Studies of particular languages

73–85 Kymla, Ivan. Percepce anglických vokálů v přizvučných slabikách u osob s nulovou znalostí angličtiny. [The perception of English vowels by people with no knowledge of English.] *Metodická sdělení k vyučování cizím jazykům* (Olomouc), 2/1971, 1–13.

In order to verify experimentally what kind of problems Czech students encounter in learning the sound pattern of English, thirty-four subjects who had never learnt English before were exposed to a tape of a series of sixty monosyllabic, mainly three-phoneme English words arranged into groups of three. The words in each group differed from one another only by the vowel phonemes. Altogether thirteen English vowel phonemes appeared in these words. The subjects were told to write down only the vowels they heard and use for this the letters of the Czech alphabet including ('), the length diacritic. /æ/ and /ə:/ were transcribed by *x* and *y*. The smallest percentage of correct recordings were those of the vowel /æ/. It was recorded as *e* because there is an open /ɛ/ in Czech that becomes very open in some dialects. Rather surprising was the low percentage of correct recordings of /ə:/, rendered most often as *o + ó* although there is an /ə:/ in Czech, and of /ɔ:/, recorded most often as *u* or *ú* although there is a Czech /o:/. /ə:/ had more correct recordings although it has no real equivalent among Czech phonemes. It was also very often recorded as *e + é* or *o + ó*. The most easily identified vowels were /ɔ/ and /u/, which had the highest percentages of correct recordings. The test also confirmed that a short vowel becomes relatively longer before a voiced consonant, and a long one relatively shorter before a voiceless consonant. The subjects had the greatest difficulties in discriminating between the following pairs: *cork/cook, calf/cough, tart/tot, heart/hurt, cough/cuff, hid/head, lid/led.* **420 AJT 491.86**

73-86   Sommerstein, Alan H. On the so-called definite article in English. *Linguistic Inquiry* (Cambridge, Mass), **3**, 2 (1972), 197–209.

Starting from the use of the definite article in ancient Greek, the author proposes that the definite article in English is, in remote structures, a pronoun. In considering a contrary proposition, by P. Postal ('On so-called "pronouns" in English' in D. A. Reibel and S. A. Schane (eds) *Modern Studies in English* (Prentice-Hall, 1969)), that personal pronouns underlie definite articles, the author discusses the rules for inserting and deleting *one*. Personal pronouns used vocatively (as in *you troops will embark but the other troops will remain*) are classified as demonstratives.

The author claims that all the evidence offered by Postal supports the 'articles as pronouns' hypothesis at least as well as it supports Postal's own proposals. It can be shown that the new hypothesis is to be preferred on further grounds. [A short discussion of further data with examples.]   **420 ADN**

FRENCH

73-87   Nordahl, Helge. Quelques aspects du transfert adjectival des lexèmes nominaux et des syntagmes nominaux et verbaux. [Some aspects of the use as adjectives of nominal lexemes and nominal and verbal syntagms.] *Archiv für das Studium der neueren Sprachen und Literaturen* (Braunschweig), **124**, 1 (1972), 57–75.

Not only nouns but also many nominal and verbal syntagms can be used adjectivally, for instance: 'au fond, elle avait des goûts très *peuple*'... 'l'archétype du petit jeune homme *touche à tout*', and they can fulfil the three functions of an adjective as an epithet, as an attribute, or in apposition. [Many examples analysed.]

Grammatically, this usage is distinguished by the absence of modality markers from the noun so used, by the absence of agreement in gender or number, by the frequency of the syntagmatic form, and

by the fact that these 'adjectives' can be used in the comparative forms. This adjectival use of nouns can be described as a grammatical metaphor with an elliptical character and so long as the sense of ellipsis persists, there will be no tendency to force agreement in gender and number on the nouns used in this way. **440 AK**

73–88   Porquier, Rémy. L'emploi de 'ça' en français parlé. [The use of 'ça' in spoken French.] *Français dans le Monde* (Paris), **91** (1972), 9–16.

Français fondamental showed the frequency of *ça* as being 3,972 contrasted with *ce* (6,846), and *cela* (65). Yet the practice provided in the use of *ça* at level I in four sets of materials based on *français fondamental* and published in France is insignificant. Apart from its use in fixed expressions, *ça* alternates with a number of other words. *Ce* and *cela* occur pre-verbally and post-verbally in regular opposition to *ça* [examples]. *Ça* also alternates with other personal pronouns and with *le* and *il* used impersonally or invariably [examples]. An examination of how *ça* alternates with *lui*, *en* and *y* produces patterns which correlate with the tendency to avoid the forms *conduisez-m'y* and *informez-l'en* in favour of *conduisez-moi là-bas* and *informez-le de ça*. Alternation with *on* frequently results in little semantic difference but the distinction animate/inanimate seems to apply in a number of instances. In spoken discourse *ça* frequently occurs when an element is isolated or taken up separately. It can then either precede the main expression or follow it. Instances are found of ambiguity arising where the context is not specified, largely because of the common occurrence of this use. In general *ça* has the same distribution as the normal syntagms, and similar functions to those of the personal pronouns. Notable differences are that it cannot function as a subject after the verb, nor as an object before the verb. *Ça* can function both as a referent to a linguistic context and as a referent in a real situation (deictic use). [Sketches of possible exercises are offered at level I and level II.] **440 AK ATD**

GERMAN

73–89   Waterman, John T. The occurrence of 'als' as a pre-
position. *Monatshefte* (Madison, Wis), **64**, 2 (1972), 132–5.

The conjunction *als* is creeping into the category of prepositions that
govern the dative. This development may stem from *als* clauses in
apposition where the purpose of *als* + dative can be clearly seen, for
instance: 'in seiner Betonung der Einzelseele *als dem allein zustän-
digen Bereich* lebendiger Gottesbegegnung'; but in an example like
'es mag für die Schule *als einem ausserordentlich institutionalisierten
System* typisch sein' the case after *als* is not that of the apposed noun,
and the rather odd preference for the dative after *als* may be attributed
to the influence of other Indo-European languages such as Latin and
Russian, where such oblique case usage is quite frequent. We can
conclude that the relational usage of the dative in German is very
active and may seem to break the grammatical 'rule' about nouns in
apposition.   **430 AK**

ITALIAN

73–90   Famiglietti, Michele. Struttura della lingua del pre-
adolescente italiano. [The language structure of Italian
preadolescents.] *Rassegna italiana di linguistica applicata*
(Rome), **4**, 2 (1972), 127–42.

The inquiry analyses the characteristic features of the language of
children between eleven and thirteen years old in Italian state schools.
The results discussed here are derived from a scrutiny of written
compositions supplied by a 10 per cent sample population. They
provide preliminary data for the conduct of the survey proper –
which will also include an inquiry into the children's spoken language.

In the sample, northern children produced more compound and
complex sentences than did the southerners. Northerners used four
times as many subject clauses, three times as many concessive clauses,
twice as many modal subordinates and 30 per cent more final clauses
than did southerners.

Che figured in 70 per cent of all relative constructions; *chi* was five times more frequent in the south and participial constructions in relative clauses were almost twice as frequent as in the north. In temporal clauses *quando* was used 80 per cent more by the northern children; *dopo* plus an infinitive or participle was used 84 per cent more by southerners (who also showed a marked avoidance of the gerundive and infinitive perfect). In contrast to these habits the northerners showed a preference for a gerund or a participle in subordinating expressions introducing a causal clause (11 per cent contrasted with 3 per cent); 80 per cent, however, of all these clauses were introduced by *perché*. *Che* introduced 72 per cent of object constructions, the northerners having a slight preference for *di*+ infinitive. Eighty-nine per cent of subordinates of purpose used *per*+infinitive but among the remainder the south used *affinché* 33 per cent more.

Interpreting the figures overall rather than for individual pupils it seems that these children tend to rely on only one of the available choices for each subordinating construction, which consequently acquires a fixed syntactic form.

The inquiry uses the theories of Bruner and Titone and to some extent of Chomsky, but avoids the full application of Chomsky's assumptions about performance with transformations as being inappropriate for this population. The results of the major inquiry should furnish a base-line from which the teacher will be able to develop the children's performance towards adult powers of self-expression. Some extralinguistic development may also be possible.

450 AGR AK

SPANISH

73–91   Gooch, Anthony. Semantic concision in the Spanish verb. *Vida Hispánica* (Wolverhampton), **20**, 1 (1972), 11–16.

Although by comparison with English, Spanish has a tendency towards long and complex sentences, there are many ways in which it is much more concise. Certain idiomatic verb forms, the past

participle construction developed from the Latin ablative absolute, as well as many lexical items, are remarkably brief. The range of verbs is described under the subheadings: transitive verbs, intransitive verbs and reflexive verbs. It is shown that the verbs in this last class are the most succinct and many examples are given in support of this statement.   **460 AKN**

RUSSIAN

73-92   Forsyth, James. The nature and development of the aspectual opposition in the Russian verb. *Slavonic and East European Review* (London), **50**, 121 (1972), 493–506.

Aspect in modern Russian is a system based on the binary opposition of sets of verb forms of which the perfective expresses the action as a total event summed up with reference to a single specific juncture. Several philologists agree that the aspectual system was already fully developed in the earliest Slavonic texts. Of perfective present forms in modern Russian, 35–40 per cent do not refer to actions in future time but express habitual actions. Old Russian does not appear to have had a future tense; the regular use of the perfective present to express future actions was probably a late crystallization of an already established principle.

The word-derivation sequence of simple verb, primary prefixal perfective derivative and secondary imperfective derivative expanded the total stock of verbs in Russian, and it is accepted that only suffixal pairs are true lexical pairs and that prefixal pairs are not true aspectual pairs. Aspectual opposition did not arise in the opposition of prefixal perfective to new secondary imperfective. There are far fewer aspectual pairs arising from perfectivization by means of a prefix than from imperfectivization by means of a suffix. In modern Russian the incidence of secondary imperfectives is small compared with that of simple verbs and prefixal perfective verbs. Successive states of the semantic system of the verb from proto-Slavonic to Russian are described, illustrating the probability of interconnexion

between the reshaping of the tense system and the development of the aspectual opposition.   **491.7 AHD AKD**

73–93   Miller, J. Towards a generative semantic account of aspect in Russian. *Journal of Linguistics* (London), **8**, 2 (1972), 217–36.

Russian verbs typically have two sets of forms – one for imperfective aspect, the other for perfective aspect. Generating the appropriate form by attaching a feature (± Perfective) explains nothing about the aspectual forms. As a first step towards a solution, Russian verbs and adjectives can be regarded as superficial categories which derive from a single underlying category, Predicator. Secondly, some similarities between adjectives and 'active' verbs in imperfective aspect should be recognized: they co-occur with habitual and durative time adverbs; neither occurs with adverbial phrases like *за час*; durative and habitual time adverbs co-occur with phrases consisting of a nominal + a form of *to be* (optional) + locative adverbial construction, clauses which are similar to those containing an adjective or imperfective verb. [Examples.]

[Paired examples indicate that common elements of meaning which are present in underlying structure are not realized as superficial morphs unless emphasized.] Similar relations hold between sentences containing a perfective verb and those containing *to finish* + an imperfective infinitive. The preferred way of formalizing these relationships is to have sentences in the deep structure which can be glossed as '*X* go into state', '*X* be in state', '*X* come out of state', the predicates being tenseless. [Tree diagrams are given of the structures underlying example sentences.] These help to account for other phenomena: the assumption that the Russian verbs meaning *to begin* and *to start* derive from a structure 'go into a state'; sentences with imperfective imperative can often be paraphrased by *to begin* + infinitive [examples]; especially in the present tense a negative imperfective form may be interpreted as 'not having begun to do something'; it throws light on the way in which native speakers understand interrogative sentences in which there is only a difference of verbal aspect.   **491.7 ADF ADN AKD**

73–94 **Rogozhnikova, R. P.** О служебных словах русского языка. [On auxiliary words in Russian.] *Серия литературы и языка* (Moscow), **31**, 4 (1972), 340–8.

Auxiliary words assume a variety of morphological forms: prepositions, conjunctions, particles. They include productive and unproductive lexical particles. Productive auxiliary words can be formed through processes of grammaticalization, lexicalization and phraseologization.

Auxiliary words in Russian contrast with principal words in syntactic function and in the character of their lexical and grammatical meanings. The general grammatical meaning of prepositions and conjunctions is to express the relationships between principal words. The particular meanings of an auxiliary word depend on the functional-meaning group to which the word belongs. Many prepositions can be used to express more than one set of relations, eg *близ* – time, space. Sentences in which relationships are expressed by prepositions can correlate in meaning with those in which relationships are expressed by case. The lexical and grammatical meanings of auxiliary words are closely intertwined. Several meanings may be conflated in one word.

The presence of a lexical meaning in auxiliary words is a basis for their synonymic and antonymic relationships: for instance, the prepositions *в* and *на* have different lexical meanings but may be used in similar semanto-syntactic circumstances. Some prepositions are antonymous in meaning, while others assume an antonymy in combination with other words. [Examples.]   **491.7 ADF AK**

73–95 **Titelbaum, Olga Adler.** The effects of prefixing on aspect in Russian verbs of transposition. *Slavic and East European Journal* (Urbana, Ill), **16**, 2 (1972), 206–13.

The question of aspect in verbs of transportation, for instance, verbs of motion, is discussed with reference to the work of several grammarians. [Numerous examples.] It is argued that prefixing any

primary verb invariably makes it perfective, and that all prefixed imperfective verbs of transposition are secondary.   **491.7 AKD**

SCANDINAVIAN LANGUAGES

73-96   Lind, Gerald. Language gaps and language links in Scandinavia. *Anthropological Linguistics* (Bloomington, Ind), **14**, 2 (1972), 62-9.

Several points are discussed which were raised by Haugen in *Explorations in Sociolinguistics* (edited by Lieberson, 1967) when he investigated the problems that arise when speakers of Norwegian, Danish or Swedish attempt to communicate with one another in their own languages. Recent economic developments have led to greater general (instead of merely professional) mobility: hundreds of Scandinavians cross one another's borders to shop, or spend their holidays in close contact with other Scandinavians *vis-à-vis* interesting but alien cultures and languages, such as those of Mediterranean countries.

Attitudes not merely to languages, but also to dialects need examination, especially where a dialect in one country has closer linguistic links with the next-door dialect across the border than with the standard variety of the home country. [Parallels in semi-communication elsewhere and informants quoted, and an extended discussion of the situation of Arvika, a city in western Sweden which speaks a dialect similar to Norwegian, and very different from the Swedish spoken in Stockholm.] Certain dialects function as bridges over the gaps formed by national boundaries and by the separation of national languages, and yet may at the same time constitute gaps within their own countries. Further investigation is required into the problems raised by speakers' attitudes to the sound of various Scandinavian languages and dialects, and to their differing levels of prestige.   **439.5 AFD AMD**

INDIAN LANGUAGES

73-97 · **Sharma, P. Gopal.** Popularization of science and communication crisis in languages. *Babel* (Gerlingen), **18**, 3 (1972), 8–10.

Indian languages are in a state of transition and have not yet developed a stable terminology for science (either proper or popular). Since technology impinged on them late, they have not recapitulated all the stages which European languages went through in order to create a 'physical-thing-language'. [Brief history, and methods outlined by which the Indian government coordinated procedures of borrowing from English, coining words and inventing compounds with the discreet employment of Sanskrit.] A process is described for translation from English: the text should be analysed, restructured and finally turned into Hindi. A scientific description of a grindstone is quoted as an example of language that is generally unintelligible. Pairs of words (*leucocytes/white blood cells*) should be employed analogous to the double vocabulary of English.

491.43 ANG AVD (420)

SERBO-CROAT

73-98 **Vidović, Vojislav.** The difficulties of English pronunciation for speakers of Serbo-Croat and vice versa. *English Language Teaching* (London), **26**, 3 (1972), 288–92; **27**, 1 (1972), 88–94.

The author makes a detailed comparison of the sound-systems of Serbo-Croat and English, dealing first with the vowels and diphthongs. He describes the pronunciation difficulties of Serbo-Croat speakers of English. In the second part of the article he covers in the same way the plosive, fricative, nasal, lateral, and affricative consonant sounds, and also the semivowels. **491.82 AJT 420**

YORUBA

73–99   Kerr, J. Y. K. The future of Yoruba literary culture: an outsider's view. *West African Journal of Education* (Ibadan), **16**, 2 (1972), 185–91.

The educational implications are discussed of an investigation into the reading and writing habits of educated adult bilinguals. A questionnaire was submitted to 100 native speakers of Yoruba in the University of Ibadan. The pattern of responses at all levels was remarkably similar. A profile of a typical member of the group is given for spoken language: he tells jokes, dreams, swears, prays and thinks mostly in Yoruba, but prefers to count and listen to news broadcasts in English. He will do most of his reading and writing in English, including professional and family letter-writing, and creative writing. [Switching and mixing languages also discussed, and the alienation of an élite from the mother tongue.] Yoruba is spoken by over twenty million people, but has only existed in written form since 1851. It is suggested that secondary school leavers should be as literate as possible in both languages, and vigorous efforts made to develop Yoruba in such a way that it can cope with the 'modern sector' of Nigerian life.   **496.4 AFG EFG (420)**

CZECH   *See abstract* 73–85

VIETNAMESE   *See abstract* 73–84