

Studies of particular languages

ENGLISH

- 70-9 Bladon, R. A. W.** Selecting the 'to' or '-ing' nominal after 'like', 'love', 'hate', 'dislike', and 'prefer'. *English Studies* (Amsterdam), **49**, 3 (1968), 203-14.

Like with the *to* nominal and *like* with the *-ing* nominal are distinguished by various grammarians in different ways. [The author discusses the patterning of various verbs in modern British English, and provides what he claims to be a practicable framework for selecting an appropriate nominal for every distinctive syntactic and semantic context within the corpus he examines.]

- 70-10 Drubig, Bernhard.** Some remarks on relative clauses in English. *Journal of English as a Second Language* (New York), **3**, 2 (1968), 23-40.

Relative clauses can modify noun phrases in two ways, by functioning as restrictive or non-restrictive adjuncts. A grammatical description must account for this differentiation. In the framework of generative, transformational grammar, Chomsky and Motsch suggest that relative clauses can be derived in underlying structure as constituents of the noun phrase which dominates the modified head noun. [Motsch's diagrammatic transform is appraised but the *NP S* approach as such meets with difficulties, indicating that relative clauses cannot be considered constituents of noun phrases in deep structure and another solution is called for.] An analysis is made of some technical problems which arise and a new approach is outlined. The paraphrasal relationship used could be of interest to those concerned with writing exercises for language-teaching purposes.

- 70-11 Dušková, Libuše.** Some remarks on the syntax of the 'ing' form in present-day English. *Philologica Pragensia* (Prague), 12, 2 (1969), 94-9.

General rules for the use of the present participle in the function of an adverbial clause apply (1) when the subject of the participial construction is identical with the subject of the finite verb, (2) when it is different from that of the finite verb and is expressed (the absolute construction), and (3) when it is different but is not expressed. Some participles used in the third way tend to acquire a near-prepositional or prepositional function.

The subject of the gerund is often identical with that of the finite verb, but may be the object of the finite verb. The gerund may have an unexpressed indefinite or general subject. The subject of the gerund may be expressed by the possessive form of the personal pronoun or noun, or by the object form of the personal pronoun or the non-possessive form of the noun.

[The writer discusses further, with quotations, the 'fused participle' and the modification of the gerund by possessive and object forms.]

- 70-12 Falgie, Joseph.** Word initial clusters in Italian, English, Spanish, French and German. *Journal of English as a Second Language* (New York), 3, 2 (1968), 51-78.

A phonemic description of a language is not complete if it is confined to a documentation of the phoneme inventory. It must include a description of what sequences of phonemes occur as the chain of speech. The combinatory phoneme sequences of a language adhere to distributional rules. The word initial phoneme sequences are generated for the above languages. The outer limits of distributional structure and common features are noted and special attention is given to the distribution of allophones of /S/, the domain of voicing, the degree of vocal tract opening. The total number of different combinations of initial clusters (coded) are listed for each language.

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- 70-13 Gerber, S. E. and Susan Vertin.** Comparative frequency counts of English phonemes. *Phonetica* (Basle), **19**, 3 (1969), 133-41.

Many scientists have attempted to state statistically the phonemic distribution of English but disagreement in the results shows that these were descriptions of certain dialects of English transcribed by listeners who may have been influenced by their own dialects. In an attempt to deal with the problem several statistical studies are compared and the coefficients of correlation found to be quite high, indeed correlations between spoken forms of the language, regardless of dialect, were found to be higher than correlations between spoken and written forms of the same dialect. The result also demonstrated not only that the statistical method is legitimate but that the statistical constraints upon a given language are so severe that variations in time, place and form are of little consequence.

- 70-14 Kałuża, Henryk.** Proper nouns and articles in English. *IRAL* (Heidelberg), **6**, 4 (1968), 361-6.

Proper nouns, like 'countables', can appear with the definite or indefinite article or in the plural. A proper noun is modified when it indicates other individuals, a work of the person denoted, a person's characteristics applied to another person, or a changed aspect of an individual. Common nouns may become proper nouns. Some proper nouns denoting things are accompanied by the definite article for semantic reasons. Such proper nouns can also be modified into quasi-proper nouns. The more arbitrary an impersonal noun is, the less likely it is to be accompanied by the definite article.

- 70-15 Morris, I.** The relative clause in broad perspective. *English Language Teaching* (London), **23**, 3 (1969), 246-53.

The common bipartite classification of the relative clause into 'restrictive' and 'non-restrictive' is inadequate. The relative clause is viewed too narrowly if it is seen as predominantly an adjunct of a noun.

It should be considered as essentially an S-V structure, related to another S-V structure by a relative pronoun or adverb. Among the factors which determine the grammatical and semantic functions are the distinction between an adjectival and non-adjectival relative clause, the position of the clause, and the signalling of the clause as an integral part of a nominal group. [The author gives examples and discusses each of these factors.] The non-adjectival clause placed medially is a parenthetical statement. Placed finally, it may serve the same purpose, but may also be a linked statement that could be presented coordinately or paratactically. The adjectival clause has a greater range of application.

70-16 Salami, Adebisi. Defining a 'standard' Nigerian English. *Journal of the Nigeria English Studies Association* (Ile-Ife), 2, 2 (1968), 99-106.

The term 'Nigerian English' has come into use without adequate thought being given to what this may really mean. It does not refer to the kind of mistakes in standard English made by students of the language. Expressions and words thought to be Nigerian may also be used in other parts of the English-speaking world. If the term is equated with the speech of 'educated' Nigerians, it again becomes difficult to define 'educated'. The English competence of the 'educated' group may be varied and the standard of English is known to be declining. It is necessary to make a proper linguistic analysis of the different types of English spoken in Nigeria and to distinguish between mistakes and legitimate Nigerian usage.

70-17 Scott, Robert Ian. Two ways to determine the most useful kernel for English. *Linguistics* (The Hague), 45 (1969), 67-75.

Chomsky's assumption that the one kernel for English is noun-phrase + verb-phrase needs testing. This is attempted in two ways: (1) by an analysis of the permutations of various kernels, (2) by a comparison of the inventories of the sentence patterns those kernels generate for a given number of transformations. Detailed study of these points shows

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a two-phrase kernel to be frustratingly limited while a five-or-more-phrase-kernel grammar will give a bewildering choice of order of words. A four-phrase kernel is suggested as a solution, offering subject + verb + object + qualifier. This will give twenty-four possible orders of words, not all of which will produce English sentences.

70-18 Sopher, H. The classification of relative clauses. *English Language Teaching* (London), 23, 3 (1969), 254-7.

Classification of relative clauses by meaning, as restrictive and non-restrictive, is not practicable, since such difference of meaning does not characterize all relative clauses and punctuation has a rhetorical as well as a grammatical function. [The author quotes examples from various grammarians to support his points.] It is more practical to start with a formal criterion and to distinguish between clauses separated by a comma from their antecedent and clauses not so separated. The choice of form may be governed by meaning or by style.

70-19 Zierer, Ernesto. A comparison of the semantic system of the indefinite article in German and English. *Lenguaje y Ciencias* (Trujillo), 31 (1969), 22-9.

Substituting other determiners for the articles or omitting the article has proved to be an adequate procedure for discovering the relevant semantic features of article usage. [Examples.] Eight features are isolated for the English language and illustrated. By symbols and diagrams the correspondences and differences between German and English usage are illustrated, showing the semantic features involved in both languages.

FRENCH See also abstracts 70–12, –42, –46, –58

70–20 Bar, F. L'usage abusif de l'article indéfini en français d'aujourd'hui. [Abuse of the indefinite article in modern French.] *Français Moderne* (Paris), **37**, 2 (1969), 97–112.

There is a notable tendency in modern French to misuse the indefinite article. Examples are given of deliberate usage with intent to convey a special meaning, then of usage which has obviously been influenced by English, and finally examples showing no obvious reason for departure from the normal definite article. The influence of English/American on construction seems to be even greater than on vocabulary and a blind imitation of the trend leads to morphological impoverishment and loss of flexibility in syntax.

70–21 Jeanes, R. W. Problems of French grammar and usage: (7) tenses and adverbs of time. *Canadian Modern Language Review* (Toronto), **25**, 4 (1969), 42– and 46–83.

General context is obviously the deciding factor in the choice of tenses but the writer frequently backs up his choice of tenses with an adverbial expression of time. [Chart of the main temporal adverbs showing distinction of sequence and perspective which will govern selection of the following tenses.] Adverbial expressions of time are temporal expansions whose semantic content makes explicit various categories of perspective and sequence inherent in verbal tenses as well as adding more precise information within those categories. [Details and examples cover the use of the present, the historic present, and the past indefinite tenses with a variety of temporal adverbs.] The interplay of adverbs and tenses is very complex but repays study as it bears directly on a difficult problem for English-speaking students—selection of the proper French tense.

- 70-22 **Monin, J.** Le gérondif français et sa traduction en anglais. [The French gerund and its translation into English.] *Langues Modernes* (Paris), 63, 2 (1969), 41-7.

Although the subject is already well covered by French grammarians there is a gap between their findings and the translation rules established by teachers of English. Problems are demonstrated by examples and the following conclusions are drawn: (1) if the relationship between the gerund and the main verb is one of manner, the English translation will be *by* + gerund; (2) if the gerund expresses time immediately before or after the main verb, English uses *on* + gerund; (3) if simultaneous action is expressed, with timing playing an important role, English uses *while* + gerund; (4) a second case of simultaneous action shows English usage without any preposition. The difference is explained by the fact that in the first case the actions are simultaneous but represent two different lines of action (*while listening to the radio I heard the bad news*) and in the second case the two actions are fused (*she ran out shouting for help*). A slight variation in the second example occurs if the emphasis is on the timing of the events, in which case English will use *as* + gerund.

- 70-23 **Paepcke, Fritz.** Der Gebrauchswert französischer Spitzenbegriffe in der rationalisierten Welt. [The practical value of French key concepts in a rationalized world.] *Neusprachliche Mitteilungen aus Wissenschaft und Praxis* (Berlin), 21, 4 (1968), 218-27.

Two influences on society today are an increasing uniformity between countries and the expansion of technology. Language has to keep pace with these trends in order to be effective as a means of communication. It becomes more flexible and adaptable. Among the national languages there is a clear predominance of Anglo-American, especially in the fields of science, medicine and technology, where a global vocabulary is developing. The language of French scientists and technologists is already heavily anglicized.

As in every age, society chooses concepts from the reservoir of its

language that show preference for certain aspects, and alters the emphasis by either narrowing or widening their meaning. Characteristic modern concepts, or key concepts, are closely connected with the predominant interest of the age but, at the same time, they still reflect earlier meanings. In order to interpret them fully one should know their etymology.

Modern key concepts in French are illustrated by analysing five in detail (*vocation, revendication, contestation, carence, équipement*), and studying them in context. [References, mainly from newspapers, are given in footnotes.] The various uses and meanings are examined and compared with German. A list of twenty-one key concepts, each with a short translation into German, is added.

It is concluded that the key concepts are stripped of much of their traditional meaning by abstraction and neutralization, thus rendering them empty and receptive for new meanings. Any loss in precision is made good by the addition of qualifying words, for example, adjectives. This development is irreversible and is not something that the purists should regret or try to stop. It proves that language can meet the challenge of the modern industrial age.

GERMAN *See also abstracts 70–12, –19*

70–24 Crean, John E. Mood: a spectrum view. *German Quarterly* (Appleton, Wisconsin), **42**, 2 (1969), 217–24.

There is nothing mystifying about the German subjunctive if it is seen in its *organic* context, within the full spectrum of 'mood'. The positive end of the spectrum represents pure fact. Next comes the imperative, because one cannot be certain that a command will be obeyed. There follows the broad band of the subjunctive. The terminology 'subjunctives 1 and 2' is less misleading than 'present' and 'past'. Subjunctive 1 is limited to a volitive or hortatory use and is one degree removed from the imperative. Either 1 or 2 may be used in indirect speech and the choice is largely dependent on the style of the written language. Subjunctive 2 is used for the segment of the spectrum which is wholly negative and divides into an ascending progression of

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unrealized or unrealizable statements. The least negative of these functions are the ultrapolite or tactful questions and the mitigated statement. There is also a statement or question of unlikely possibility, implying that the opposite is true and, most negative in position on the spectrum, the statement of imaginary comparison. The two ends of the spectrum are connected. From 'may the best man win' to 'if only he had won' represents a move from possibility to something contrary to fact and the latter is properly represented by subjunctive 2. The image of the spectrum can be useful to impart to the pupils sensitivity to mood as it relates to a given situation.

70–25 **Hook, Donald.** Die Klassifizierung der starken Verben in der deutschen Gegenwartssprache. [The classification of strong verbs in present-day German.] *Deutsch als Fremdsprache* (Leipzig), 5, 4 (1968), 219–21.

It is one of the tasks of the linguist to ascribe systems and rules to the recurring patterns and forms of expression which make up a language; this is of particular benefit to the language teacher.

The article contributes to this task by expounding a new and original classification of German strong verbs.

The number of strong verbs in German being quite small, no rules are given for distinguishing between strong and weak verbs. It is assumed that the strong verbs can be memorized or that the information can be found in reference works. The classification disregards modal auxiliaries, certain exceptionally irregular verbs, and obsolete forms. The system is based on the stem of the infinitive with the characteristic vowel and the vowel gradation given in phonetic transcription. The verbs falling into each class are listed, so are the exceptions. Eight classes are arrived at according to the characteristic vowel of the stem. With the exception of two classes, each is subdivided into two groups according to the consonant following the characteristic vowel.

- 70–26 **Jarnatowskaja, V. E.** Die Kategorie des Genus der Substantive im System der deutschen Gegenwartssprache. [The category of the gender of nouns in the system of present-day German.] *Deutsch als Fremdsprache* (Leipzig), 5, 4 (1968), 213–19.

The system of a language is largely determined by its grammatical categories. In German the category of the gender of the noun is particularly indicative.

Most linguists define the gender of the noun as a grammatical category, and some qualify this definition by pointing out that each noun has to have one of three possible genders. However, a few experts call it a lexical-grammatical category. Opinions on this have varied ever since Adelung and Grimm.

The author defines the noun gender as a general, abstract concept which evolved during the historical development of the German language and which is not based on sex. All German nouns have a gender which finds expression through morphology and affects inflexion and word formation as well as the structure of the sentence.

The gender of words other than nouns (adjectives, ordinal numbers, pronouns, certain forms of the verb) is investigated and compared with the gender of the noun. [Diagram of the macrosystem of the gender given.] The close connexion between the gender of the noun and its number and case is shown to be especially evident in the formation of new nouns through affixes.

The morphological and syntactic role of the gender of nouns is described as well as the part it plays in noun-formation. The semantic function of the gender and the stylistic possibilities it can assume are mentioned in connexion with word-formation through affixes. [Examples given.]

ITALIAN *See also abstract 70–12*

- 70–27 Ames, Harold.** Italian patterns in conversation and reading. *Lingua e Stile* (Bologna), 4, 1 (1969), 43–52.

It is suggested that native speakers of Italian employ patterns of intonation in oral reading which are different from those they use in spontaneous conversation and that the differences relate to accountable linguistic and extra-linguistic factors. By tape-recording a discussion and then asking the speakers to read aloud an edited, transcribed version of the recording, such a comparison was made possible. Placement of pauses, pitch contour at the end of phrases and the position of prominence within phrases were studied. One of the problems faced by a learner who has not had the opportunity of living in the native-speaking environment is that of quickly understanding spontaneous conversation. Hesitations and corrections confuse the learner. His speech in turn may, by its unfamiliar sound, confuse the native speaker and make him lose confidence in the learner's ability to communicate and this will be communicated to the learner. In addition, his unfamiliar intonation may be interpreted as carrying overtones of irony, inquisitiveness or bluntness. Video-taped conversations would be helpful in enabling the learner to develop an ability to cope with these problems. By internalizing a large amount of this material the learner's own use of language would develop characteristics which native speakers would regard as familiar. [Bibliography.]

- 70–28 Casa, Gabriella.** A proposito di liste di frequenza. [Concerning frequency lists.] *Scuola e Lingua Moderne* (Modena), 7, 4 (1969), 119–20 and 136.

Following the studies undertaken on the frequency lists in *Français Fondamental*, similar work has been attempted for Italian. In order to study the frequency of words in general terminology, Pavese's book of short stories 'Ferie d'agosto', was used because he shows less trace of dialectal influence than the majority of contemporary Italian writers. Three centres of interest chosen were the sea, the city and the vineyard, in north-central Italy. [The author outlines her methods of selection

and indexing, and mentions the predominance of particular words and grammatical structure.] The prose of the first 'centre' is simple and fluent; in the second, more attention is paid to stylistic effect, and in the third the language is noticeably more elaborate. From these investigations, it was evident that the most frequent words were those employed as grammatical instruments, followed by verbs, and especially irregular verbs. The school environment, and in particular the lesson, is chosen as a fourth field for study.

RUSSIAN

70-29 Mervaud, Michel. Les adjectifs longs à suffixe -ov-/-ev- en russe moderne: formation, valeur, accentuation. [Long adjectives with suffixes in -ov-/-ev- in modern Russian: formation, usage, accentuation.] *Langues Modernes* (Paris), **63**, 3 (1969), 261-70.

Through a study of the problem of accentuation it is hoped to establish some useful rules for teaching which will help to eliminate risk of error in correct stressing of these adjectives. It is estimated that there are about 1,700 adjectives in this class. The origin of and formation of the adjectives is first studied and their development in the present language. They are then classified according to gender and number, and a rule suggested which it is claimed is valid for 81 per cent of the adjectives in question, less than 250 constituting real exceptions.

SPANISH *See also abstract* 70-12

70-30 Domínguez, J. M. Sobre la puntuación en español. [On Spanish punctuation.] *Idioma* (Munich), **6**, 1 (1969), 25-30.

An author's use of punctuation is just as much part of his style and psychology as his use of words. There cannot be any dogmatic rules about punctuation. The borderline between the full stop and the semicolon is very flexible; the semicolon can sometimes replace the comma to avoid confusion or to break up long sentences. The rules for using the full stop and the colon are fairly clear, whereas the use of

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semicolon and comma depends on style. Parenthesis is used to isolate a certain element or to show that the words represent the author's thoughts. Round brackets are often replaced by a short dash, which is also used to indicate speech within a narrative. Inverted commas are used for quotations, to give a special shade of meaning to a certain word, to show that a word is unorthodox or foreign, and for the titles of publications and pseudonyms. [The author also deals with the use of dots of suspense or omission. He gives general uses for each punctuation mark together with concrete examples usually from well-known writers.]