

Studies of particular languages

ENGLISH

- 69-10 Cammack, Floyd M.** Virgin Islands English. *English Teachers' Magazine* (Kanda), **16**, 11 (1968), 24-30.

Although the English-language-teaching problems described in the article may appear specialized, there is a common factor which is basic to all language-teaching situations, namely the reluctance of the unsophisticated learner to switch codes in the presence of his peers.

Virgin Islands English (VIE) is difficult for mainland teachers to understand and many will only stay for a short time as they find adjustment very difficult. [There follows a description of VIE phonological and morphological characteristics taken from field notes made in the summer of 1965.] VIE is not a direct dialect of Standard American English, it is a subdialect of the variety of British English common to the West Indies. Teacher recruits for the Virgin Islands need to be made aware of this and VIE should be presented to them in the form of an audio-lingual course. High-school or first-year college students should make excellent drill instructors and be a good source of information on current VIE vocabulary and idiomatic expressions. Although no single orientation programme could solve all the problems produced by the confrontation of students from one background and teachers from another, it could neutralize some obvious misunderstandings that generate a personal sense of injury and animosity.

- 69-11 Goyvaerts, D. L.** An introductory study on the ordering of a string of adjectives in present-day English. *Philologica Pragensia* (Prague), **11**, 1 (1968), 12-28.

A problem arises in English when a string of adjectives function as adjuncts to one and the same noun in the noun phrase. The only

positive information is that adjectives are placed in decreasing order of generality, but this is not helpful if such adjectives as *white* and *old* are to be given fixed positions. The problem in ordering a string of adjectives is not simply a grammatical-syntactical one. It is more a matter of usage, involving subtleties of rhetoric and emphasis.

A short analysis is given of points which Corder, Hornby, Sopher, Strang and Whorf consider valuable. This is followed by an analysis by the author of some 1,150 cases which he had noted in the course of his reading and from which he was able to draw a general rule applicable to 1,098 of the examples. [Bibliography.]

69-12 **Jacobsson, Bengt.** Simple personal pronouns and compound pronouns in '-self/-selves'. *Moderna Språk* (Saltsjö-Duvnäs), **62**, 1 (1968), 24-37.

An attempt is made to shed some light on the problem of the use of reflexive pronouns or a preposition and pronoun; for instance, *he looked at himself in a mirror* and *he looked about him*. Explanations have been offered by referring to the reflexive *function* of the simple personal pronoun, by considering the meaning of *locality* which a preposition may entail, and by examining *stress*—a stressed preposition is said to be followed by the simple form. Another line of approach has been to examine the syntactic relationship between the predicate verb and the group preposition and noun. When there is a close connexion the form in *-self* is likely to be preferred to the simple pronoun. [Forty-six examples, however, show vacillation in usage.] Chomsky has attempted to handle the problem but has not produced a satisfying explanation. Lees and Klima have suggested that the choice of pronominals is dictated by the *meaning* of the sentence. Churchward sees the compound form as the 'precisional' form and Wood expands the idea by describing a dissociational or associational form. History shows an increasing use of the compound form in *-self* and this form is studied in current speech. Finally a special use of *me/you* is noted which the author has not found studied by previous grammarians.

- 69-13 Kohler, K.** Modern English phonology. *Lingua* (Amsterdam), 19, 2 (1967), 145-77.

The author summarizes the principles laid down in his article 'Towards a phonological theory' (abstract 68-1).

He discusses derivational and non-derivational morphemes and formatives, suffix and prefix morphemes, and particles. He then gives an account of English phonology in transformationalist terms, claiming that the rules provide a close link between syntax and phonology. An independent phonological grammar with a continuous set of rules has more descriptive and explanatory adequacy than a phonology in terms of matrices and subsequent redundancy rules. Since the rules only delimit the structural possibilities, a lexicon is still required.

Much research remains to be done to establish the remaining accent rules and the intonation rules and to supply phonetic detail. The analysis must be linked with historical studies. The way to more vigorous comparative linguistics would then be opened up.

- 69-14 Strain, Jeris E.** A contrastive sketch of the Persian and English sound systems. *IRAL* (Heidelberg), 6, 1 (1968), 55-62.

There is a need for simply written contrastive analyses for those engaged in teaching English to speakers of other languages. This article provides such an analysis for those teaching American English pronunciation to speakers of Tehrani Persian, assuming that a student will tend to transfer his native language speech habits to the target language. Two approaches are used: a comparison of the two phonic systems as such and a comparison of the physiological modes of articulation of the languages in question.

FRENCH

- 69-15** **Arrivé, Michel.** De F. Brunot à K. Togeby: regards sur quelques grammaires. [From Brunot to Togeby: an examination of several grammars.] *Langages* (Paris), 7, (1967), 34-57.

The author summarizes the main features of the work of F. Brunot in *La pensée et la langue* Damourette and Pichon, *Des mots à la pensée*, G. Gougenheim, *Système grammatical de la langue française*, L. Tesnière, *Eléments de syntaxe structurale*, and K. Togeby, *Structure immanente de la langue française*, and gives a brief account of points made by their chief critics.

- 69-16** **Barnicaud, G., M.-A. Comparé, O. Ducrot, A. Vidal.** Le problème de la négation dans diverses grammaires françaises. [The problem of negation in a selection of French grammars.] *Langages* (Paris), 7 (1967), 58-73.

The authors give an account of the treatment of negation in grammars by Brunot, Damourette and Pichon, Tesnière, and Gougenheim.

- 69-17** **Datain, Jean.** Aspects de la majuscule. [The use of capital letters.] *Lebende Sprachen* (Berlin), 13, 1 (1968), 6-8.

There are precise rules for the use of capital letters in French, some of which are normative and some used for stylistic effect. Examples are given of capitals at the beginning of a sentence or phrase, capitals after a colon, capitals for proper names (including the article) within a sentence, names of gods and saints, religions, philosophies and dogma, titles, countries, populations, towns with an article in the name, stars and planets, titles of books, plays, etc., and institutions. The use of capitals with abstract nouns produces difficulties and the tendency to abandon capitals is growing. There is also a present-day tendency to neglect the semantic function of capitals which can distinguish between an institution and its object as in *l'enseignement* and *l'Enseignement*, or a total of programmes and methods.

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- 69-18 Francq, H. G.** Subtleties of the French subjunctive. *Modern Language Review* (Toronto), **24**, 3 (1968), 9-21.

It is always difficult to know how much to teach about the subjunctive. It is a mood rich in nuances for which precise rules are difficult to formulate and students have trouble in settling the relations of time and subordination. [The rules are stated with quotations and comments on the reason for the use of the subjunctive in each case cited.]

- 69-19 Jeanes, R. W.** Problems of French grammar and usage: (1) 'dans' ou 'en' Amérique du Nord? *Canadian Modern Language Review* (Toronto), **24**, 2 (1968), 89-91.

Usage of 'dans' and 'en' to express 'in' before a geographical name has been changing recently. It is very difficult to establish rigid rules at the moment and variations between French and French-Canadian speech are illustrated in the use of *à*, *dans*, and *en* before the names of the Canadian provinces. There is a notable tendency for European French to evolve towards 'dans' and the article, but great respect is accorded to established usage.

- 69-20 Jeanes, R. W.** Problems of French grammar and usage: (3) the imperfect or the past? *Canadian Modern Language Review* (Toronto), **24**, 4 (1968), 64-6.

The problem with the traditional rules for the choice between the French imperfect and past tenses is that both examples and drills are usually based on an analysis of the idea content of single sentences, and an unsatisfactory definition of use is provided in terms of habitual or repeated action and completed single actions. It seems better to say that information concerning the past, which is explanatory, interpretative or descriptive, that is *background material*, demands the imperfect tense. The past is then used for the *main events* of a situation. [Examples.]

- 69–21 **Rigault, Nadré, Guy Capelle, Emmanuel Companys, Madeleine Csécsy, Georges Faure, Pierre R. Léon, Fernand Marty, Jean Peytard, Paul Rivenc, Aurélien Sauvageot, Jean-Paul Vinay.** *La grammaire du français parlé.* [The grammar of spoken French.] *Français dans le Monde* (Paris), 57 (1968), 6–80.

The entire issue is devoted to studies of the present-day spoken language, covering phonology and phonetics, lexis, morphology, syntax, and phonostylistics.

GERMAN

- 69–22 **Nerius, Dieter.** *Sprachnorm und Sprachveränderung im heutigen Deutsch (2).* [Linguistic norm and change in present-day German (2).] *Źęzyki obce w szkole* (Warsaw), 58, 1 (1968), 1–12.

This second article on changes of norm in present-day German consists essentially of examples taken from the field of grammar to illustrate statements made in part 1 (abstract 68–189).

Two correlative groups of variants are considered. One group consists of two or more facultative variants and the other of a correct and an incorrect form, the latter being either a new and still unaccepted variant or an obsolete usage.

The author avoids categorical statements about correctness, for these changes are very fluid and much research has still to be done. With the development of new linguistic methods comes the discovery of and greater insight into changes of norm.

The first examples deal with changes in noun declensions which are grouped into fewer categories than is usual in traditional grammar. The genitive singular *-s* of proper names and the *-e* in the dative singular receive special attention. Cases of nouns with two genders are cited.

Several examples illustrate changes in the rule that adjectives preceded by a strong form of an article or pronoun should be declined weak and that in all other cases adjectives should be declined strong.

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Adjectives preceded by pronominal adjectives are specially examined. A number of the latter are listed and an indication is given of how the adjectives following them tend to be declined.

The third group of examples deals with verbs. Brief reference is made to the general tendency to favour the weak conjugation, and a detailed examination is given of the replacement of the true inflected past subjunctive by *würde* + infinitive.

Finally the paper questions the traditional Latin-based system of tenses and discusses a new system that recognizes both the modal and the temporal function of tenses.

69–23 Riesel, Elise. Entwicklungstendenzen im Wortschatz der deutschen Gegenwartssprache. [Trends in contemporary German vocabulary.] *Иностранные языки в школе* (Moscow) 2 (1968), 13–21.

German literary language and colloquial speech are tending to move closer to one another: literary language is becoming less formal, certain aspects of colloquial speech are becoming more acceptable in the written language. Recently, there have been both qualitative and quantitative changes in the definition of what is acceptable in the fields of grammar, lexis and phonology, largely through the influence of cinema, radio and television. Until recently it had been a stylistic device to use an expression or lexical item from colloquial speech in the literary or written language. Some words, for example thieves' slang, were unacceptable to the literary writer, but frequent usage has made many words respectable. A more frequent source of new words has been the less careful language of the town-dweller. Often a word was used in a less literal meaning, or figuratively to give colour. The unusual meaning has in many cases passed into 'normal' language alongside the word's more usual meaning. Furthermore, a whole new lexical group may be formed from one word which has extended its meaning. The author gives many examples of this. Neologisms have also been formed by compounds with modal or auxiliary verbs. There is also an increasing use of the suffix *-er*, to shorten the more usual word. (Herrenausstattungsladen–Herrenausstatter). Once a neo-

logism has been used many times and become the source of many related lexical items, it is accepted in the written language. The most recent developments are a result of advertising. Many new words are formed in an unusual combination of noun plus normal adjectival suffix. It is becoming more and more frequent to form new nouns by merely joining nouns and other parts of speech by means of hyphens: *Haus-Haus-Verkehr*, *Von-Mund-zu-Mund-Beatmung*.

69-24 Smith, Sidney. Historical linguistics and the teaching of German. *German Quarterly* (Wisconsin), 41, 2 (1968), 231-8.

In teaching undergraduates or high-school students it is sometimes appropriate to refer to the historical development of the language, either as an aid to the learning of the modern language or as a matter of interest.

It is helpful in the learning of German to point out why there are similarities between English and German consonants. Cognate words which have developed divergent meanings should be discussed, and the relationship of the vowels in some words. A study of word-formation is also appropriate. Such comparisons should not be made until the student has acquired enough vocabulary and grammar to have some basis for the comparison.

Variety and interest can be added to the course by commenting on such matters as the reasons for the irregularities in the strong verbs, the so-called double infinitive, the subjunctive forms, and the forms of the denominative and causative verbs. [The author gives various other examples.]

The teacher should be able to explain archaic and dialectal forms. Loan-words should be discussed. Occasionally an etymology may be helpful.

ITALIAN

- 69-25 **Casagrande, Gino.** Modern usage and syntactic construction of the 'impersonal *si*' in Italian. *Modern Language Journal* (St Louis, Missouri), 51, 8 (1967), 492-6.

The study of impersonal *si* in Italian is introduced by noting that any verb may be used impersonally and describing the role and general meaning of *si* when used with active, intransitive and reflexive verbs. The uses of *avere* and *essere* in compound tenses is illustrated; and the use of the impersonal *si* with the passive voice. As to its position in the sentence, it is noted that the norms which regulate the position of the conjunctive (atonic) personal pronouns also apply to the impersonal *si*. A reference table shows the position of adverbs, personal and impersonal pronouns and pronominal *ne* in a sentence, and illustrations are given of particular problems such as the position of *si* when an infinitive is dependent upon *potere*, *dovere*, and *volere*; when it is dependent on verbs such as *cercare di*, *andare a*; and when the periphrastic auxiliary *essere da* is used.

- 69-26 **Krenn, Herwig.** 'Unerwartete' Adjektivstellungen im Italienischen. [Unexpected adjective positions in Italian.] *Idioma* (Munich), 5, 2 (1968), 81-3.

As students of a foreign language we have certain preconceived ideas about grammar. The position of adjectives in Italian can often be unexpected and the author attempts to provide some rules for the apparent 'exceptions'.

- 69-27 **Musarra, Paolo.** La strutturazione sintattica secondo Lucien Tesnière. [Structural syntax according to Lucien Tesnière.] *Homo Loquens* (Rome), 1, 1 (1967), 33-41.

The article provides a brief study of Tesnière's structural syntax. It is introduced by a historical note on the stages of development of his thought. He developed the concept of a *stemma* (also found in the works of some Russian grammarians), meaning the links between

words which enable the hearer to know the relationship implicit between them. He was interested in the link between linguistic study and practical teaching and applied his theories while teaching in France at Montpellier and Strasbourg.

Tesnière's work is summarized in the book *Éléments de syntaxe structurale*, which was published posthumously in 1959 by his students and friends. The latter chapters of this book contain classroom hints and a sketch of a programme for children aged from seven to fourteen.

RUSSIAN

69–28 **Kravchuk, I. A.** Что определяет порядок слов в русском языке—В защиту актуального членения предложения. [What determines word-order in Russian: a defence of the theory of actual division of the sentence.] *Русский язык за рубежом* (Moscow), 3 (1967), 49–55.

The theory of actual division of the sentence provides guidance in dealing with sentences which, though grammatically correct, contain ambiguities. According to the theory, in which word-order is analysed in Slavonic languages by semantic groupings, what is known from the context or situation generally occurs in a primary position, whilst what is unknown or being said about what is known occupies a final position.

An examination of texts taken from four registers showed successive sentences related in one of three ways: (1) each sentence begins with the same concept, (2) each sentence begins with a different concept suggested by the preceding sentence, (3) each sentence is new. Apart from the role of context, word-order depends on the structural-semantic features of the sentence. In a discussion of the rules of actual division of the sentence [examples] the author argues that a knowledge of these rules is an advantage to the student of Russian.

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- 69–29** **Lomtev, T. P.** О построении аналитико–смыслового словаря русского языка. [Compiling an analytical dictionary of Russian.] *Русский язык за рубежом* (Moscow), 3 (1967), 30–6.

It is the duty of present-day linguistics to make more explicit the semantic content of words. Traditional dictionaries are inadequate as they only enumerate objects named by a word. A binary rather than a unitary approach is required. The object signified by the name given to it and the sense of the name are the two important components. [Several examples are given of words with various meanings.]

Classical linguistics failed to expound metaphorical meaning. A speaker needs knowledge of the above two factors to use a word both concretely and metaphorically. Only by isolating the meaning from the object can we understand fully the use of a word. [Definitions from two dictionaries are criticized and contrasted with the application of the author's 'corresponding differentiating semantic elements' theory.]

It is suggested, therefore, that dictionaries should not only name objects but indicate their corresponding differentiating semantic elements. This would prove valuable for foreign students of Russian.

- 69–30** **Matveeva, N. A.** Ударение имён существительных и категория рода в современном русском языке. [Stressing of nouns and the category of gender in contemporary Russian.] *Русский язык за рубежом* (Moscow), 4 (1967), 40–5.

The place of stress in words is determined by morphological division; in contrast with verbs, nouns can be divided into two morphological components, the stem and the inflexion, and the stress can be borne by either except where one of these two elements is not realized as a separate syllable.

Twelve stress patterns account for all the primary nouns contained

in *Русское литературное произношение и ударение* edited by Avanesov and Ozhegov except for nouns like *СОИ*. [These paradigms are summarized in a table and accompanied by a series of very full notes.]

69-31 Rozental', D. Согласование по смыслу как стилистическая категория. ['Agreement according to sense' as a stylistic category.] *Иностранные языки в школе* (Moscow), 2 (1967), 22-5.

The author analyses Russian usage with regard to 'ungrammatical' agreement (corresponding to the English type 'the majority of workers are') and adduces examples from Latin, English, French, German, Italian, and Polish. German appears to be the most resistant of all to this construction; of German-speaking student informants only about one third were in favour of it.

69-32 Vakar, Nicholas P. Statistical methods in the analysis of Russian. *Slavic and East European Journal* (Wisconsin), 11, 1 (1967), 596-4.

Since linguistics has not yet provided clear-cut definitions of the units of measurement, the use of statistics in linguistic analysis presents many difficulties. When the unit of measurement is the word, the problem is particularly intricate. Two recent word-lists of spoken Russian, one published by Ohio State University Press and the other by a group of teachers at the Družba Narodov University in Moscow, show instructive differences.

The different linguistic and pedagogic theories are reflected in the methods of counting employed, which produced sharp differences in the list of words considered basic to spoken Russian. Even when the word entries in each list are computed and made comparable, some method must be found to compare their ranks in the lists. Frequency and range indexes cannot be computed and allowance has to be made for reference in one count to dispersed and disrupted

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texts and in the other to a series of continuous texts of unstated number and length; therefore only a comparison of the top words in each list is possible. [Given in tables.]

Despite inconsistencies and shortcomings, the two word-lists show that the vocabulary of spoken Russian is small, that situational vocabularies can be established by similar methods, that the validity of obtained word-lists should be tested and that the more common a word, the more likely it is to recur in a variety of forms and functions.

Word counting is only one instance of a statistical procedure applied to language analysis. [The author enumerates a number of problems in Russian phonology, morphology and syntax which make the construction of a model by statistical methods a difficult task.]

SPANISH

69-33 Carfora, Juanita. 'Lo' and 'le' in American Spanish. *Hispania* (Wisconsin), 51, 2 (1968), 300-2.

A detailed study of the language of ninety-four Latin-American informants revealed that *lo* (third-person singular accusative) referred to male human beings 3,339 times as opposed to *le* which appeared 2,019 times. *Le*, however, is more frequent than 'lo' in Ecuador, and the widespread use of *le* over the whole of Latin America is not recognized in many authoritative grammars and texts [the author examines statements of rules concerning the use of these pronouns].

When comparing the use of *le* and *lo*, it is found that *le* is more frequent with *a usted* and with persons of high rank than it is when referring to *a él*. *Le* is also more frequent with such verbs as *creer*, *pagar* and *ganar*.

Le is used to show respect when addressing an older person or someone with whom one does not have a close personal relation. *Lo* is used in informal situations with persons of the same age and indicates a more personal relationship.

69–34 **Maier, Harri, Léopoldo Sáez Godoy, Klaus Hunnius, Raúl Avila, Larry Grimes.** Futur und Zukunft im Spanischen. [Future tense and future time in Spanish.] *Archiv für das Studium der Neueren Sprachen und Literaturen* (Braunschweig), 204, 5 (1968), 332–53.

In common with other Romance languages, Spanish has a variety of verbal expressions for future time. The present tense is used as well as the future to express futurity. The complexity of expression is studied in contemporary Spanish, historical usage from the seventeenth to twentieth centuries (Sáez Godoy), and in sociological and stylistic contexts. A special section is devoted to the verbal expression of the future in Spanish folk tales (Hunnus). The sociological context is examined in contemporary works for the Mexican theatre (Avila) and in popular Mexican speech (Grimes). In a brief summary of these studies Maier notes that, whereas the future normally used to be represented by the future tense in *-ré*, the use of the present tense or a periphrase with the future is increasingly common. The context and subject of language will play a decisive role in the choice of tense and the future form will be selected according to the sociological or stylistic register of the language. There is a considerable difference in usage between the written and spoken language and as we only have the written language to study for previous centuries a completely accurate knowledge of what constructions were common in the spoken language is not achievable.

Mention is made of four points which can be noted in the historical development of the language since medieval or classical times. (1) There are no new future forms; all existing forms can be traced back to the Latin. (2) The use of the future form *haber de* + infinitive in written Spanish and standard speech has an obligatory meaning: the earlier meaning appears in overseas Spanish, bearing more relationship to north-west and west Spanish speech than to standard speech. (3) The supposed preference for the present tense in American Spanish, in the Philippines and in Judeo-Spanish, or for the periphrase *haber (de)* + infinitive, *ir (a)* + infinitive, indicates a common historical tradition from peasant or colloquial speech. (4) Historical syntax

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cannot only be examined diachronically, it must also be examined from the point of view of style. Various styles can co-exist at any given point in time, while each style undergoes its own historical development. The study of future forms in literary texts will reveal only literary style. The historical use of the verbal future throughout the spoken language can only be examined comparatively in the framework of the history of all Romance languages.