 are ground with 7 - 16 as implication.

In 1 - 6 the idea is stressed that the Christians in Rome were once slaves of sin, but now they have become emancipated from sin to become slaves of righteousness. On the ground of this fact the apostle Paul can now proceed to urge the Romans to yield their bodies to the service of righteousness. This is then the most general summary which can be made from this whole pericope: Because you have been freed from sin, you must yield your bodies to the service of righteousness.

Colons 1 - 4 have 5 - 6 as dyadic-alternative.

In 1 - 4 the general statement is worked out that a Christian should not sin because he ought to serve obedience, with righteousness as its result. This statement is contrasted with the specific statement in 5 - 6 that the Romans indeed have become slaves of righteousness.

Colons 1 - 3 are result with 4 as reason.

The latter furnishes the reason why the Romans should not sin. The word "sin" (ἁμαρτήσωμεν) is topicalized in 2 and remains the dominant theme of the whole unit. (Colons 1 and 3 are not dominant in terms of the general grammatical structure. For all practical purposes they can be taken together with 2). Colons 1 - 3 can be transformed as follows: We should not sin

Colon 5 has colon 6 as additive-parallel.

In both colons the idea is expressed that the Romans were sinners who became obedient (to God). A certain degree of development can be found in 6: "You were slaves of sin, but became obedient" (5) develops into "You were freed from sin, and became slaves of righteousness" (6).

Colons 7 - 9 are result with 10 - 16 as reason.

In 7 - 9 the apostle exhorts the Christians to put their bodies to the service of righteousness. The reasons for this injunction are then given in 10 - 16. Of this the word γὰρ (because) in 10 and 15 is an indication.

Colon 7 has 8 - 9 as content.

Colons 8 - 9 are the contents of that which the apostle intends to say (λέγω) in 7.

Colon 8 has colon 9 as dyadic-comparative.

The repetition of the expression "yield your bodies to the service" (NEB) (παραστήσατε τὰ μέλη ὑμῶν δοῦλα ...), points in the direction of a primary relationship between 8 and 9, while the contrast between the words ὡςπερ (8) (as) and οὕτως (9) (so) signifies the disjunction between both.

Colons 10-14 are specific with colons 15-16 as generic.

That which is said in 10-14 is summarized in 15-16. The words τέλος (end) in 12 and 14 and ὀφώνια (wage) in 15 as well as χάρισμα

(gift in 16 forms an interesting equivalence class.

Colons 10 - 12 are dyadic-contrastive with 13-14.

This contrast is indicated by the words ὅτε (then) and νυνὺ (now) in 10 and 13 respectively. Between the two units there is an extended parallelism, cf the occurrence of the words δοῦλός (slaves), ελεύθεροι (free men), ζμαρτίας (of sin) and τέλος (end) in 10 - 12 and their counterparts in 13 - 14.

Colon 10 has 11 - 12 as additive-different.

Colon 11 is qualified by 12.

Καριδς (gain, fruit) in 11 and τέλος (end) in 12 are equivalent to each other. The former is extended and qualified by the latter.

Colon 13 is qualified by 14.

Colon 15 contrasts with 16.

Ὁφώνια (wage) and χάρισμα (gift) are both foregrounded and contrasted by means of their general content. Together they supply the "reason" why the *contrast* (then-now) between 10 - 12 and 13 - 14 came into being.

6 TEXTCOHESION, WORD SEMANTICS AND THE BH STRUCTURE

In the discussion thusfar it was supposed that there can be no direct link between the BH structure and the phenomena of semantic equivalence and other discourse phenomena, e g foregrounding. There is, however, a loose connection between these three items. Before we proceed to discuss this connection in detail, let us first briefly recall each of them:

(a) Semantic equivalence

Each text generates a number of semantic equivalence classes. It has already been stated that these classes do not necessarily demonstrate textcohesion. Further it is not even always possible to define such units clearly. Sometimes it is words, sometimes phrases, and sometimes even relations. It must also be asked: Precisely what in such an equivalence class causes the relations between colons? If it were possible to tabulate such a series of equivalent expressions, a componential analysis of the text could have been made with considerable implications for the description of the further semantic aspects of the text.

The phenomenon of semantic equivalence can be helpful to demonstrate textcohesion only in a removed sense of the word. Weinrich (1976) e g analyses a text of 180 words into four semantic groups - semantic isotopes - each of which stands in a specific relationship towards each other. He does not want to jump from a linguistic analysis to a literary analysis, but he is of the opinion that the internal coherence of the isotopes correlates with the fact that these 180 words form a text. This is however no sufficient proof that these words necessarily form a text.

(b) Discourse structures

Nilsen and Nilsen (1975) discuss the relations in a discourse with regard to the *theme* of a discourse. If two sentences with a similar theme occur in the same text, the latter sentence will probably get rid of unnecessary repetitions by reduction and deletion. In this regard much study has been done on the use of pronouns which act as reduced substitutes in order to prevent unnecessary repetitions. Nilsen and Nilsen (1975) mention that a conjunction between two sentences originates because of a common theme. In a text one would never find two identical sentences. Because of this it can be established that every sentence exhibits a degree of disjunction with regard to the previous sentence. These phenomena coincide with the concept of *old* and *new information*. Nilsen and Nilsen also mention that the binding factor between sentences is, to a large extent, independent from the language, like for instance the *purpose* of a discourse (1975:47).

(c) Grammatical relationships

In the discussion so far it has become abundantly clear that the grammatical relationship also functions as a text-binding factor. Sentences which cannot be organized with regard to each other in a grammatical relation, do not qualify as a text.

The interdependence of these three approaches can hypothetically be represented as follows:

		(Equivalence classes)					
		1	2	3	4	5	6
(Sentences organized in grammatical structures)	1	f	f	-	f	-	-
	2	*	*	f	*	f	-
	3	*	-	*	-	*	f
	4	*	-	*	-	-	*

(f = element in an equivalence class which is emphasized to some extent and which has some degree of dominancy within that equivalence class; * = other non-dominant elements in the same equivalence class).

The presupposition on which this synthesis has been made, is that the relations of dominancy within the equivalence classes correlate with the grammatical structure. Within the same colon however, there can be different emphases which are represented in different semantical equivalence classes each of which has a degree of dominance with regard to its own class. Within the colons themselves the elements are also ordered with regard to each other. Sentence 1 in the example has three elements which are emphasized, viz in classes 1, 2 and 4. The emphasis in class 1 is however the most important, in 2 it is the second most important, etc. It would be significant to note that class 1 is represented in all the sentences. In the same way it can be argued to show that class 3 is more important than classes 5 and 6. Therefore sentence 2 is more dominant in the grammatical hierarchy than sentences 3 and 4. Classes 2, 4, 5 and 6 operate merely on a linear level.

On a somewhat different level the statement can be made that the dominant focus in each sentence or unit determines which sentences or units combine primarily. This phenomenon can easily be observed on the lowest level of the grammatical hierarchy where the elements which are emphasized, become scarce. In the diagram the relations of dominance run from above to below and from left to right.

Should this theory be applied to a concrete text, Rm 6: 15-23 (which has already been analysed in the previous paragraph), then we could expect the following diagram:

(Equivalence classes/text isotopes)

(Colons in hierarchical order)	sin 1	right= eousness 2	freedom/ slavery 3	effects/ fruits 4	then/ now 5
1 - 4	f	f	f	-	-
5 - 6	*	f	f	-	-
7 - 9	*	*	f	-	f
15 - 16	*	-	-	f	-
10 - 12	*	*	*	*	*
13 - 14	*	(*)	*	*	*

(f = dominant emphasis, foregrounding or focus;

* = meaningful contribution to the equivalence class to which it belongs;

(*) = latent component belonging to the same equivalence class).

Classes 1 and 2 are sometimes contrasted with each other. Because this contrast is not consequent, they have to be kept apart. With freedom/slavery we also have the problem that the contrast is not consequent - it may be possible to add another class viz "voluntary obedience". The dominant foci are indicated explicitly because they play an important role in determining or checking the grammatical hierarchy afterwards. It demonstrates to which extent the contrasts and correlations which occur in the text, and which play a dominant role therein, give rise to hierarchic relations. Of course not all the conjunctive and disjunctive semantic components could be tabulated in this diagram, because this appears to be the most dominant and widespread class, which affirms the notion that this class contributes to the dominant theme of the pericope. On further inspection of the table it appears that 1 - 4 and 5 - 6 demonstrate a remarkable similarity in that classes 1, 2 and 3 are strongly emphasized in both, while 4 and 5 are absent in both. This confirms the findings of the BH structure in which a primary relationship between these units were foreseen. In the same way it becomes apparent that units 7 - 9 and 10 - 16 are bound together

by class 5, and that units 15 - 16 and 10 - 14 are bound by class 4.

From the above diagram it is clear how important it is to study semantic equivalence in correlation with the BH structure and vice versa. Once the BH structure of a text has been determined, one can proceed with greater discretion to study phenomena related to the semantic components of words and concepts, because one can then more easily trace fields of association. Many useful deductions can be made from the dominance relations in a text. If, for instance, the same concept is expressed in three different colons by means of three different sets of words, it would be helpful to know which colons are more dominant, and therefore possibly contain semantic elements which are more general than the others.

This process can also be reversed. If a researcher makes a componential analysis of a series of terms which are organized by a text in a relationship of equivalence, then this analysis would in turn be helpful in determining the BH structure.

Further, if he has more knowledge of the dominant semantic components in a text, then he would also be able to discern the hierarchical aspect with more circumspection. There is thus an obvious interaction between knowledge of the BH structure and knowledge of the semantic components of a text.

For the reasons given above, the BH analysis would profit from an accompanying study of the semantic components of key words within the structure. In this regard we refer to the work on the *Componential analysis of meaning* (E A Nida 1975a).

7 ADVANTAGES AND RESTRICTIONS OF THE BH STRUCTURE

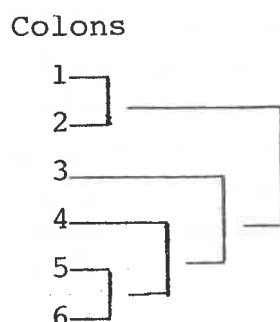
7.1 The BH structure *provides us with a precise and concise description of a specific aspect of the text.* For this there is a considerable need especially when it comes to Bible texts, some of which remain obscure and complex, regardless how much exegetical work has already been done. For the (Biblical) exegete it is almost impossible to produce absolutely new insights in a given text. There is however a distinct need to describe the various exegetical possibilities in an exact and compact manner. The BH method compels the exegete always to choose just one possibility for integration in the complete structure. It has the advantage that the exegete's own position is stated clearly and unambiguously and that he is forced to account for his options in terms of the whole. This method can prove to be a valuable addition to those commentaries on Bible parts which are engaged solely in a verse-to-verse exegesis of the text. By the latter type of exegesis much information may often be lost concerning the relations between larger units in the text.

7.2 The structure also *avoids one-sidedness* in that it has been based on a well-founded linguistic and text theory which presupposes that form and meaning are aspects of each other and should be studied in their mutual dependence on one another. By having the explicit aim of only investigating one aspect of textcohesion, the multi-dimensionality of the language phenomenon is taken into full account. Thus the danger is avoided of making "the structure" into a mythical entity which can be traced by a few simple mechanisms.

7.3 The structure also *enables the scholar to approach the text as a whole*. Because of this comprehensive discipline the scholar avoids the danger of treating the text as a collection of loose units with haphazard breaks inbetween. It rather forces the researcher to give an explicit account of each and every break in the text and to correlate it with all the other data.

7.4 The advantage of such an approach is further that it not only points out one or two colons as more important than the rest, but that *it organizes all the colons in the text into degrees of dominancy*.

Example:



In a structure as the one above, it becomes clear that colons 1 - 2 form a dominating unit. Colon 3 however, is also dominant, but only with regard to 4 - 6. Colon 4 again, dominates 5 - 6. The degrees of dominancy are thus defined. By an additional list, the nature of these grammatical relations can be represented, which can also give an indication of the nature of dominancy; a reason-result relationship presupposes another kind of dominance than e g a relation in which "x" is the contents of "y". The recognition of breaks can further be useful in determining the hierarchic relations between the different units. In the above example the largest break (a) occurs between colons 2 and 3, and (b) the second largest break between colons 3 and 4, etc.

7.5 The BH structure also *enables one to determine the development of the argument by identifying the more dominant ideas.* The higher an idea appears in the hierarchy, the more important it is for the general argument. An abridged and rearranged reproduction of the argument can be given by summarizing only the most dominant parts. In a simple argument the most important parts are usually mentioned first or last, though often it can be deceptive to depend only on the linear build-up of ideas in order to determine the most important part of the argument. We can summarize the argument of the already analysed Rm 6:15-23 as follows:

Colons

- 1 - 3 (You) should not sin;
- 4 you are slaves of that which you serve;
- 5 - 6 you were slaves of sin but now you are free and serve righteousness;
- 7 - 9 present your members as servants of righteousness;
- 15 - 16 the wages of sin is death, but the free gift of God is eternal life in Jesus Christ.

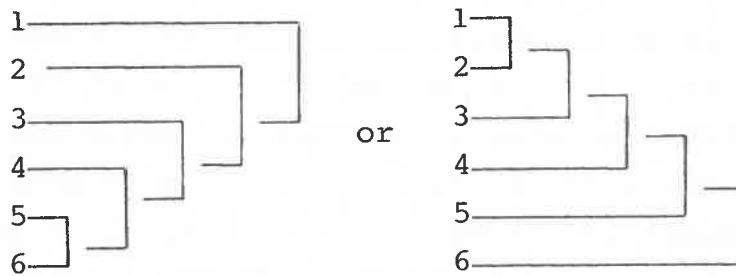
7.6 Under certain circumstances it may be desirable to summarize the whole text in one sentence. For this purpose the BH structure can be of great help by *pointing out those options in terms of which a final syntactical transformation (FST) of the whole can be made.* The FST of Rm 6:15-23 is as follows:

You should not sin, because God freed you from the slavery of sin which leads to death.

7.7 Because the BH structure *makes the text accessible in a unique manner*, it can be useful as a point of departure for further studies of smaller or larger units in the text or for word, conceptual or motif studies (without the danger of discovering in a simplistic manner a "Leitmotiv" where there is none). It has already been demonstrated that this method can throw light on the equivalence phenomena and the phenomena of focus and preposition in the text. Indirectly this method can thus be used in translation work, comprehensive commentaries and homiletic and dogmatic studies. Although this method has been designed to be of use in the analysis of complex Biblical texts, it may also prove useful in the analysis of any other literary material, especially obscure manuscripts in extinct languages.

7.8 This method of discourse analysis can best be utilized when the researcher is aware of the *restrictions* which the model imposes on him. In this regard it would be necessary to keep in mind that a structural analysis is not *the* structure of a text. The identification of the text with a static description of a text entails the inherent risk, that for the sake of analysis the researcher can transfer to the reality of the text itself, the staticity which is theoretically ascribed to the text. Thus the text acquires automatically an a-historical character (F E Deist 1978:262).

If this perspective is overlooked, the danger arises that the BH method can be used indiscriminately for the analysis of certain texts which may have been analysed more efficiently by means of other methods. This can be the case for instance in simple argumentative or narrative discourses where the BH structure is obvious, e g :



In such cases a BH analysis would be possible, though superfluous because such an analysis would yield but little new information.

For the same reason it would be possible but superfluous to make such an analysis of a series of simple coordinating colons, even within a complex discourse. It would rather be more practical to take the whole series as one unit operating within the larger structure. It is thus evident that the BH method can be applied to any number of sentences of any type of discourse - argumentative or narrative - in order to determine how they can be understood as a text, though it is foreseen that using this method will be more illuminative for one type of literature than another. This however, is a subject for further study.

7.9 A further restriction of the BH method is that it cannot be used to gather any extra-lingual information about the text, as e g the unity of a text or its "Sitz im Leben". The same applies to the "Formgeschichte" of a text.

7.10 The idea that one can get "behind" the intent of the author must also be regarded with circumspection. This method in any case, does not lend itself to be used to discover the conscious intent of the author in the same way as J P Low endeavours to do with his method.

7.11 Although the BH method aims to give an interpretation of the text in the first place, it cannot be separated completely from a descriptonal approach. Modern linguistics is mainly interested in the effective *description* of a text and not so much in its critical exegesis. The general assumption is nevertheless that the description can provide a basis for the interpretation (Harris 1964:382, Hendricks 1967:31). This order is reversed by Jespersen, who argues that one can just as well proceed from the meaning of a text and then investigate the way in which it has been expressed formally. According to him both approaches are linguistically feasible as long as they are not completely separated from each other, but are studied in their reciprocal dependency on one another (Hendricks 1967:32). Whether this is to be seen as a drawback of the BH structural approach, is dubitable.

7.12. Finally something should be said about the practicalness of the BH method. Where someone has a clear insight in the structure and meaning of a discourse, experience has shown, then it is fairly simple to describe the BH structure. Where several different interpretations are possible and the text is unclear, a researcher may encounter great difficulty in discovering this structure. Once the *correct* structure however has been found, the text would become surprisingly clear which would give an analyst the reassurance that he has struck the right note. To some extent this method thus depends on an immediate insight in the text. Of course there will always be a subjective element present, but it remains certain that if two analysts who interpret the same text in the same way were put to work independently, then they would come to exactly the same conclusion regarding the BH structure, which would prove that the method is scientific.

8 CONCLUSION

To conclude this paper something must finally be said with reference to the BH method and the method of colon analysis usually performed by members of the NTSSA. Although the BH method differs considerably from this method, there are significant areas of agreement, for example the division of the text into colons. A comparison with the method which J P Louw used to analyse Romans (1979), will also show a remarkable resemblance to the results of the BH method, especially with regard to the smaller textual units where he often resorts to a pure binary inter-colon structure. The description of the relations which Louw observes between the different units also closely resembles the relations in terms of which the BH structure has been described. The main difference between the two methods is that Louw does not use a consequent binary structure. Because he puts more emphasis on the phenomenon of repetition and semantic equivalence, he observes a looser relation between the colons, especially on a higher level where he works with larger units.

In comparison with Louw's method, the BH analysis can be seen as a kind of immediate constituent (I C) analysis beyond the sentence. Although the IC analysis received much unfavourable criticism recently, it remains a useful model to define a sentence or colon. The BH analysis actually takes up its (binary) definition of a colon (as basically a NP + VP) and then takes it a few steps further. The preliminary criticism by scholars using Louw's method on the BH method, has centred around this very point, viz because of the utilization of a consequent binary structure. On p19ff a preliminary answer was given to the question whether such a consequent binary structure does not force

the information provided by the text itself into an inadequate framework. To solve this problem is not so simple because it goes together with the philosophical and psychological presuppositions which are built into any language theory. It can however safely be stated that if discourses really function by means of such a binary hierarchical structure, then the study of such a structure would add to the clarity with which such a text is comprehended, or vice versa. The control question to ask in the face of such criticism is whether the information in the text is forced more than the information in sentences is forced by the definition of a sentence as a NP-VP binary unit. As a more remote comparison the binary code which is used to store facts in the memory of a modern computer may be quoted. Are the facts distorted by interpreting them into such a code.

It must be emphasized that the analysis in a BH structure does not preclude the observation of other patterns in the text, like for instance a cyclic pattern or any of those patterns normally observed in the studies of the NTSSA, for these patterns are observed on a totally different level. The difference in levels can be explained in terms of deep and surface structures. The analysis of Low aims to discover how the author intended to present his message by means of the surface structure. This surface structure is then seen as an indication of the semantic (deep) structure (Low 1979:1,26). It is evident that the BH structure differs widely from this method in that it focuses on an aspect of the (deep) structure which any text must have before it can qualify as a text. Very often markers in the text itself point in the direction of this deep structure, but now and then there are absolutely no overt indications of the intercolon structure. Then we have to rely on other criteria. Nilsen and Nilsen for example, resort in such cases to an analysis of the

succession of foci and presuppositions (1975, vide p 42f). In our case the BH analysis is applied. The overt surface (syntactic) structure is of course of great importance to the study of the text. It can disclose much information about the intention of the author/speaker, his style, structuring and the development of his discourse, but these things still do not demonstrate the necessity of textcohesion.

The BH method also differs from Louw's method in its ultimate aim. As has already been mentioned above, Louw intends to demonstrate how the *author* wanted to present his message by means of the surface structure. The BH method, on the contrary, intends to demonstrate how a given linguistic utterance can be understood as a text by the *reader*. For the former no complete system is necessary because it has the formal aspect of the text as object. The latter needs a method which demonstrates the necessity of textcohesion.

This different approach of the BH method enables the scholar to study the text with objectives which differ from those of Louw. This may be especially helpful to the Biblical scholar who works with an ancient text, which apparently lends itself to differing dogmatic, homiletic and ecclesiological interpretations. The dilemma of Biblical interpreters is that in order to be theological productive, *they have to choose one of several possible interpretations* (consciously or subconsciously) even though it may be a preliminary choice. Often the differing possibilities of interpretation are not being coordinated because of the relative difficulty to work with four or more variables at the same time. This is exceptionally true of a text such as 2 Corinthians where we have an ironical polemic which operates on different levels and where there are numerous possible interpretations of both intra-

textual and extra-textual data.

In the light of the above-mentioned we can describe the BH analysis as a post-exegetical discipline, an ultimate summary of the text, destined to be made after all the normal exegetical means have been applied. In this "summary" of the text a synopsis is presented in which all the variants have been reduced to concrete decisions and have been coordinated mutually. For the student glancing over this synopsis, all the critical decisions of the exegete on this level are clearly and unambiguously stated. And further, by means of this method the exegete is forced to take a preliminary stand with regard to his own exegetical preferences. This analysis however should be seen as *an interpretation* of the text, not as an objective account of what the author consciously meant to communicate.

The BH method operates, in other words, from the viewpoint of the reader, who, confronted by a text, puts all into operation in order to understand it. When he doesn't understand anything in a given text, he may refuse to acknowledge it as a text. But even the utterances of somebody who is not perfectly *compos mentis* may be understood as a text, not because this person consciously tries to construct a stylistic acceptable utterance, but because an intelligent listener may be able to transform his diverse utterances into a more or less intelligible whole. Of course, some of the meaning may be lost. This again demonstrates that there is something more behind the meaningful comprehension of a text than merely the recognition of repetitions, word play, semantic equivalence classes, etc.

Louw (together with E A Nida) is deeply under the impression of the complexity of language as a phenomenon. He

is of the opinion that no single analytical method is adequate to analyse language (or a specific text) completely. Therefore he advocates a plural approach in which the method(s) used should be dictated by the specific needs of the analysis. Sometimes several analytical models can be used to supply in the same need with more or less effectiveness. The primary test for an adequate method is the question: Does it suit the needs (Louw 1979:3)? A similar test may be applied to the BH method. The only real test of its value will be its applicability to the specific needs of (Biblical) scholars. Should someone maintain that the BH structure forces an illegitimate structure on the text which distorts the textual data, then it would be his responsibility to demonstrate this by means of a practical analysis. A good method would lead to good results and vice versa.

If this approach would have enabled any exegete to make certain observations and deductions from the text which he wouldn't have been able to make so easily by means of any other method, and if it would have compelled him to take the responsibility to correlate all his observations with regard to their mutual interdependence, then the development of this "new" method would have proved to be worth the while.

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L I T E R A T U R E

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