

Studies of particular languages

ENGLISH. *See also abstracts* 69-94, -108, -119.

69-101 Baird, Alexander. Dialects of British English. *English Teacher's Magazine* (Kanda), **16**, 12 (1968), 34-6.

The word 'dialect' is used differently by linguists and by the non-specialist. In the linguist's register it is not a derogatory term nor does he wish to urge a dichotomy between 'standard' and 'dialect' speech.

Dialects of British English contrast with one another on three levels: phonological, grammatical and lexical. The widest divergence is at phonological level, and attempts in Britain to change a person's dialect are largely confined to pronunciation. The dialect known as RP is unique in that it is related to a social class, not to a geographical region.

Dialect studies tend to be diachronic rather than synchronic, though historical influences are rarely confined within geographical boundaries and the linguistic history of the United Kingdom is somewhat complicated. [Illustrations of lexical variation from one region to another are given.] Textbooks for use in schools have to be acceptable to every region and increasing educational facilities, together with radio and television, are causing the regional dialects to die out.

69-102 Bugarski, Ranko. On the interrelatedness of grammar and lexis in the structure of English. *Lingua* (Amsterdam), **19**, 3 (1968), 233-63.

The interrelatedness of grammar and lexis has been neglected. They are overlapping categories. Complex prepositions illustrate the transition from grammar to lexis. Possibly there is mutual dependence of grammatical and lexical factors in phrases involving simple prepositions too.

The author discusses five sentences containing *beside*, using a matrix presentation and modification tests. His main conclusions are that the extent of lexical choice at the variable points in the sentences is closely related to the tightness with which the prepositional phrases are constructed and with the grammatical potential of the sentences, that the notion of gradient or segmented continuum is important in this kind of investigation, that different kinds and degrees of idiomaticity need to be distinguished, and that any grammatical description of English sentences which disregarded sentence pattern, lexical range, grammatical potential, and idiomaticity would be incomplete. The concept of grammatical potential is important in assigning sentences to classes.

69-103 Cygan, Jan. On the exponents of question function in English. *Language Learning* (Michigan), **17**, 3/4 (1967), 141-9.

An interrogative word and inversion characterize most special questions. Inversion and rising intonation characterize general questions. An interrogative word and rising intonation characterize special questions concerning a preceding statement and interrogative responses of the same kind. An interrogative word alone characterizes several types of question (specified). Inversion makes general questions more like commands. Rising intonation alone characterizes fragmentary structures and is also used in sentences whose 'elocutional' form contrasts with the incongruent 'locutional' form.

Intonation serves mostly to distinguish between various types of question. The essential function of the interrogative words is to separate special from general questions. The exponent distinguishing questions from all other utterance types is inversion. Two exponents are used wherever practicable.

STUDIES OF PARTICULAR LANGUAGES

- 69-104 Fong, William.** Canadian English spelling. *English Language Teaching* (London), 22, 3 (1968), 266-71.

Whether to spell the American or the British way can be a contentious matter in Canada, but a Canadian spelling is developing which may prove to be acceptable to both English and Americans. [The author lists about 70 words, showing Canadian, American, and British spelling preferences.] Canadian textbooks have favoured British spellings. There is much confusion. The relation between spelling and social prejudice needs to be studied.

- 69-105 Johnson, Francis C.** English suprasententials. *Kivung* (Boroko, New Guinea), 1, 1 (1968), 3-7.

Suprasententials relate an utterance as a whole to preceding or subsequent utterances to form a larger unit of language. Language teachers need a systematic description of such words and constructions. Fries's analysis does not distinguish sufficiently between different types of sentence linker. R. L. Allen's and D. S. Knapp's descriptions of sentence linkers, based on sector analysis, are in some ways inadequate.

- 69-106 Treacher, Peter E.** Mass nouns in English. *Idioma* (Munich), 5, 3 (1968), 97-103.

The distinction between a 'count' noun and a 'mass' noun (otherwise known as countable and uncountable nouns) does not always receive attention in textbooks for learners of English. Examples show the problems which these can cause. There is a great deal of overlap as the same lexical item can in different contexts be a mass or a count noun. The effects such nouns have on the verb, on the article, and on pre-nominal determiners are explained and illustrated, and an attempt is made to indicate the principal semantic areas in which mass nouns are to be found.

FRENCH

69–107 Barrera-Vidal, Albert. Quelques remarques à propos des démonstratifs 'celui-ci/celui-là'. [A few remarks about the demonstratives 'celui-ci/celui-là'.] *Praxis des Neusprachlichen Unterrichts* (Dortmund), 15, 3 (1968), 268–74.

Three noteworthy points with regard to the demonstratives are, (1) the simple article or possessive forms are more frequently used than the demonstratives, (2) the emphatic forms are only used to oppose near and distant objects, (3) *-là* is used much more frequently than *-ci*. There is a difference in the subordinate clause according to whether it is a simple relative or an indirect interrogative. In the latter case a simple *qui* may be expanded to *quel est celui qui*. . . There are cases in which the relative pronoun is omitted, particularly in proverbs. The French demonstrative system is in a state of evolution and the opposing concepts of *near* and *far* are compromised by this development.

69–108 Harmer, L. C. Monosyllabes, flexions, ordre des mots, en anglais et en français. [Monosyllables, word-endings and word-order in English and French.] *Français dans le Monde* (Paris), 60 (1968), 8–12.

This large subject is here confined to a study of the morphological development of vocabulary and its results. Modern English is notable for a large number of monosyllables and also the invariable form of its words. Between the Norman conquest and Tudor times, the old Anglo-Saxon declensions disappeared from the English language. French, too, has many monosyllables and declension and conjugation have been simplified. Both languages have an additional complement of polysyllabic words drawn from Latin. One might expect great similarity between French and English as a result but the comparison is nevertheless restricted because the French rhythmic unit is the phrase and not the word. Phonetic confusion can arise through the wrong division of French monosyllables and punning sentences depend on this. The traditional clarity of French can be marred by

STUDIES OF PARTICULAR LANGUAGES

the tendency to increased monosyllables. The French article is frequently elided and can only be stressed (contrary to English) by adding another phrase. The disappearance of conjugation and declension from English allows the same word to function as adjective, noun, adverb, verb and preposition. Another consequence is that the order of words in an English sentence is of prime importance and the subject is nearly always at the head of the sentence. Even in passive constructions inversion tends to be avoided.

French has not yet abandoned grammatical gender but economies have been made in indicating number. Agreement of word endings, which is a feature of the language, provides a horizontal network giving a unity and hierarchy to the French sentence.

69-109 Lagane, René. 'En' et 'dans'. *Français dans le Monde* (Paris), 58 (1968), 29-31.

Learning to use correct prepositions in a foreign language is a major difficulty. The article attempts to elucidate the use of *en* and *dans* in contemporary French.

69-110 Rossi, P. Carlo, Teaching the French present indicative. *French Review* (Baltimore), 41, 5 (1968), 691-7.

A fresh approach is suggested to the learning of the present indicative of French verbs by abandoning the traditional classification into groups according to infinitive endings *-er*, *-ir*, *-re*. Preoccupation with orthography has been responsible for many irregularities in the conjugation of the French verbal system. A phonetic tabulation of endings in seven groups will cover 98 per cent of all verbs and a great number of traditionally 'irregular' verbs become 'regular' under this structural sound system.

- 69–111 Tucker, G. R., W. E. Lambert, A. Rigault and N. Segalowitz.** A psychological investigation of French speakers' skill with grammatical gender. *Journal of Verbal Learning and Verbal Behavior* (New York), **7**, 2 (1968), 312–16.

Possible clues for the determination of the grammatical gender of French nouns were investigated by asking young French speakers to choose the gender of some rarely occurring nouns and some invented words. Certain endings (-*ais*, -*eur*, -*illon*, -*oi*, -*oir*) were found to indicate masculine gender reliably, and -*ssian*, -*stion*, and -(*a*)*tion* were reliable feminine endings. There was some confusion with the endings -*é*, -*ée*, -*oire*, -*eure* and -*oie*. These empirical findings were compared with statistical counts for all nouns listed in *Petit Larousse* and corresponded well. Results also indicated that the initial syllable of a noun may have an effect in marking gender, especially in cases where the ending provides an ambiguous clue. It should be possible to make gender acquisition easier by structuring vocabulary lists. Exceptions to the initial and final clues occur most frequently in common monosyllabic nouns which can be relatively easily learned as separate items.

GERMAN

- 69–112 Hermodsson, Lars.** Die Deklinationsarten der deutschen Substantiva. [The types of declension of German nouns.] *Moderna Språk* (Saltsjö-Duvnäs), **62**, 2 (1968), 144–55.

While early grammarians seem to have devoted much attention to the declension of the German noun, the same cannot be said of their modern counterparts. The majority of grammars, down to the most recent and authoritative ones, rather slavishly follow Jakob Grimm's classification according to which all German nouns are divided into three groups, those with strong, weak, and mixed declension. Grimm based his classification on Old and Middle High German, where the division into a strong declension (with vowel endings) and a weak declension (needing the 'support' of a consonant) was relatively clear-cut.

STUDIES OF PARTICULAR LANGUAGES

There is no denying that this classification as applied to modern German is far from adequate; nevertheless only a few attempts have hitherto been made to introduce any radical changes.

Among Russian Germanists Admoni has put forward some new views. He takes the case as the sole criterion, and he considers singular and plural declensions as completely separate and unrelated.

The Dane Jørgensen chose the genitive singular as the main criterion for his classification, which includes eighteen categories and subcategories. His fellow-countryman Besch introduced the concepts of primary and secondary endings. Plural endings are his main criterion, while he bases his subcategories on the genitive singular.

The author finds advantages and weaknesses in all these systems. He prefers plural endings to the genitive singular as the main criterion for his own system but believes that singular and plural should be considered together. His classification consists of five main categories based on plural endings, of which one has three subcategories based on the genitive singular.

The teacher and student of German should find these systems helpful for gaining an insight into the principles of morphology, but they should be considered as no more than very human efforts to describe complicated linguistic phenomena.

69–113 Keller, R. E. Reflections on the study of German phonology. *Forum for Modern Language Studies* (University of St Andrews), 4, 2 (1968), 103–14.

'Phonology' in the article is used to mean the contemporary linguistic science concerned with speech sound. The themes with which it is concerned today are (1) phonology and phonetics, (2) diachrony and synchrony, (3) phonology and morphology, (4) the impact of the distinctive features theory (Jakobson and others), (5) the impact of the generative grammar theory (Chomsky and others). These five points are studied in their relevance to the German language.

- 69–114 Maxwell, Harry J.** Aspects of futurity in modern uses of 'sollen'. *Germany Quarterly* (Appleton, Wisconsin), **41**, 3 (1968), 413–21.

Scholars have long been interested in the use of *sollen* as a periphrase for the future tense in Old and Middle High German, but they have never defined two aspects of future meaning which this verb seems to contain in modern standard German. Examples are given to illustrate first the future meaning in the present tense and secondly in the past tenses of *sollen*. From these it is concluded that *sollen* in modern German never functions as a pure future but its future meaning is derived from its context. In its past tenses it has the same function as English *was going to*, producing a past-future which is, in its own right, a distinctive type of future tense, occurring only in the past tenses of the modal auxiliary *sollen*.

- 69–115 Moser, Hugo.** Sprachnorm und Sprachwandel, ihr Spannungsverhältnis im heutigen Deutsch. [Linguistic norm and change and their conflict in present-day German.] *Deutschunterricht für Ausländer* (Munich), **17**, 2/3 (1967), 36–48.

In many areas present-day German usage is in a state of flux, and the changes occurring are largely ignored by existing grammars. Some of the new forms are used infrequently, while others can be considered representative of a new norm. The greatest problem is presented by those that have become common usage without, as yet, acquiring recognition as a norm.

The only authoritative rules in the German language are those imposed on spelling and pronunciation. Otherwise the language is largely open to change from below and within, without any encouragement or hindrance from above.

One change in present-day German is the growing tendency to form and use abstract words, mainly verbal nouns. As if to counteract this trend, there is also an influx of new metaphors, especially from technology and sport.

Much of the recent development seems to be dialectic: for example,

STUDIES OF PARTICULAR LANGUAGES

the meaning of some words becomes eroded, while that of others becomes enriched and more precise.

There are many instances of differentiation and systematization, the latter representing probably the stronger trend and leading to new, simpler norms, particularly in the grammar, while existing norms (e.g. in the case of the subjunctive) seem to become reserved for literary language. Systematization often goes together with economy of language, which is beginning to affect even spelling and pronunciation. [Examples given, as well as examples from the fields of morphology and syntax.]

Change in usage does not automatically mean a decline in language. New forms should be judged by how frequently they are used and by whether they fit into the structure of the language. Also aesthetic standards and the individual's feeling for language are important here. No one teaching German should ignore the new norms or treat commonly used new forms and variants as mistakes.

69–116 Nerius, Dieter. Sprachnorm und Sprachveränderung im heutigen Deutsch (3). [Linguistic norm and change in present-day German (3).] *Źęzyki obce w szkole* (Warsaw), **60**, 3 (1968), 129–35.

When considering what constitutes the norm in the syntax and lexicon of present-day German one is struck by a greater degree of flexibility than in any other sector of the language. Defining what is and is not correct usage is therefore a difficult task.

To illustrate the increasing flexibility in the field of syntax one example is examined in detail: the 'frame' formed by a predicate that consists of two (or more) parts and occurs in a statement, an interrogative sentence, or a command. The finite verb takes the first or second place in the sentence, and the other part of the predicate goes to the end of the sentence; thus a frame encloses all the elements of the sentence with the exception of the subject in those cases where the finite verb is in second place. This frame structure is a long-established and characteristic phenomenon of German, and there are at least eight forms in which it can occur [examples]. It creates an element of

suspense, because the reader or listener has to store all the information given within the frame until the full predicate is revealed.

The changes observed here take the form of a relaxation of formerly rigid rules: certain elements of the sentence can be taken out of the frame and placed after the second part of the predicate. This is done mostly for reasons of style or stress, but it may also reflect a general tendency towards simplified structures the sense of which is easier to grasp. In several cases [five possibilities mentioned and illustrated by examples] the shortened frame has become a widely accepted form, while the effect it was originally intended to create, whether of style or stress, has disappeared into the background.

Certain elements of the sentence, however, such as a pronoun or a simple object, can never be taken out of the frame without rendering the sentence incorrect by the standard of the present norm, however flexible.

Very rapid and obvious changes are taking place in the lexicon of present-day German with new words being formed and existing ones suddenly becoming fashionable. The only norm that can be applied is that of whether a word is stylistically appropriate in its context.

69–117 **Starke, Günter.** Zum Problem der Zusammenbildung in der deutschen Gegenwartssprache. [The problem of how compound words are formed in contemporary German.] *Deutsch als Fremdsprache* (Leipzig), 5, 3 (1968), 148–59.

The two main ways of word building in German are by compounding and derivation, the addition of suffixes and prefixes, the mutation of the root vowel, and the linking of nouns and verbs by hyphens. The close links between compounding and morphemic change are studied. There can be a change in meaning according to whether two words are written separately or together.

The most important types of word building around (1) nouns, (2) adjectives, (3) adverbs, (4) verbs, are studied in their various categories. New words are compounded to fit new situations and sometimes give rise to doubt about declension. Compound words do not

STUDIES OF PARTICULAR LANGUAGES

always come into existence because of a new need; some have stylistic use, expressing humour, irony, even contempt.

Investigation shows that compounding plays a large part in the present day enriching of German vocabulary and can be seen as part of the process of derivation.

ITALIAN

69–118 Leghissa, Livio. Il discorso indiretto. [Indirect speech in Italian.] *Idioma* (Munich), 5, 2 (1968), 78–81.

If the verb of saying or relating is in the present tense then the tense of the subordinate clause will not vary from direct to indirect speech. All tenses are possible. [Examples.] The person of the verb changes. The usual mood is the indicative. If the verb of saying is in a past tense the narration of the indirect speech is in the imperfect and, where appropriate, the simple pluperfect. If in a future or conditional tense then its subordinate indirect speech is in the conditional perfect. [Synoptic table.] This established, the effect of imperative and subjunctive moods is detailed. Finally the impact of a verb expressing intention in the recent past is considered.

SPANISH

69–119 Foster, David William. A contrastive note on stress in English and equivalent structures in Spanish. *IRAL* (Heidelberg), 6, 3 (1968), 257–66.

The relationship between levels of stress in English are categorized and this leads to an examination of the treatment by English and Spanish of combinations of adjectives and nouns. For the purposes of the analysis, the theory of generative phonology developed by Chomsky, Halle and Lukoff is used. Interference experienced by Spanish learners of English and English learners of Spanish is illustrated through the structures studied and compared.

In the light of results obtained from his investigation, the author

attempts to interpret afresh the emphasis achieved by placing certain Spanish adjectives before or after accompanying nouns.

69–120 Söll, Ludwig. Synthetisches und analytisches Futur im modernen Spanischen. [The synthetic and analytical future in modern Spanish.] *Romanische Forschungen* (Frankfurt am Main), **80**, 2/3 (1968), 239–48.

The very common so-called synthetic future form in Spanish and the type *ir a* + infinitive which is its greatest rival are seen as an older and essentially literary form in competition with a vital and more popular analytical innovation. Unfortunately insufficient research has been undertaken into contemporary Spanish and therefore several contemporary plays and *Cuentos populares* have been used for investigation. Pure futurity and modality cannot easily be separated and it can be assumed that the many varieties imply slight changes of meaning which are not always directly linked to the time factor. Some authentic popular speech collected by Berschin in Granada and Córdoba in 1967 is also analysed and shows greater affinity with Mexican usage. There is no evidence of the two forms being anywhere interchangeable. The use of both forms with a variety of adverbs indicating futurity is studied, and also the many kinds of construction (command, modal verbs, etc.) involving futurity.

It might be concluded that the synthetic form is in decline or at least is moving out of the field of pure futurity, but really valid conclusions are impossible to achieve until more work has been done on the popular idiom of speech.