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## ABSTRACT

The first volume in this series contains 10 articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "Research Guide for Project Workers. (I) Morphology and Syntax," by William Nemsler and Vladimir Ivir; "Direction and Continuity in Contrastive Analysis," by Ranko Bugarski; "On Inversion in English and Serbo-Croatian," by Ljiljana Bibovic; "Prepositional Phrases in English and Serbo-Croatian," by Ranko Bugarski; "Brief Outline of Planned Work on Derivation," by Zeljko Bujas; "An Outline for the Contrastive Analysis of English and Serbo-Croatian Adjectives," by Vladimir Ivir; "A Survey of Grammatical Characteristics of the English Modal Verbs with Regard to Interference Problems," by Damir Kalogjera; "Gender in English and Serbo-Croatian," by Dora Macek; "The Nominal Group in English and Serbo-Croatian," by Vjekoslav Suzanic; and "Elements of Aspectives in English," by Mira Vlatkovic. (CLK)

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# THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT

Director: Professor Rudolf Filipović, Ph. D.

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## A. REPORTS

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**THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT**

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**A. Reports**

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Edited by  
Rudolf Filipović

Zagreb 1969  
INSTITUTE OF LINGUISTICS  
Faculty of Philosophy, University of Zagreb  
Zagreb, Yugoslavia  
CENTER FOR APPLIED LINGUISTICS  
Washington, D. C.  
USA

The Yugoslav Serbo-Croatian - English Contrastive Project is an international venture involving the cooperation of Yugoslav and American scholars. Its primary aim is to facilitate the teaching of English as the second language to speakers of Serbo-Croatian. The results should also have relevance for the teaching of Serbo-Croatian to English speakers. It is further hoped that these results will afford new insight into the linguistic structures of the two languages and will constitute a contribution to contrastive linguistics.

The Project is directed by Rudolf Filipović, Professor of English and Director of the Institute of Linguistics of the Faculty of Philosophy, University of Zagreb, Yugoslavia, and coordinated by the Center for Applied Linguistics, Washington, D. C., U. S. A., represented by William Namsler, Director of the Center's Foreign Language Program.

The Project is supported jointly by the governments of Yugoslavia and the United States, and by the Ford Foundation.

The results of the Project research are presented in three series:

A. Reports; B. Studies; C. Pedagogical Materials.

## RESEARCH GUIDE FOR PROJECT WORKERS

### (1) Morphology & Syntax

The following document is intended to serve as a guide for researchers of the Yugoslav Serbo-Croatian - English Contrastive Study Project. It will deal with (a) the principles behind the selection of topics for study, and (b) analytic procedures.

Attention in this document will be focused on matters of grammar (morphology and syntax). subsequent parts will be devoted to phonology and lexis.

In essence, a contrastive analysis is an attempt to (a) predict and (b) elucidate the reactions of learners in a given contact situation. It is based on the notion that prior learning - here the learner's knowledge of  $L_S$  (the source language, the primary language of the learner) - will affect subsequent learning - here his acquisition of  $L_T$  (the target language, the language being learned). The effect will be to facilitate such learning where structures of  $L_S$  and  $L_T$  coincide formally and semantically (positive transfer), and to inhibit such learning where they differ (negative transfer).

Contrastive analysis is therefore interested in establishing those correspondences between  $L_T$  and  $L_S$  which will be made by the learner. Thus it differs from comparative description, which aims at establishing typological equivalences, and from translation, which aims at semantic equivalences.

The analysis logically begins with the target language structures (categories, word classes, constructions) which are presented in terms of a given model of description to obtain topics for contrasting. An identical model is assumed for the source language. The implication here is that only languages with a certain amount of structural similarity can be usefully contrasted. Moreover, since we shall necessarily be dealing with subsystems rather than whole systems, it is important to realize - as will be shown below - that only those areas of such languages are amenable to contrastive analysis which display rather clearly visible similarities.

Relationships between the structures in any two languages can be of the following types:

	L <sub>T</sub>	L <sub>S</sub>
1.	∅	∅
2.	∅	X
3.	X	∅
4.	X	X
5.	X	X'

(Here X indicates the presence of a structure, ∅ its absence, and X' the presence of a structure with partial formal-semantic similarities.)

The first of these is a limiting case where the given structure occurs in neither language.

The second is the case where a structure occurs in the source language but not in the target language. The implications for learning, and hence the interest for contrastive analysis, are relatively minor. An example of such a structure would be the Serbo-Croatian verbal aspect, where Serbo-Croatian is L<sub>S</sub> and English is L<sub>T</sub>. If the selection of topics for analysis is made on the basis of English (as it should be made if the needs of Serbo-Croatian learners of English are to be met), the verbal aspect will never be chosen, since it does not occur systematically in that language. To choose it solely because it exists in Serbo-Croatian would mean making a whole series of statements completely devoid of any contrastive significance - in the sense in which contrastive analysis is envisaged here. For it would mean establishing correspondences other than those that the learner is likely to establish himself. Faced with the task of rendering the aspect of a Serbo-Croatian verb in English, the learner may begin to grope, fumble, or use the means of circumlocution, or simply interrupt the flow of speech, but it is extremely unlikely that he will project the Serbo-Croatian feature into the target language unless he already finds in it a feature in which it can be projected. In the case of the Serbo-Croatian aspect, English just does not possess it as a feature. It can, of course, employ various devices to express aspectual meanings, but this is still not the same as saying that it has a system of rules for expressing the aspect. Languages differ in what they must express, not in what they can express. And it is what languages must express that

constitutes the subject of contrastive analysis. (It should be added perhaps that Serbo-Croatian learners of English do find something in the target language which they regard as a counterpart of their native aspect: it is the progressive tense, which they will sometimes use instead of the simple tense in the mistaken notion that they are thus rendering the imperfectiveness of the Serbo-Croatian verb. But in order to handle such cases, a full-scale investigation of the formal verbal aspect is not needed; it is enough to start with the English progressive tenses, see what their correspondents are in Serbo-Croatian, and show how their total distribution differs from that of the progressive tenses of English. Thus, an examination of the progressive tenses will point to Serbo-Croatian imperfective verbs as one of the most obvious areas of correspondence. Next, the behavior of these verbs will be analyzed in Serbo-Croatian and it will be found that their total range of syntactic behavior extends beyond that of the English progressive tenses and that they are also used to express, for instance, iterative action. The learner, and the teacher, will be warned against making false identifications between the Serbo-Croatian verbal aspect and the English progressive tenses.)

In the third instance, a structure occurs in  $L_T$  but not in  $L_S$ . Here his knowledge of  $L_S$  will neither inhibit nor facilitate the acquisition of the structure by the learner. He is faced with a problem in total learning. The article in English comes very close to furnishing such an example for the Serbo-Croatian learner of English. The learner may have considerable difficulties in mastering such a structure and may commit many errors, but these will not be caused by the interference of the mother tongue (except that he may drop the  $L_T$  structure in his speech because it happens to be absent in  $L_S$ ). A similar though less clear-cut example in this group is that of the English modal verbs, where the absence of a counterpart subsystem in Serbo-Croatian is perhaps less obvious.

The fourth case is that of identical structures in the two languages. This is probably only attested, if at all, in the case of closely related dialects. An example might be plurality in Croatian and Serbian, or in Standard American and British English. It is difficult to envisage this situation ever arising in actual contrastive analysis.

The final case is the one in which structures in  $L_T$  and  $L_S$  partially overlap, formally and semantically. Such cases of partial overlap are the primary

concern of contrastive analysis, since it is here that the existing overlap leads learners to make identifications between the systems which then facilitate or inhibit learning. When the overlap is merely partial, the learner will tend to assume that it is total and will distort the L<sub>T</sub> structure in an attempt to secure conformity with its L<sub>S</sub> counterpart. This situation is easily illustrated in English and Serbo-Croatian with examples such as adjectives, verbal tenses, possessives, reflexivity, plurality, etc.

Two possibilities exist in cases of overlap: first, the L<sub>T</sub> structure may have a wider range than the corresponding L<sub>S</sub> structure; second, the range of the L<sub>T</sub> structure may be narrower than that of the corresponding L<sub>S</sub> structure.

An example of the first type is the use of the possessive adjectives; in English, their range of application extends beyond the limits of the area occupied by their Serbo-Croatian counterparts and covers, among other things, part of the area occupied by the Serbo-Croatian personal pronouns. The implication for the learning of English by a native speaker of Serbo-Croatian is that he will not use the possessives in places where English normally uses them; and, therefore, if use other structures in places where the use of the possessives is indicated. Finally, the direction of the analysis here will be from L<sub>S</sub> to L<sub>T</sub>.

The second possibility is exemplified by an analysis of reflexivity in English and Serbo-Croatian. Serbo-Croatian is the richer of the two languages in the use of reflexive forms in places in which English does not use them. In this case, the analysis will also start from English, outline the syntactic facts of the English reflexives, plot it against the Serbo-Croatian reflexives to note the areas of overlap, and list possible areas of interference. The remaining instances in which the Serbo-Croatian reflexives are used will be analyzed in connection with the description of certain other structures in English (e.g. the passive voice).

In studying the cases of partial overlap, the following analytical procedures are recommended:

The analyst begins with the description of the L<sub>T</sub> structure.

Next, formal-semantic correspondences in L<sub>S</sub> are sought. However, this procedure, while employing translation, is not to be equated with trans-



lation, since only those correspondences are accepted which are likely to be established by the learner, or anticipated by the teacher as a former learner. Such correspondences are those which "may be said to occupy, as nearly as possible, the 'same' place in the economy of the TL as the given SL category occupies in the SL" (Catford). Since English and Serbo-Croatian are sufficiently related to enable us to set up our categories in terms of a metalanguage common to both, correspondences should first be sought in  $L_S$  categories of the same rank. After that, correspondences of other ranks, possibly even at other levels, should be examined.

3. Once the correspondences have been established in  $L_S$ , they are analyzed to see how they differ from their  $L_T$  counterparts. This is contrastive, or differential, analysis proper.
4. Predictions for learning are made on the basis of such differential analysis. Possibly, tests are devised to check on the accuracy of these predictions.
5. Teaching strategy and materials are planned in the light of the predictions and test results.

The following practical hints may prove useful in contrastive work:

- (1) Break the topic down into smaller units.
- (2) Contrast step by step as you go along; do not describe the whole topic in  $L_T$  before attempting a differential analysis. When dealing with adjectives, for instance, it is useful to contrast, say, their attributive use in English with a comparable use in Serbo-Croatian, rather than waiting until all English adjectival positions can be contrasted with all Serbo-Croatian adjectival positions. Much less is it desirable to offer a description of English adjectives as a whole followed by a similarly extensive description of Serbo-Croatian adjectives. Get down to the smallest possible part of the subsystem in which the contrast still operates: this is where the learner will establish correspondences.
- (3) Describe only normal (straightforward, neutral) usages in English and Serbo-Croatian; accept only such instances from the corpus. Avoid being bogged down by idiosyncratic or stylistically highly marked usages.

- 14) Avoid excessive original research; use available descriptions of English and Serbo-Croatian. This is important both from the point of view of the time available for the Project and from the point of view of the needs of our teachers and learners who will mostly be confronted with existing descriptions. Consult informants and specialists.
- 15) Keep in mind the learner - and the main purpose of contrastive analysis.

Ranko Bugarski (Beograd)

## DIRECTION AND CONTINUITY IN CONTRASTIVE ANALYSIS

The following observations were prompted by a discussion of some of the reports on work in progress assembled in this volume, held in Zagreb on 19 March 1969 under the chairmanship of Rudolf Filipović. While no other participant in that meeting should be assumed to share any of all of the views tentatively proposed here, some of them may find in what follows echoes of their own thoughts as expressed and disputed on that stimulating occasion. These provisional comments are offered in the belief that they may be of some interest to workers on the project, if only as a device for generating disagreement and thus potentially leading to a clearer formulation of some of the issues involved.

In its ideal or finished form, a contrastive grammar of any two languages should be of use to speakers of either language attempting to learn the other. Without going into the theory of contrastive linguistics, we may note that empirical considerations and practical needs will usually result in a certain degree of overall emphasis on one of the two languages. This emphasis has to do with the problem of direction - that is, the question which of the languages being contrasted will be taken as a starting-point, at least in a general sense. Thus, while it is possible to envisage a strictly two-way contrastive grammar, in actual practice a predominantly one-way grammar turns out to be a more reasonable goal to aim for. In other words, a grammar largely based on language A will be principally designed for speakers of language B. This does not mean, however, that B will be treated merely as a deviation from the norm set by A, although an awareness of this risk is no doubt called for.

When applied to actual contrastive work, these general considerations are subject to modification and contextualization along several dimensions. Three of these are singled out for comment: (1) kind and degree of relatedness of the two languages, (2) differentiation of structural levels and of systems and subsystems under study, and (3) nature and generality of the analytical metalanguage. These three separate but interlocking factors, probably along with several others that should also be taken into account, form a multidimensional

dimensional analytical space within which contrastive work can be meaningfully carried out in a non-programmatic fashion and with a minimum of distortion.

(1) Analysis is in large part determined by whether or not the two languages are related, and, if related, by the degree of their relatedness. What is meant here is primarily genetic relatedness, although typological similarities and areal affinities may also play a role. Thus contrasting e. g. Russian and Finnish will pose a set of problems that would hardly arise in a contrastive investigation of French and Italian. A point to note here is that this is not to invalidate language-universal approaches in the theory of general linguistics: it is simply to imply that from the standpoint of practical contrastive analysis the really useful correspondences must always lie reasonably close to the surface. In its practical aspect, contrastive linguistics just cannot afford to go the way of linguistic typology, which in recent years has transformed itself from a technique for formalizing the peculiar "feet" of each individual language to a method of capturing inductive generalizations across languages.

Serbo-Croatian and English present an interesting case in this context, being genetically related but, so to speak, at several removes. This fact raises the legitimate expectation that a contrastive study will reveal significant parallels in at least some areas and in varying degrees along the scale of depth and it is instructive to note how this expectation shows itself. In some of the reports, to have been empirically justified. A good example is Ivir's paper on adjectives, which successfully brings out the area that is shared and proceeds to sketch out, against this common background, the points of divergence. When this method turns up a major feature that is not shared, such as definiteness as against indefiniteness in Serbo-Croatian adjectives, a special descriptive statement is a desideratum from the viewpoint of learners of the language showing the difference. In some cases, however, it is apparent that in a case like this the notions "adjective in Serbo-Croatian" and "adjective in English" overlap sufficiently to be subsumed under the cover notion "adjective in Serbo-Croatian or English" as is reflected in Ivir's title "Direction here matters little, and the decision as to which language to tackle first may be left to pure convenience. On the other hand, even on the more general level of special topics a feature of English may have no obvious counterpart in Serbo-Croatian and vice versa, and the papers by Kalogjera and Vlatković are a case in point. Kalogjera is wise to title his

paper "The English Modal Verbs", since the existence in Serbo-Croatian of a set of modals usefully comparable to the modals of English has yet to be demonstrated. Given the topic, analysis here can only proceed in one direction - from English to Serbo-Croatian. Conversely, while it is clear that aspect is on any reasonable definition a paramount category in the Serbo-Croatian verb, it is by no means as clear that English verbs show distinctions of aspect. This inference is well-documented even in Vlatković's tentative presentation, but the title "Verbal Aspect in English and Serbo-Croatian" is something of a misnomer from our present point of view, as it conceals the fact that in this part of a section of a grammar the direction can only be from Serbo-Croatian to English. Taken together, these examples show that the nature of the material under contrastive investigation dictates switching back and forth between the two languages, whereby frequent changes of direction become imperative if the needs of both learner groups are considered. This empirical requirement should not be confused with the general methodological decision, in the case of this particular project, to make the finished product primarily an aid to speakers of Serbo-Croatian learning English; the two would fall together only if the aim were to make it exclusively so. In this extreme alternative case, of course, peculiarities of Serbo-Croatian such as adjectival or verbal aspect would never come up for discussion, and the question of direction would be fully predetermined.

(2) Similar shifts in perspective arise in connection with the various levels of structure being studied. The level of phonology will be disregarded in these remarks, since none of the reports here brought together deals with it, but the distinction between the levels of grammar and lexis must not be lost sight of. The observations made in the preceding paragraph, if true, have shown that within grammar itself adaptations of procedure are called for as one moves from topic to topic, it remains to point out that the sections of grammar most obviously bordering on lexis - a level which qua level cannot be fully dealt with within the framework of a contrastive grammar - will also present specific problems. Maček's paper on gender may serve as one illustration. While gender is in both languages a grammatical category, the distinctions made within it are grammaticalized in different ways and in varying degrees, allowing, in the case of Serbo-Croatian, for a considerable amount of virtual lexicalization; cf. Maček's categories, far more specific for this language. The correct procedure here would seem to be to

make a few carefully ordered statements on the level of grammar, starting from what is shared and specifying the dimensions of divergence, and to follow this up by sketching in the margins of a largely lexical nature. Rules of greater generality for English would in this instance apparently recommend working from that language to Serbo-Croatian. Another example is the field of derivation, discussed by Bujas. Now derivation is by its very nature an area where grammatical and lexical patterning in languages of this type are brought together, and this is as true of Serbo-Croatian as it is of English, even if not in exactly the same way. The lexical element in derivation, being less systematic, lies at the root of Bujas's first and pessimistic conclusion; his second conclusion is made possible by unearthing certain grammatical patterns of comparative derivation which hold out at least a promise of system. Since derivation is a highly general term in the metalanguage of analysis, and since both languages make use of the process it refers to, it does not matter much here which direction the analysis will take.

A general conclusion that seems to be warranted at this point is that specific procedures, including the problem of direction, should be worked out as they suggest themselves in the course of work on the individual subsystems operating on certain structural levels. It appears to be neither feasible nor desirable to develop in advance a general methodology purporting to be valid for the contrastive description of global systems, i. e. of whole languages, and to insist on it throughout, disregarding differences of level and subsystem. To say this is not to advocate chaos but to warn against distortion inevitably committed in the name of consistency. It is surely no accident that typological classification has had to abandon attempts to classify global systems, whereupon it has contented itself with classifying subsystems; and contrastive linguistics, it should be remembered, is essentially a variety of typological comparison. Flexible criteria must be allowed to grow out of variable material.

(3) Using general labels like "nominal group" or "prepositional phrase" for formal units (see e. g. the paper by Suzanić and the first outline by the present writer) permits either direction of analysis. It would appear that units of this kind are used in much the same way in English and Serbo-Croatian. Functional units, on the other hand, can be expected to show more divergence.

and this is brought out in Suzanić's rather detailed treatment. Finally, there is also the inventory: units on the word-class level (in this case, nouns and prepositions). Contrastive description is thus threefold: (a) nouns (or prepositions) in English and Serbo-Croatian, (b) structure of the nominal group (or prepositional phrase) in the two languages, and (c) function of the nominal group (or prepositional phrase) in the two languages. These three aspects will presumably be dealt with in different places in the grammar, but it is important to notice that the hierarchical ordering of terms in the analytical metalanguage has implications for contrastive study. While few would challenge the view that both languages make use of words, groups or phrases, clauses, and sentences, there may be significant differences of type both in the inventory and in the structure and function of these units. The more general the labels used, the more alike the languages will look - and it is crucial here to strike the kind of balance that is most useful for the special purposes of contrastive analysis.

The foregoing remarks have implications of various kinds. One of these, the problem of direction, has been made rather explicit. Of those that have remained somewhat in the background, at least one should be brought to the fore before we discontinue our reflections. This is the continuity, or gradience, that should characterize most stages of work. Contrastive study may proceed in binary fashion in exceptionally favorable areas, but for the rest it will be necessary to allow for much continuous differentiation along several interrelated dimensions. In this way it will be possible to avoid yes-or-no types of statement of principle, such as that contrastive analysis is at bottom a search for translation equivalents, or that its only justification is in showing that all languages are alike (or different), or that it must always proceed in the same direction, or that it must never use terms (like, say, "adjective") which are properly definable only with reference to one language at a time. It is indeed both legitimate and necessary to think about questions such as these, but making corresponding programmatic statements before the main work has actually started can be crippling. What we want are more narrowly contextualized statements of the more-or-less type, such as that for the purpose of this particular project contrastive analysis is essentially a pedagogical tool, that it will attempt, in line with this purpose, to formulate general rules for the two languages where possible, while necessarily settling

for a less systematic approach, including in places a mere search for translation equivalents, where the languages diverge more widely, that it will proceed, on the methodological level, in one general direction, but that reversals may be occasionally dictated by the nature of the material; that common terms will be used where preliminary analysis shows this to be justified by structural and functional correspondences (e. g. adjectives), but avoided, or applied with great care, where there are significant differences (e. g. aspect, modals), and so on. In short, if contrastive analysis is to justify its existence it must be made into an integrated, partially independent and highly sophisticated method of description and comparison, rather than just a new field for the reassertion of acts of faith belonging to another era or a different branch of linguistic study.

Note:

<sup>1</sup> This discussion is based on the papers as presented and titled on the occasion referred to at the outset. It is assumed, however, that any changes they may have undergone since then do not automatically strip our remarks of such general, theoretical and methodological interest as may attach to them.



## ON INVERSION IN ENGLISH AND SERBO-CROATIAN<sup>1</sup>

1. The subject of investigation is the occurrence of inversion in statements in English and Serbo-Croatian. According to most writers on English and Serbo-Croatian, statements usually have the order S-P. Inversion i.e. the word order P-S or p-S-P<sup>2</sup> is considered as a deviation from the so called normal word order. In this paper the term inversion means the word order P-S or p-S-P but it does not mean to imply deviation from the 'normal' word order either in English or Serbo-Croatian.

Q. 1. Both in English and SC inversion occurs if a sentence begins with a sentence element other than the subject. Hence the contrastive analysis has been done mainly with regard to the initial position of some other sentence element.

Q. 2. The corpus in which the analysis is based is limited. The results cannot be regarded as final. The analysis is concerned only with the linguistic environment in which inversion occurs. No attempt (except in one case) was made to evaluate the relative frequency of inversion in both languages. The corpus consists of St. Mawr by D. H. Lawrence and Ranko Bugarski's translation, Daleko je sunce by Dobrica Ćosić and the translation of Muriel Heppell and Milica Mihašević (Far Away Is the Sun).

Q. 3. The analysis was carried out by a bi-directional contrast of inverted sentences in E with their equivalents in SC and vice-versa.

Q. 4. The contrastive analysis revealed some similarities and differences in the occurrence of inversion in E and SC. Some of these concern only written E and SC, and some also belong to spoken English and SC.

1. SIMILARITIES. Inversion may occur both in E<sup>3</sup> and SC in sentences beginning with an adverbial modifier.

E Adv - P - S

SC Adv - P - S

Within these outer layers of herself lay the successive inner sanctuaries of herself. (Lawrence, 186)

Unutar tih njenih spoljnih slojeva ležala su njena uzastopna unutrašnja svetilišta. (184)

Pred kolonom, na pedesetak koraka, išao je komandant odreda, visok, plećat čovek u iznošenom oficirskom binjelu. (Čosić, 19)

About fifty paces in front of the column walked the commanding-officer of the company, - s tall, broad-shouldered man in a shabby officer's greatcoat. (11)

Inferences about the learner's behaviour. If the learner translates from SC into E he will probably also use inversion in E. Having been trained previously to use S-P in statements in E, he may, however, avoid it.

Pedagogical implications.

The learner's attention must be called to the fact that such inversion is characteristic both of E and SC.

1. 1. Inversion occurs both in E and in SC in sentences beginning with the nominal part of the predicate. The verb in these sentences is be in E, biti in SC.

E nP - be - S

SC nP - biti - S

Far Away Is the Sun. (title)

Daleko je sunce.

Mnogo važnije od toga, u ovome trenutku, bila je zebnja kako će to da primi odred, a naročito seljaci iz ovog kraja koji su vezani za njega. (Čosić, 122)

Much more important, just then, was his anxiety as to how the company would take it, especially the peasants from the district who were closely connected with Gvozden. (138)

Inferences about the learner's behaviour.

The learner will in all probability use inversion provided he begins the sentence with the nominal part of the predicate.

Pedagogical implications.

The learner's attention should be called to the fact that the same stylistic device is available in SC.

1. 2. If the subject is a noun, an indefinite pronoun, or a personal pronoun inversion occurs both in E and SC within or after a quotation (the direct speech could be understood as the object of the verb such as say, ask etc. <sup>4</sup>)

"He goes with the horse", said Lou. (Lawrence, 26)

"On ide s konjem" - reče Lu. (24)

Zašto sinko? Što malo ne mislite na jedan narod? nastavi starac. (Čosić, 108)

What are you doing it for, my boy? Why don't you think a bit about the whole damn people? continued the old man. (121)

Inversion is possible in both languages if the verbal predicate is modified by an adverbial phrase.

"I see", said Mrs Witt slowly. (Lawrence, 124)

Tako, tako" - reče g-dja Witt polagano. (121)

Inversion is possible in both languages if the verbal predicate is followed by the indirect object.

"Your ears should be getting red," said Lou to Cartwright. (Lawrence, 74)

"Uši bi trebalo da vam se zacrvene," - reče Lu Kartrejtju.

#### Inferences about the learner's behaviour.

In such sentences the learner will use inversion quite spontaneously: there will be no learning problem.

1. J. Inversion may occur both in E and SC in relative clauses after the connective preceded by a preposition.

E Prep - Rel. Pron. - P - S

SC Prep - Rel. Pron. - P - S

Pored prostog stola prekrivenog novinama, na koma su stajale dve-tri flaše sa vinom i rakijom, u sobi se nalazio i uredno namještan vojnički krevet. (Čosić, 148)

In addition to an ordinary table covered with newspaper, on which stood two or three bottles of wine and rakija, the room also contained an army bed, properly made. (168)

#### Inferences about the learner's behaviour.

The learner will probably use inversion in English, unless his natural reaction is inhibited by having previously learned the rule that statements usually show S-P in English.

Pedagogical implications.

The learner's attention should certainly be called to this similarity.

2. DIFFERENCES. While in E statements cannot begin with verbs,<sup>5</sup> in SC this is quite frequent.

E	O	SC	P - S

Inferences about the learner's behaviour.

It is probable that the learner will tend to produce sentences with P-S, having not quite accepted the fact that statements in E show S - P, unless they begin with an element other than the subject.

Pedagogical implications.

In the first stages the learner should be given a number of statements in SC with the order P - S and should be asked to translate them.

2.1. in English, inversion occurs after the unstressed there.<sup>6</sup> There is nothing similar in SC.

E	there - P - S (Adv)	SC	O

Inferences about the learner's behaviour.

This is clearly a problem for the SC-speaking student.

Pedagogical implications.

Various exercises to overcome the difficulty must be devised, e. g.

The student should be asked to insert a verb and noun into the frame beginning with there.

There...	an old man	came
	a beautiful young girl	appeared

or a noun, a verb and an adverbial modifier at the end.

There...	a book	was	on the table
	a table	was	in the room
	a picture	was	on the wall

2.2. Inversion which occurs in sentences beginning with so, neither and nor is structurally significant since it distinguishes sentences confirming something which has just been said (So I am, e'tc.) from those assigning a previous statement to somebody else or something else (So am I, etc.). 'the difference in word order is combined and explained by, a difference in stress; so I 'am; so am 'I.' This difference is best seen in Jespersen's example: "You must go to bed now" "So I must, and so must you."<sup>7</sup>

Inversion in similar sentences in SC may, but needn't, occur and is not structurally significant.

E	so	SC	possible, but structurally insignificant
	neither - Aux - S		
	nor		

"Neither, mother, in my opinion, have you" - said Lou dryly. (Lawrence, 209)

"Po mom mišljenju nai ni ti, majko" - rekla je Lu suvo. (206)

"... I shall take a glass of cherry."

"So will I, mother. (Lawrence, 114)

"... Uzeću čašu šerifa."

"I ja ću, majko, (112)

Inferences about the learner's behaviour.

The learner will have some difficulty in accepting inversion as a special structural device.

Pedagogical implications.

Attention must be paid to sentences beginning in so, neither and nor. Students should be given a number of statements to which they must respond by the w. o. S-P, and then a number of statements to which they must respond by using the w. o. P-S. In order to avoid mechanical repetition, the two word orders should be used alternately, e. g.

John will take his examination in June.

a) So he will.

b) So shall I.

2.3. If the subject is a noun, inversion occurs in E with verbs with adverbial particles. The particle is initial and is followed by the verb. According to Jespersen this is a device for emphasizing the subject, e. g.

Out rushed the man and his wife.

With an unstressed pronoun on the other hand:

Out they rushed.<sup>8</sup>

There are no verbs with adverbial particles in SC, nor is there this kind of inversion.

E Adv - V - S

SC O

Up went the fore feet, showing the belly. (Lawrence, 80)

Prednje noge odoše u vazduh, razotkrivajući trbuh. (78)

Inferences about the learner's behaviour.

The lack of such verbs and inversion in SC will undoubtedly make it more difficult for learners to grasp this English stylistic device.

Pedagogical implications.

Students should be given the following exercise:

- 1) give them a verb with an adverbial particle and a noun or a pronoun
- 2) ask them to begin the sentence with the adverbial particle.

2.4.1. Inversion in short sentences within or after a quotation is possible in SC if the verb in the predicate is followed by the direct object. This never occurs in E. If inversion is intended, the direct object must be omitted.

E O

SC V - D.O. - S

"Čekaj, čekaj! - prekide ga Pavla. (Čosić, 28)

"Wait a minute! - interrupted Paul. (22)

- Na galamili ko si ti? - upita Uča jednog koji priđje. (Čosić, 66)

- Stop that noise! Who are you? " Prof asked one of the volunteers.

(68)

Inferences about the learner's behaviour

The learner will tend, if he translates from SC into E, to keep both the inversion and the direct object, e.g. "interrupted him Paul," or even "him interrupted Paul." This happens often in the classroom.

Pedagogical implications.

This can be easily corrected if a number of such sentences in SC (V-D. O. -S) are given to the students to translate.

2.4.2. In short sentences within or after a quotation inversion is more frequent in SC. If the subject is a pronoun. In E, inversion in such sentences is very rare and sounds archaic.

E V - Pron. (archaic)

SC V - Pron. (frequent)

... That will be three nights from now  
he whispered. (Čosić, 40)

"... To će biti od ove u treću noć"

- šaputao je on. (43)

Inferences about the learner's behaviour

Students will tend to translate numerous examples of such inversion in SC, e.g. odgovori on, šaputao je on etc. with replied he, whispered he, or translate E examples of he said, she asked, with on reče, ona zapita

Pedagogical implications

The learners' attention should be called to this difference between E and SC. An exercise in translating such sentences in both directions will mitigate the influence of the mother tongue.

2.5. While in E there is no inversion in independent clauses after connectives, there is in SC

E O. SC connective - e - S - P  
: S - nP

p-S-P

Wales was still in the sun, but the shadow was spreading.  
(Lawrence, 88)

Vela je još bio u suncu, ali se senka širila. (89)

Inferences about the learner's behaviour.

The learner will not transfer inversion into E; the occurrence of inversion here will not be a problem in learning E.

2.6. In E inversion does not occur in dependent clauses after connectives, though it does in SC.

E	<u>O</u>	SC connective -	$\frac{P - S}{\frac{p - s - P}{c - S - nP}}$
---	----------	-----------------	--

P-S

But after the excitement of the encounter had passed away, Lou felt as if her life had passed away, too. (Lawrence, 114)

Ali čim je minulo uzbuđenje izazvano ovim susretom, Lu je obuzelo osećanje da je i njen život minuo. (112)

Inferences about the learner's behaviour.

The learners will not transfer inversion into E except in the case of interrogative dependent clauses (dependent questions, e. g.

Pa da ga muče da kaže gdje je bolnica. (Čosić, 96)

Then they would torture him to make him say where the hospital was. (105)

The students tend to use inversion in dependent questions - probably because they begin with interrogative words. In the beginning they almost invariably translate sentences such as

Pitam se šta je to

Pitata je brata kada će se vratiti

with

I wonder what is it

She asked her brother when would he be back.

Pedagogical implications.

The learners should be given a number of sentences with dependent questions in SC and asked to translate into E. Another exercise would also be useful: the student should be given the direct questions, such as When will you be



back? and asked to transfer them into indirect speech (He asked...).

2.7. Not all instances of statement inversion either in E or SC have been covered by this study. For instance, the corpus has not given enough examples of English inversion in sentences beginning with a negative or a restrictive adverbial adjunct, or rather the SC equivalents of the examples were not suitable for contrastive analysis. (The subject was not formally expressed in SC sentences, e.g.

Never again, Louise, shall I cross that water. (Lawrence, 175)

Nikad više, Lujzo, neću preći preko one vode. (175)

For the same reason it was not possible to contrast inversion which, in English, occurs in sentences beginning with nor.

The corpus has not yielded enough English examples for the contrastive analysis of inversion in sentences beginning with a negative object as well as inversion which occurs in sentences beginning with the direct and indirect object in SC (e.g. To isto učiniše Uća i Gvozden (Ćosić, 24) and

Njemu će suditi vojni sud (Ćosić, 125) ).

#### NOTES

1. This paper is based on the results of my master's thesis A CONTRASTIVE ANALYSIS OF WORD ORDER IN ENGLISH AND SERBO-CROATIAN (INVERSION), done under the guidance of Dr. Ljubomir Mihailović.
2. I have adopted this notation from Zandvoort (1960, p. 236); S = subject, P = predicate and p = one part of the predicate. I have also used the formula c - S - nP, where c = copula and nP = nominal part of the predicate.
3. According to Zandvoort (1960, p. 239) such inversion occurs chiefly in emphatic or emotional style.
4. Cf. Jespersen (1958, p. 69), Poutsma (1928, p. 402) and Fowler (1954, p. 292).
5. Except in conditional clauses from which if is omitted, e.g. Had I been there, I would have helped you.
6. Many earlier grammarians considered "there" to be a kind of subject. Jespersen refers to it as "empty there" (1957, p. 107); Paul Roberts calls it a structure word (1956, p. 192). "Unstressed there" is the term used by Zandvoort (1960, p. 237).
7. Jespersen, 1958, pp. 63-64.
8. Jespersen, 1957, p. 101.

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### PREPOSITIONAL PHRASES IN ENGLISH AND SERBO-CROATIAN

This topic is to be treated as a section of the contrastive syntax of the two languages, and thus distinguished from the separate though related contrastive discussion of prepositions on the word-level. The present topic covers both the structure and the function of prepositional phrases.

A prepositional phrase is defined as a functionally significant colligation of a preposition and a nominal expression operating as head of the phrase, where the head usually follows the preposition in English and apparently always in Serbo-Croatian. The nominal expression typically consists of a noun or pronoun, but it may also be a different form such as adjective, participle, phrase, or clause. The exponent of this position may be modified and extended in various ways: the preposition itself, or the prepositional phrase as a whole, may also be modified.

Internal cohesion, or intimacy of the link between the preposition and its head, varies along a continuum, as does also the degree of attachment of the phrase as a unit to the unit it is attached to in larger structures.

In structural terms, a prepositional phrase may be attached to various sentence elements (a verb, a verb-complement complex, a noun) or to whole sentences; it may itself constitute a sentence, as in response utterances.

In functional terms, a prepositional phrase may constitute the nominal part of the predicate after linking verbs, operate as a kind of object or other complement, act as an adverbial modifier of different sentence elements or of whole sentences, and, more marginally, perform other functions.

Although descriptive data are signally lacking, it appears that all of the above is in large measure shared by the two languages. Among the differential features to be noted are, for English, post-position and overlap with verb-adverb combinations, and for Serbo-Croatian, relationship to the case system and certain stress phenomena.

Željko Bužaa (Zagreb)

### BRIEF OUTLINE OF PLANNED WORK ON DERIVATION

#### Part One: Survey of Standard Grammatical Statements

We start from any brief survey of standard grammatical statements about derivation in Serbo-Croat (henceforth: SC), say from Gramatika hrvatskoga ili srpskog jezika by Brabec, Hraste & Živković (henceforth: BHŽ).

However, it soon becomes evident that some statements in this grammar will have to be "de-historicized". For instance, BHŽ describes the bulk of suffix formation under Derivation, and assigns prefixal formation to Composition (probably because of its greater semantic independence -- historically viewed). In our analysis we will, however, treat all suffixal and prefixal formations together, within the topic Derivation.

#### Classification of basic, standard-grammar derivation patterns in Serbo-Croatian

##### A. Nominal derivation

- |             |                           |
|-------------|---------------------------|
| 1. Prefixal | (ne-prijatelj, na-pretak) |
| 2. Suffixal | (kart-aš)                 |

##### B. Adjectival derivation

- |             |                       |
|-------------|-----------------------|
| 1. Prefixal | (ne-ugodan, pre-akup) |
| 2. Suffixal | (zemlj-an)            |

##### C. Verbal derivation

- |                   |                            |
|-------------------|----------------------------|
| 1. Primary        |                            |
| a) Bare-stem      | (pi-ti)                    |
| b) Stem-extension | (dah-nu-ti)                |
| 2. Secondary      |                            |
| a) Deverbatives   | (kup-ova-ti)               |
| b) Denominatives  | (veal-a-ti, crn-i-ti)      |
| 3. Prefixal       |                            |
| a) Semantic *     | (pro-pjevati, pre-krojiti) |
| b) Aspective *    | (o-čistiti, na-puniti)     |

\* This subcategorization and the appellations by the present author

BHŽ is a small grammar. Its statements should be complemented by those from a larger work (such as Marečić's, Belić's), also, by data from major articles, and studies in word formation. BHŽ, for instance, lists no foreign suffixes and prefixes, such as Greek and Latin (needless to say, those of Turkish origin are represented). Even after such a complementation, a full survey of the contrastive derivation potential between SC and English will be ensured only if we make use of the English-to-SC approach.

To this purpose, we consulted Landvoort's A Handbook of English Grammar which provides the following

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Classification of basic, standard-grammar derivation patterns in English

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A. Prefixes

- |               |                |
|---------------|----------------|
| 1. Nominal    | (dis-belief)   |
| 2. Verbal     | (dis-arm)      |
| 3. Adjectival | (dis-obedient) |

B. Suffixes

- |                          |                         |
|--------------------------|-------------------------|
| 1. Nouns                 |                         |
| a) Personal & Concrete   | (employ-ee, orphan-age) |
| b) Diminutive            | (kitchen-ette)          |
| c) Abstract & Collective | (short-age; rocket-ry)  |
| 2. Adjectives            | (earth-en)              |
| 3. Verbs                 | (organ-ize)             |
| 4. Adverbs               | (crab-wise)             |

Part Two: Illustration of Possible Analytical Procedure

Let us now see, in one particular example, a possible speculative and practical-analytic approach to be used for items within the topic Derivation. We will deal with the SC abstract nominal suffix:

-ost

1. The individual feeling of a SC-speaking learner of English (medium level and higher) is that the active SC suffix -ost has as its counterpart the English suffix -ness. This learner, however, is at that point quite aware of the fact

that automatic adding of -ness -- though quite effective as communication -- is often stylistically unacceptable because of the existence of a commoner English noun, in some other ending.

e. g. efficaciousness : efficacy  
fragrantness : fragrance  
frivolousness : frivolity

Some investigation of parallel SC and English texts under my supervision (undergraduate diploma essays) shows - over a total of 968 occurrences of -ost in either direction of translation (SC → E and E → SC) - that the share of the correspondence -ost : -ness is a mere 20%. The remaining 80% of the cases of -ost have as their English equivalent as many as 31 other suffixes, the top three being: -ity (15%), -ty (12%) and -tion (8%). It should be mentioned here that, in addition to the 968 occurrences of suffix equivalents mentioned, there were 133 English equivalents with no ending, 73 descriptive equivalents, 10 cases of no translation, whereas a total of 426 nouns in -ost (of the type: knjizevnost, radoet, buducnost) were not taken into consideration.

First conclusion: We have to do here with a typically lexical organization of language matter. There is no reliable, single-meaning contrastive patterning. Therefore, no useful suggestions for teaching be given.

2. Nevertheless, our experience as a practical translator, coupled with some professional (linguistic) ability to make abstract conclusion about linguistic material, keep us from throwing in the towel too early in the game.

Dealing with the less frequent, more difficult, terms in -ost, often required in practical translation from SC to English, we come across English patterns, indicating a contrastive-analysis potential.

2.1. Here, we fairly often notice descriptive English equivalents of the pattern: homosemic Adj) + character/nature/quality

e. g. alarmnost : alarmist character/nature  
izuzetnost : exceptional quality

(Naturally, forms like exceptionality and exceptionalness will be found in large dictionaries. Dictionaries, however, provide us with no insight into the actual quantitative distribution of these forms in texts, i. e. in actual use.)

The advantage offered by contrastive analysis in the area of lexis is that it reveals word-formation patterns (both mono and interlingual).

The above pattern is evidently useful to the-

- a) Learner -- because its descriptive quality expands his lexical fund.
- b) Translator -- because it supplies him with additional patterns usable as translation equivalents (always welcome as stylistic variations or solutions for difficult sentence structures)
- c) Lexicographer -- providing him with highly productive translation equivalents, regularly applicable to all entries of the said word-formation type (as entry expansion aid, but also as a control device)

2.11. It is an interesting fact that this pattern can, in its turn, be expanded through dictionary description. The more difficult abstract words, for instance in -ity, show the following English descriptive equivalents in the MW 3 entries:

adverbiality : adverbial quality / character / function  
geniality : the quality of being genial  
analyticity : nature / character / property of being analytic

They expand our pattern to:

homosemic Adj + character / nature / quality / property / function

and add a new pattern:

the quality of being + homosemic Adj

(The new pattern is, no doubt, less usable than the original one but we cannot disregard it. It is not impossible to imagine cases where this new pattern may prove to be the most suitable solution.

2.2. The undergraduate diploma essay mentioned also supplied these pairs:

nesposobnost : being unable  
spregotnost : being ready  
priskrabenost : being imposed upon

which again expands our solutions for the SC -ost by one more productive formula:

being + homosemic Adj

2.3. With SC lexical patterns of the type: ne + BASE + ost, both the learner and the translator will meet with the already stated problems aggravated by one more "word-formation-combination" element: the prefix ne-. Here, too, the English equivalent shows such variation (un-, in-, im-, ir-, non-, etc.) that one is gripped by pessimism about the possibility of formulating practical rules or suggestions.

However, the material gathered by the diploma essay contains the pair:

netaktičnost : want of tact

which we can ourselves expand with no difficulty. For instance:

neobzirnost : want/absence of consideration

neprovjerenost : want/absence of verification

thus obtaining the new formula:

want/absence + basal (homosemic) noun

Second conclusion: In spite of the apparent structural amorphousness of the lexis, investigation of large texts is to reveal productive formulae of contrastive description, directly applicable to the practical needs of teaching, translation and dictionary writing.

(The results of investigation of large texts will most obviously confirm the usefulness of concordancing as a method in contrastive analysis. That the outlook is promising is clear from the fact that most of productive formulae listed in this Synopse were arrived at through a manual analysis of a 300,000-word text. Brown Corpus and the planned Control Corpus of the Project offer a textual mass of 1,400,000 words.)



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## AN OUTLINE FOR THE CONTRASTIVE ANALYSIS OF ENGLISH AND SERBO-CROATIAN ADJECTIVES

The proposed analysis will concentrate on adjectives in the narrow sense of the word - that is, the following forms, sometimes classed as adjectives, will be excluded: (a) attributive and predicative nouns, (b) present and past participles, (c) adverbs, (d) demonstratives, (e) possessives, (f) indefinites, (g) articles, (h) numerals.

Adjectives proper will be examined from two angles:

- (1) morphological
- (2) syntactic.

The morphological aspect will be treated under two headings:

- (i) suffixation
- (ii) forms of comparison. (N. B. The syntactic features of comparison will be discussed further below in the syntactic section of the paper.)

The syntactic aspect will be treated in terms of the following criteria:

- (i) position
    - (a) attributive: 1. prenominal
    2. postnominal
  - (b) predicative: 1. sentence-final position
  2. expanded position
  3. obligatorily expanded position
  4. adjectives used only predicatively
- (c) factitive
- (ii) comparison: 1. uses
  2. syntactic and semantic limitations
- (iii) intensifiers used with adjectives
  - (iv) adjective co-ordination
  - (v) nominal use of adjectives
  - (vi) acceptance of adverb-forming suffixes.

These will be the criteria on the basis of which non-adjectives will be excluded and adjectives proper classified into two basic types - descriptive and limiting.

-----

Now follows, by way of an example, a tentative analysis of the position of adjectives in English and Serbo-Croatian.

It can be stated at the outset that English and Serbo-Croatian adjectives show great positional similarities and that the dangers of mother-tongue interference in the case of Serbo-Croatian learners of English are comparatively minor. On the contrary, Serbo-Croatians learning English can expect a great deal of facilitation from their mother tongue in mastering the use of English adjectives.

(1) English and Serbo-Croatian adjectives commonly occupy the attributive position - both prenominal and postnominal.

(a) Prenominal: The prenominal position is taken by both descriptive and limiting adjectives, and this is equally true of English and Serbo-Croatian:

- a rich man - bogat čovjek
- an obvious method - očigledna metoda
- a musical voice - muzički glas
- a musical instrument - glazbeni instrument
- a foreign language - strani jezik.

(The distinction between definite and indefinite forms of adjectives in Serbo-Croatian is contrastively irrelevant for Serbo-Croatian learners of English as this is the feature that they easily learn to neglect once they see that it has no direct counterpart in English adjectives. Equally irrelevant, and very unlikely to cause interference, is the fact of concord with the nouns observed in Serbo-Croatian adjectives.)

In connection with the prenominal use of adjectives, it will be important to examine whether the rules for their ordering in a series are the same in English and Serbo-Croatian. This, however, has been left for a later stage when more evidence is available.

A few of the English adjectives occupy the prenominal position to the exclusion of predicative use, e. g. mere, sheer, utter, only, etc. Their Serbo-Croatian counterparts behave in the same way.

(b) Postnominal: The postnominal use of adjectives in English is usually connected with the condition of indefiniteness - hence their use with

Indefinite pronouns and nouns preceded by the indefinite article:

Did you notice anything odd? - Jeste li opazili štogod neobična/neobično?

I bought a book yellow with age. - Kupio sam knjigu-zutu od starosti.

I met a man taller than George. - Sreo sam čovjeka višeg od Georgea (višeg nego /što je/ George) koji je viši od Georgea.

As seen from the translations of the above examples, this particular adjectival position is common to English and Serbo-Croatian. (Serbo-Croatian learners of English may prefer the relative clause in the last example:

I met a man who is (was) taller than George.

In teaching it will be necessary to give some weight to the possibility of deletion of the relative pronoun.) The condition of indefiniteness is met in Serbo-Croatian by the use of the indefinite form of the adjective (when this is possible). However, from the learner's point of view this fact is only important for his use of the article and will have to be dealt with there:

Kupio sam kaput sivi od starosti. - I bought the coat grey with age.

In English there are some other instances of postnominal use of adjectives. First, certain limiting adjectives of Romance origin are used in this way, mainly in stock expressions: hair apparent, knight errant, time immemorial, court martial, secretary general. The corresponding Serbo-Croatian construction is prenominal (generalni sekretar, ratni sud, pradavna vremena) or a juxtaposition of two nouns (vitaz lutalica, prijestolonasljednik). The deviant English forms will have to be taught as exceptions.

Then there are adjectives in apposition, usually two or more of them in co-ordination, which follow the noun in both English and Serbo-Croatian: a laugh, musical but malicious - smijeh, zvonak all zloban.

Third, adjectives which are qualified by prepositional phrases also follow nouns trends peculiar to this country - kretanja karakteristična za našu zemlju; an apartment too large for one person -

stan prevelik za jednu osobu. Notice also the possibility of a clausal construction, which is perhaps more frequent in Serbo-Croatian than the postnominal adjective: stan koji je prevelik jednu osobu. (In English, too, the postnominal position is actual, the product of predicative use with the relative and the link verb deleted: an apartment which is too large for one person.) In the second example, both English and Serbo-Croatian allow the separation of the adjective (which then becomes prenominal) from the prepositional phrase: too large an apartment for one person - prevelik stan za jednu osobu.

Fourth, adjectives ending in -ble are postnominal in English when they lack certain adjectival properties (e. g. comparison and acceptance of the intensifier very): the best; government imaginable, the only person visible. In Serbo-Croatian, these adjectives will be prenominal (najbolje zamisliva uprava, jedina vidljiva osoba), or the whole construction will become a clause with the verb based on the English adjective: najbolja uprava koju možemo zamisliti, jedina osoba koju smo vidjeli. It can again be expected that the relative construction will interfere in the acquisition of the noun plus adjective structure. Adjectives in -ble without the restrictions mentioned above remain in the prenominal position in English and Serbo-Croatian: remarkable achievement - izvanredno ostvarenje, valuable contribution - vrijedan doprinos.

Fifth, there are certain adjectives in English which, in some of their meanings follow nouns: the money due, adjectives proper. These will be considered as individual items. Their Serbo-Croatian equivalents will sometimes be clauses (novac koji treba platiti) and sometimes prenominal adjectives (pravi pridjev).

(2) The second important adjectival position in English and Serbo-Croatian is the predicative position. Being as a rule descriptive rather than limiting, this position requires the indefinite form of the adjective in Serbo-Croatian - but again this has no direct bearing on the acquisition of English adjectives by Serbo-Croatian learners:

He is young. - On je mlad' (mladjil).

Several possibilities can be considered in connection with the predicative use of adjectives:

- (a) Many adjectives can be used in what is (potentially) a sentence-final position after the linking verb to be. Other linking verbs are also used in English and Serbo-Croatian, but then the adjective is not necessarily preserved in Serbo-Croatian:

He became unhappy. - Postao je nesretan. / ? nesretnim.

She became unhappy. - Postala je nesretna / nesretnom.

He seems good. - Izgleda dobar.

I feel happy. - Osjećam se sretan / sretnim.

Osjećam se sretno. (adverb)

It sounds good. - Zvuči dobro. (adverb)

They remained motionless. - Ostali su nepokretni.

As seen here, some of the Serbo-Croatian equivalents of the English linking verbs other than to be accept the adjective in the instrumental (which is not likely to cause interference of any kind), while at least one requires the adverb instead of the adjective (which results in the learner's unwarranted use of the adverbial construction in English: #It sounds well).<sup>1</sup>

The verbs to be born and to die and their Serbo-Croatian counterparts also accept adjectives:

He was born lucky. - Rodio se sretan.

He died rich. - Umro je bogat.

But English adjectives are also used with certain other verbs that can be classed as verbs of motion, in which case Serbo-Croatian would require adverbs:

The train moved slow. - Vlak se kretao sporo.

The interference caused by the learner's mother tongue is not very serious here, because The train moved slowly is, if anything, more neutral (unmarked) than The train moved slow.

Other possibilities exist in English, including the use of adjectives

- (1) One more source of interference should be mentioned here, namely, the fact that Serbo-Croatian neuter adjectives are formally identical with adverbs, and the learner is quite prepared to interpret them as such:

Prirodno je da... - It is naturally that...

See below, (c)

In collocation with verbs to give idiomatic (or semi-idiomatic) expressions:

The animal ran wild. - Životinja je pobjescnila.

Here, Serbo-Croatian uses a verb that embraces the meaning of both the verb and the adjective in English. In teaching, such instances will be best presented as lexical units: pobjescniti - run wild.

More generally, an extensive list will be needed of the verbs that accept adjectives in English, together with the adjectives each of them accepts (probably a closed set). The Serbo-Croatian equivalents of such adjectives will usually be adverbs, or verbs whose meaning includes both the verbs and the adjectives of the target language.

- (b) Some of the English adjectives that can occupy a sentence-final position are also expandable by a prepositional phrase or clause:

I'm happy to see you. - Sretan sam da vas vidim.

I'm happy that you could come. - Sretan sam što (da) ste uspjeli doći.

He was red in the face. - Bio je crven u licu.

We're ready to go. - Spremni smo da idemo.  
Spremni smo za polazak.

In these cases, expansion is always possible in Serbo-Croatian too - usually by the same type of construction (except for the infinitive phrase, which yields a clause or a nominal phrase).

- (c) There is one position in which adjectives cannot stand alone and are necessarily expanded: this is the impersonal use with the introductory it in English and with the subject deleted in Serbo-Croatian:

It's good to be back home. - Dobro je biti opet kod kuće.

It was nice of you to have thought of this. - Lijepo je od vas što ste se toga sjetili.

It's interesting to observe that... - Zanimljivo je primijetiti da...

In these cases, it has no referent, and the infinitive or clause which follows the adjective is actually the subject of the sentence (To be back home is good). In Serbo-Croatian, the subject is not

used, and the deep-structure subject-predicate relationship is the same as in English (Biti opet kod kuće je lijepo). Interference is here possible only because of the fact that the Serbo-Croatian neuter adjective ends in -o, which makes it of the same shape as the adverb.

- (d) Just as there are adjectives in English that can only be used attributively (in the prenominal position), so there are those that can only be used predicatively. The majority of them are adjectives beginning in a- (afraid, akin, alone, alike, amias, ashamed, awake, asleep, aware, aghast) with a few others (poorly, well, ill) and a few that change their meanings when used attributively (alive, glad, sorry, present).

In many cases, a- adjectives do not find their counterparts in Serbo-Croatian adjectives but rather in verbs:

She was afraid. - Bojala se.

He's asleep. - Spava.

I'm ashamed. - Stidim se.

In other cases, the corresponding Serbo-Croatian adjectives have no restrictions on attributive use:

They're exactly alike. - Sasvim su slični. (cf. slični ljudi)

He's alone. - Sam je. (cf. sam čovjek)

She's awake. - Budna je. (cf. budna žena)

These two feelings are akin. - Ova su dva osjećaja srodna.  
(cf. srodni osjećaji)

Learners will perhaps tend to use such English adjectives as freely as their Serbo-Croatian equivalents are used, and the teaching will therefore have to concentrate on the restrictions in distribution.

(3) The third major adjectival position is the factive position, with nouns which are the objects of preceding verbs. In some cases, the same position is possible for Serbo-Croatian adjectives:

I consider the girl beautiful. - Djevojku smatram lijepom.

We found the cellar empty. - Podrum smo našli prazan (prazni).

However, not all verbs that are factitive in English will accept adjectives in Serbo-Croatian:

She swept the room clean. - Sobu je čisto pomela.

The fact that English adjectives approach the meaning of adverbs in this position (She swept the room thoroughly) is reflected in the Serbo-Croatian use of adverbs in such cases. The teaching will have to give some prominence to this fact in order to make learners aware of the possible danger of producing ungrammatical sentences:

Sobu je čisto pomela. ~~She~~ swept the room cleanly.



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## A SURVEY OF GRAMMATICAL CHARACTERISTICS OF THE ENGLISH MODAL VERBS WITH REGARD TO INTERFERENCE PROBLEMS

English verbs can be divided into the open and the closed set. The criteria for inclusion in the list of closed set verbs are as follows<sup>1</sup>:

1. The verbs do not enter into normal conjugation shown by the open set verbs;
2. They have a unique mode of patterning in the negative and interrogative and with lexical verbs in the verb phrase.

The closed set of verbs that share the above requirements still fall into two distinct groups:

1. The items be, have, do, the primary auxiliaries, form something akin to normal conjugation with subject-agreement and full past syntax. They are associated with indicating voice, tense, aspect.
2. The items shall, should, will, would, may, might, can, could, must, ought to, dare, need, the modal auxiliaries, have no corresponding non-finite forms, no -s ending, and although four of them link in pairs, the functional relationship between paired items is not one of present and past as in the open set verbs. They are associated with indicating an attitude to the action (that it is permissive, obligatory, probable etc.).

Serbo-Croatian verbal system does not show anything like a distinct set of modal auxiliaries.

However the English modal verbs are rendered with sufficient regularity by a group of SC verbs which have certain morphological and patterning features in common. The verbs are morati, trebati, moći, smjeti, htjeti. They pattern in such a way that each of them can be followed by an infinitive complement v - infinitive: smije ići, može šetati, hoće raditi.

The similarity in meaning and patterning may cause that a SC speaker identifies certain verbs in SC with certain modals in English which may give rise to conflicts, errors and learning problems:

It should be said that patterning v-infinitive is not limited in SC to the translation equivalents of the English modal verbs but it includes verbs such as: pjeti, nastaviti, početi etc.

Apart from the pattern v-infinitive, SC equivalents of the E. modal verbs have the normal conjugation of the open set of verbs.

Are there conflicts due to the structural differences between the modal verbs and their SC translation equivalents?

Are the conflicts due to the patterning of SC equivalents only or to the overall patterning and conjugation of the whole SC verbal system?

A part of the answer to the questions posed can be envisaged through a survey of the grammatical characteristics of the English modal verbs with relevant reference to the corresponding verbal structures in Serbo-Croatian.

The modal verbs share with the primary auxiliaries four important grammatical roles:

- 1 Occurrence before not (n't) for sentence negation;
- 2 Occurrence before the subject for interrogation etc.;
- 3 Occurrence as the locus for grammatical stress and pitch signals;
- 4 Occurrence as the "echo" or substitute for the entire verb construction and its complements in repetitions.

We shall take up the four points one by one.

1 Occurrence before not (n't) for sentence negation.

True sentence negation requires an auxiliary (including modals) to precede the signal not (n't):

He mustn't go.

The SC equivalent has the negative signal ne preceding the first verb of the phrase: Ne smije ići (Ne smije on ići; On ići ne smije)

The possible interference here may be due not only to the translation equivalents of the English modals but to the SC verbal system as such as in it the negative particle always precedes the verb:

Ne idu.

Neću ići.

Nije išao.

## 2 Occurrence before the subject.

a) The most common occasion for the sequence modal auxiliary + subject is with interrogation.

Except when the subject is the interrogative subject (Who? What? Which/ noun/?) English grammar demands an auxiliary before subject in questions, affirmative or negative.

Must he behave like that?

Can't I come with you?

What can he do?

Should he send the letter?

Mora li se (on) tako ponašati?

Ne mogu li (ja) doći a vama?

Zar (ja) ne mogu (ja) doći (ja) a vama?

Što (on) može (on) raditi (on)?

Treba li da (on) pošalje pismo?

Da li (on) treba (on) da (on) pošalje (on) pismo?

If in SC the question begins with the verb (and the particle li) then the verb precedes the subject (Pišeš li (ti)?).

If the question begins with a question word (zar, da li, tko, što, kako;) there are two possibilities not parallel to those in English

A question beginning with a question word and containing an auxiliary (forms of biti or htjeti) requires the subject to be placed after the auxiliary:

Da li će (Petar) doći (Petar)?

Otherwise the question word is a signal to the speaker of SC that the subject (if used at all) is free to take any position after the question word.

The conflict is most likely to arise in the latter case and could be illustrated by an example of the SC question:

Što (Petar) može (Petar) odgovoriti (Petar)?

which may prompt the SC learner to produce the non-grammatical English question:

"What Peter can answer (Peter)?"

Other not so frequent constructions with this sequence are:

b) Modals occur before subjects in formal styles after sentence initial elements with negative or restrictive meanings like never, nor, neither, not here else, scarcely, seldom, not only.

Never could I believe this.

Nikada to nisam mogao vjerovati (ne bih vjerovao).

(1) Modals occur before subject after so in the meaning also, likewise, too, and function as predicate copula

So can John?

So will he.

In (1) and (2) the SC translation equivalents do not require the inversion.

3. The modal verbs are the locus for grammatical stress and pitch signals. Main stress and intonational signals insistence on the truth value (affirmative or negative) of the sentence as a whole as against doubt or disagreement whether expressed or implied by the hearer.

I must finish.

Mora. to za. Sit.

SC verbs forming v - infinitive patterns (znati raditi, mogu skočiti) can have strong stress with negative similar meaning.

4. The modal verbs are used as the "echo" or substitute for the entire verb construction and its complements (= predicate) in repetitions in the following type of constructions:

a. Barbara can read Russian rapidly but Mike can't.

Translation equivalents of the English modal auxiliaries and other SC verbs patterning v - infinitive may be construed in the same way:

Barbara zna brzo čitati ruski, a Mike ne zna.

b) In answer to yes-no questions:

May I buy all the books? Yes, you may.

Smijem li kupiti sve knjige? Smijete.

An identical structure exists in SC and is formed by the translation equivalents of the English modal verbs and by other verbs patterning in v - infinitive.

c) The echo-substitute function of the modal verbs is found in the very common English question formula consisting of statement followed by tag-question: a (modal) auxiliary + (n't) - pronoun subject.

You can come this afternoon, can't you?

He won't be there, will he?

You will write, will you?

The semantic equivalent of this structure in SC is fixed and practically unchangeable:

On može doći popodne, zar ne?

On neće biti tamo, je li?

Pisat ćeš, je li?

5. The four grammatical functions discussed so far are shared by all the closed set verbs.

The following point concerns only the modal auxiliaries. There are four paired modals can - could, may - might, shall - should, will - would. The contrast between the members of such pair consists in the non-reality and the sequence of tenses except that could occasionally functions as "earlierness" partner of can.

The contrast expressed by similar pairs of open class verbs is predominantly that of present - past.

The conflicts may arise here out of two sources:

a) the analogical pull of the very English verbal system,  
c) contrast with the SC translation equivalents and the whole of the SC verbal system.

a) The first type of conflict may arise if the learner attributes the temporal contrast of seek - sought, catch-caught etc. to the pairs like may-might, shall-should, and this may result in the production of such non-English sentences as

"He might go last year.

This type of conflict may also occur if the learner attributes the occasional "earlierness" function of could to should or might.

b) The SC translation equivalents of the English modal auxiliaries have normal past syntax (identical to the rest of the open class verbs) and that may prompt the learner to expect the same in the semantically corresponding English verbs. This type of conflict may result with generating non-English constructions as in a).

This survey of the four grammatical functions of auxiliaries including modals and of a grammatical feature belonging to the modals exclusively helps a little in clarifying the position of the SC translation equivalents as the possible sources of conflict.

The fact that the four grammatical roles are shared by both the modals and the primary auxiliaries points to their grammatical closeness.

This is reinforced by the phonological features as the lack of stress on items from both groups of auxiliaries, and the reducing of the particle to n't when attached to them.

The SC translation equivalents do not show so many distinct features which set them out from the open class verbs. Separating them occasionally from the rest of open class verbs in SC in a contrastive analysis is warranted by their meaning and their patterning in v - infinitive. But it is in most cases the contrast between the English modal verb system and the entire verbal system of SC that arouses interference problems at grammatical level.

#### NOTE

In the presentation of the grammatical characteristics of the English modals I have followed closely: "The English Verb Auxiliaries" by W.F. Twaddell, Brown University Press, 1960 and Barbara M. H. Strang "Modern English Structure", second edition, Arnold, 1968.

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## GENDER IN ENGLISH AND SERBO-CROATIAN

1. Gender is a grammatical category that often reflects the natural distinction of male, female and neutral. The proximity of the gender system to the natural distinction varies from language to language as does the formal expression of the distinction.

Formally, gender can be expressed in various word classes as well as in their syntactical relations.

2. The gender systems of English and Serbo-Croatian differ in two respects:

a) Gender in English is basically a lexical feature, it is almost identical with sex-distinction, while in Serbo-Croatian it is grammatical, that is to say, the distinctions are formal rather than semantic.

b) The formal expression of gender in English is noticeable only in some feminine nouns.<sup>1</sup> This formal simplicity is the result of a general reduction of inflectional endings that started in English in the 10th century and was completed by the end of the 15th century.<sup>2</sup> The original English gender system, like the Serbo-Croatian system, was grammatical, and resembled it also in the formal expression of gender. Serbo-Croatian gender is expressed in the form and inflections of the nouns, pronouns, adjectives and non-finite verbal forms, as well as in their relation with the gender of the noun they refer to. All the mentioned word classes agree in gender with the noun. The gender of personal pronouns with animate referents however, is determined by the lexical reference of the noun.

The differences described above lead us to suppose that the Serbo-Croatian learner of English is likely to confuse gender distinctions in English with the pattern of gender in his native language.<sup>3</sup> Also he can be expected to force formal signs for gender in cases where this is not necessary.<sup>4</sup>

3. In the case of gender English and Serbo-Croatian meet on the lexical level where nouns correlate semantically with regard to distinctions of sex and sex-ness. In the case of nouns reflecting sex distinctions, a great

majority of Serbo-Croatian nouns will reflect the distinction in gender, i. e. male will be grammatically masculine, female will be feminine and thus correspond to the situation in English:

father - otac (masculine)      lion - lav (masculine)  
sister - sestra (feminine)      lioness - lavica (feminine)

There are several nouns in Serbo-Croatian (like djevojčice, mladoženja<sup>5</sup>) whose gender does not agree with the sex of the referent, but as stated above, the personal pronouns may nevertheless reflect its sex, not the gender of the noun, even if other part of the sentence do so.

Thus: On je još vrlo mlado momče.  
(pron. masc.)                      (noun neuter)

These overlappings of the grammatical gender with the semantic notion of sex distinction should make it easy for the learner to assign correct gender to English nouns with distinctly male or female referents.

4. As mentioned earlier, the gender of English nouns is determined by their meaning, which also govern the choice of one of the 3rd person personal pronouns. Nouns with male referents are accordingly masculine, nouns with female referents feminine, and those with neutral referents, or referents whose sex is unknown are neuter.<sup>6</sup>

<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>
father	sister	fish
bridegroom	poetess	window
ram	ewe	feeling
he	(she)	(it)

There are a number of word-formational devices in English, used to express gender distinction where this is necessary for semantic or stylistic reasons.

- 1) Suffixes: -ess (poetess, lioness)      -trix (testatrix)  
-ette (drum-major-ette)      -euse (danseuse)  
-ine (heroin)      -ina (czarina)  
-a (signora)      -enne (comédienne)  
-e (pianiste)

The suffixes are of foreign origin in English and most of them are used with foreign words. Only the suffix -ess can be said to be productive.



b) Nouns used in composition or juxtaposed to the noun whose gender is to be determined:

man<sup>7</sup> (gentleman, man-servant), woman (policewoman, woman teacher)<sup>8</sup>, boy (boy-friend), girl (servant girl), gentleman (gentleman friend), lady (lady doctor), dog, bitch (dog-otter, bitch-otter), cock, hen (cock-robin, hen-robin) and some proper nouns (tom-cat, billy-goat etc.).<sup>9</sup>

c) The pronouns he and she with the noun in juxtaposition: he-wolf, she-wolf.<sup>10</sup>

d) The gender of a noun can also be indicated by the adjectives male and female: male camel, female person.

The formal expression of gender in Serbo-Croatian is obligatory as opposed to English where it is not. Every noun is a member of one of the inflectional classes for masculine, feminine or neuter nouns, by virtue of its inflectional endings.<sup>11</sup> These classes, as already mentioned, do not necessarily parallel the natural distinctions between male, female and neuter, which means that all the three gender classes can have members with male, female and neutral referents. Or vice versa, nouns with male, female and neutral referents alike can belong to any of the three gender classes, which is determined by their form, not by their meaning.

<u>Masculine</u>	<u>Feminine</u> <sup>12</sup>	<u>Neuter</u>
brat, orao	sestra, ovca, mladoženja	seic, polje
prozor, kotao	stolica, kost	momče, djevojče, tale, dijete
osjećaj	nada, misao, mladost	sanjarenje <sup>13</sup>
odred	omladina	lišće
(on)	(ona)	(ono)

As in English there are suffixes (-a, -ica, -ka, -kinja, -inja), nouns (muškarac, žena) and adjectives (muški, -a, -o, ženski, -a, -o) in Serbo-Croatian which serve to indicate sex. The suffixes are used in deriving feminine nouns from masculines, and nouns and adjectives with nouns that do not normally have a derived counterpart.<sup>14</sup>

As a result of the Serbo-Croatian gender system which is, as mentioned, based on formal distinctions, and largely parallels the English system in its masculine and feminine class because of semantic overlappings, the

learner of English is likely to encounter most of the difficulties in the English neuter class. Interference can be expected to reflect rather the actual gender of particular nouns in Serbo-Croatian, e. g.

We have an old table. Two of his legs are broken. (SC. stolica.)

You don't like the house? Why don't you sell her? (SC. kuća f.)

or the formal Serbo-Croatian gender pattern, i. e. all nouns ending in a consonant would be assigned masculine, nouns ending in -a feminine, nouns in -o or -e neuter gender.<sup>15</sup> As the latter are quite rare in English the learner will probably regard the majority of English neuter nouns as masculine. This mechanism would probably operate in words whose semantic content is new or unusual to the learner, while the first mechanism would govern his basic vocabulary.

Any such overdifferentiation of gender in English is unacceptable and must be carefully avoided. The only acceptable instance of the use of masculine or feminine pronouns in the English neuter class is when they refer to nouns denoting animal species and the noun in question referring at the same time to either male or female and the whole species. Thus if a Serbo-Croatian speaker assigns feminine gender to the word cat on ground of the gender of Serbo-Croatian mačka. It will be acceptable even if the noun is used generically, because in English the noun cat stands not only for the whole species, but for the female cat as well, and accordingly can be feminine. It is wrong on the other hand, if feminine gender is assigned to fish on the model of Serbo-Croatian riba, the English word not having any definite sex implications.

The use of masculine or feminine gender in abstract nouns should be avoided, as they are in English used only in poetic language and would be out of place in any other usage. A learner should also be taught not to use any but neuter pronouns for inanimate referents, though native English and especially American speakers sometimes use the feminine pronoun as a substitute for nouns with such referents.

There is a fair number of nouns in English and Serbo-Croatian that have both male and female referents. There are two types:

a) Nouns that have neither actual nor potential equivalents for male or female, e. g.

child, person, woman, employee,

dijete, osoba

fish, cricket

pljanica, varalica, riba, cvrčak

- b) Nouns most of which originally designated men's occupations nowadays shared by women. A large number of these words have derivatives for the feminine (there are many more derivatives in Serbo-Croatian than in English),<sup>16</sup> some of which are possibly only potential, that is, not established in usage.<sup>17</sup>

In using these nouns the Serbo-Croatian speaker of English will frequently feel compelled to use a formally marked form for the feminine noun, which in English is possibly correct but not unnecessary. A small-scale test among students of English has shown that they prefer the suffix -ess and the noun woman in juxtaposition to a noun head. This is perhaps a reflex of the Serbo-Croatian suffix -ica, which is most productive, and such phrase as žena vozač (woman driver) for the feminine of nouns where suffixation has not yet been established.

From the above analysis it follows that the essential part in classroom teaching of gender should be a thorough explanation of the differences in the English and Serbo-Croatian gender systems and an emphasis on the semantic nature of English gender. In all grammar and vocabulary exercises the lexically determined divisions into masculine, feminine and neuter should be insisted on regardless of the occasional or stylistic usages in English which sometimes seem to be vestiges of grammatical gender.

#### NOTES

- 1 See page 46
- 2 See A. C. Baugh "A History of the English Language", rev. ed. London, 1959.
- 3 See page 48
4. See page 48-49
- 5 (lasc. bridegroom) also dijete (child) even if sex is known.
- ▷ Nouns with human referents other than child, baby and the like, are never replaced by the pronoun it. If the sex is unknown, the use of personal pronouns is either avoided or a phrase like he or she is employed.
- ▷ Using "male human" not "human" (as in man-eater).
- ▷ phrases like woman policeman the juxtaposed noun determines gender, the suffixed.
- ▷ police however has a male referent.

- 10 In he-man the pronoun reinforces the meaning of the noun man, which relation is different from the relation of the two components. In tomboy.
- 11 The characteristic endings of nominative singular are for masc. -cons., -o; for fem. -s, -cons.; for neut. -o, -e. The endings -cons., -s, -o are characteristic of the three genders in other word classes as well (adj., pron. and non finite verbal forms).
- 12 Feminine nouns ending in a cons. or -o differ from masculine or neut. nouns of the same nom. ending in the rest of the paradigm.
- 13 Collectives in English are neuter (or plural, in which case gender is indeterminable by use of pronoun), in Serbo-Croatian they can be assigned to either of the three genders.
- 14 kralj - kraljica, junak - junakinja; žena policajac, muška babica
- 15 It has been observed that loanwords tend to get their gender assigned according to this simplified pattern of the SC. gender. It has been also noticed that all words ending in vowels other than -e tend to be classed as masculine. See R. Filipović "Morphological Adaptation of English Loan Words in Serbo-Croatian", Studia Romanica et Anglica Zagrabien-sis No. 9. We suppose that the Serbo-Croatian learner of English would treat new English words in the same manner.
- 16 poet - poetess, policeman - policewoman; pjesnik - pjesnikinja, liječnik - liječnica
- 17 interpretress - tumačica

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## THE NOMINAL GROUP IN ENGLISH AND SERBO-CROATIAN

O. A comparison of the Nominal group (NG) in English and Serbo-Croatian grammars reveals considerable similarities of operation and structure. This fact has been noted by textbook writers who have partly neglected the similarities and have centred their attention on features that they could visualize as presenting problems to learners. An attempt at an analysis such as the present one could contribute toward the elimination of the subjective element of guesswork.

As the starting point it is taken that NG is a unit operating (at certain places) in the structure of the clause: as the element Subject (S), as the element Complement (C) if and when operating at the "usual" rank; and as part of another NG or as part of an Adverbial phrase (AP) when rankshifted. The classification of groups (into Nominal, Verbal, and Adverbial) is done according to the operation of units of group rank in the structure of the clause (which is a unit next above in rank) - so that the operation of NG in the structure of the clause yields two NG classes: noun-headed and adjective-headed.

1. 1. The Nominal group in English grammar is a unit with a "nominal word" operating as the head of the construction. The drawback of such a "definition" necessitating prior definition of the nominal word, consists in that it derives the nominal group on the basis of morphological criteria, i. e. from within. A correct definition, following the British approach such as exemplified by M. A. K. Halliday and which derives the nominal class of group rank from the operation of groups in the structure of the clause, is more satisfactory and theoretically more sound.

In accordance with the operation in the structure of the clause, groups as are exponents of the elements Subject and Complement differ from groups that are exponents of the elements Predicator (P) and Adjunct (A).

(a) The exponents of the elements S and C can replace each other without affecting other elements of clause structure, but with the change in the meaning of the whole:

- My father called his friend. (1)
- His friend called my father. (2)

Serbo-Croatian being a highly inflected language, the ordering of elements of clause structure, which is fairly free, can be a source of interference. In learning, affecting the meaning only, not form, a wrong order or translation of (2) could yield:

- Prijatelj je pozvao moga oca. (3)
- Prijatelj je pozvao moj oca. (4)

The sentence (3) is correct, in form and meaning, and (4) is correct in form, but is a translation of (1). Thus the learner may fail to grasp the importance of the ordering of elements (i.e. "the word-order") in English.

(b) Some nominal words occur in different forms when operating at S and at C:

- He called his friend. (5)
- His friend called him. (6)

The same kind of interference may be expected with the personal pronouns, but the use of two case forms by English will make the matter easier for the S-C learner, although the ordering in S-C is free.

(c) When there are two places at C, i.e. the direct object and the indirect object, lack of case endings in English may cause a wrong interpretation:

- They gave him a present. (7)
- Dali su mu poklon. (8)
- Dali su poklon njemu. (9)

The sentence (9) might be rendered erroneously as:

- \*They gave a present him. (10)

(d) Exponents of S and C can replace each other affecting the structure of the verbal group, i.e. the exponent of the predicator:

- They gave him a present. (11)
- He was given a present (by them). (12)
- A present was given to him (by them). (13)

S-C is said to avoid the passive construction and the reflexive (form of the) verb preferred. S-C learners of English might find it difficult to use the English passive construction in right circumstances.

Another difficulty may arise with learners using the objective case of the personal pronoun in (12):

- \*Him was given present. (14)

(e) When operating at S the personal pronoun occurs in the subjective case. Only occasionally it occurs in the objective case:

- I think. I thought. (15)
- Methinks. Methought... (16)

In S-C the subject can occasionally occur in an oblique case:

- Bole me leđja. (My back aches.) (17)

Besides the interpretation in which leđja is at S and me at C, there is a possibility of the learner rendering (17) as:

- (The) back aches me. (18)

1.2. When the complement occurs after a copula, two (subclasses of NG are distinguished): the noun-headed group and the adjective-headed group:

- He is a toč-nuč. (19)
- He is vrlo dobar. (20)

In S-C the group at C occurs either in the nominative or in the instrumental case, with both classes of groups.

- On je nastavnik. (21)
- On je vrlo dobar. (22)
- Postao je nastavnikom. (23)
- Postao je dobrim. (24)

Likewise when operating as object complement:

- Izabraše ga predsjednikom. (The) elected him (president) (25)

This may give rise to English constructions with the preposition with which is the usual equivalent of S-C instrumentals.

1.3. The noun-headed group can assume some other functions:

(a) It operates as the object of a preposition in AP structure:

- in the room (26)

The personal pronoun occurs in the objective case:

- with him (27)

In S-C all oblique cases occur which makes it difficult for learners to master the English prepositions in, into, on, onto:

- in the room (26)
- into the room (28)
- on the desk (29)
- onto the desk (30)

These are rendered into S-C:

- u sobi (for (26)) (31)
- u sobu (for (28)) (32)
- na stol, na stolu (for (29)) (33, 34)
- na stol (for (30)) (33)

(b) It operates as an Adverbial phrase, without the prepositions:

- Step this way. (34)

Local dialects may influence the insertion of the prepositions:

- Step in this way. (35)

The learner may expect (35) as the equivalent of:

- Podji ovim putem (36)

and not of:

- Walk like this. (37)

(c) It operates as Modifier (M) in the structure of the nominal group:

- short wave transmitter (38)
- sheep's eye (39)

The type exemplified by (38) admits of recursive (Chinese box) structures:

- short wave radio transmitter (40)

In Standard S-C the noun in the nominative does not precede another noun, but the pattern can be exemplified from the language of advertisements:

- punjeno originalnim naranča sirupom (41)

Type (39) is rendered in S-C by a possessive adjective:

- ovčji pogled (42)

which may cause interference in the use of the English genitive.

(d) It operates as Qualifier (Q) in NG structure:

- William the Conqueror (43)

The learner might omit the article.

1.4. The headword of the noun-headed group differs from the headword of the adjective-headed group by its properties of gender, number, and case, and by the agreement with the present-tense form of the verbal group, and by the concord with some of the pronouns. The distribution of nouns into classes based on these criteria will be dealt with below.

1.5. The adjective-headed group can assume other functions besides those of 1.3.



(a) It operates at M in NG structure, usually preceding the noun, if any, operating at M:

- Brand new radio set (44)

In S-C, especially in a slightly archaic diction, the adjective can follow the noun, which may be a source of mistakes

(b) It operates at Q in NG structure, semantically and stylistically distinct from historical relics that can be treated as exceptions.

- president-elect (a relic) (45)
- things present and things past (46)

In S-C Type (46) is possible, though not very usual, when the adjective is "appended" and has the force of a clause:

- on, sitan i bijesan ... nije gledao ... (47)

Here one can expect the wrong ordering.

1.6. The adjective differs from the noun by its property of comparison.

1.7. The primary elements of NG structure are the Modifier (M), the head (H), the Qualifier (Q), in that order. Both classes of NG have those elements in structure. The heads are underlined:

- the same method of teaching (48)
- as good as possible (49)
- najbolji način za sprovedbu plana (50)
- vrlo dobar (voda) dobra za piće (51, 52)

Both in English and S-C the modifier is a single-word attribute. If M contains several words, each can be deleted without affecting the grammatical meaning of the NG. The qualifier is a group attribute consisting of several words except in cases mentioned above in (46) and (47) none of which can be deleted without affecting the grammatical or the contextual meaning. The modifier is endocentric construction with its head, the qualifier is exocentric.

Concord of pronoun is manifested in English in the concord with who and which and parallelly with who vs. which. Concord with the personal pronoun who occurs across the Groups, i.e. the pronoun occurs in another NG, while which with who and which operates inside the group. Nouns having personal pronoun who and which usually have concord with who, while nouns having personal pronoun which usually have concord with which.

- He is my father. (He at C, father at C) (53)

- ... the man who ... (Man or who within NG) (54)

Serbo-Croatian has three genders, but the distribution of nouns is different. In English, on the basis of the concord with he, she, it, nouns can be classified as follows:

- masculine nouns: man, father, son, ...
- feminine nouns: woman, mother, daughter, ...
- neuter nouns: house, table, chair, ...
- masculine-feminine nouns: teacher, parent, relative, ...
- masculine-neuter nouns: horse, bull, ...
- feminine-neuter nouns: mare, cow, ...
- masculine-feminine-neuter nouns: baby, child, ...

In S-C, there is always agreement between the noun and its adjective attribute. Considerable interference can be expected in assigning English nouns to gender classes as S-C nouns are best classified according to the genitive singular endings.

2.2. Concord in number with the present-tense form of the verb operates across groups, i.e. the verb is part of another element of clause structure. Concord with the demonstrative adjective operates inside the group, and concord with the demonstrative pronoun operates across groups:

- Our teacher speaks two foreign languages. (55)

- This book is new. (56)

- These are new books. (57)

According to number, nouns can be classified as follows:

- Nouns having one form and one number:
  - singular form - singular concord: furniture, advice, ...
  - singular form - plural concord: cattle, ...
  - plural form - singular concord: physics, phonetics, ...
  - plural form - singular concord: scissors, trousers, ...
- Nouns having one form and two numbers:
  - singular form - both singular and plural concord: sheep, occasionally duck, lion, etc.
  - plural form - both singular and plural concord: series, species.
- Nouns having two forms and two numbers:
  - singular form has singular concord, plural form has plural concord: man, woman, boy, girl, ...

- singular form has both singular and plural concord, plural form has plural concord: fish, ...
- Nouns having two forms and three numbers (the collective nouns):
  - singular form has both singular and plural concord, plural form has plural concord: group, family, class, ...

This grouping is rather rigid: no consideration is taken of the context. Penny has both pennies and pence, but the choice of one or the other plural form depends not on grammar but on the context.

S-C nouns have three numbers, which needs not affect the teaching of the English number. The actual distribution of items into classes will be the source of mistakes, not the over-all pattern. However, it may be expected of S-C learners to err in the use of the correct form in the following cases:

(a) Where English uses the plural noun if preceded by two adjectives connected with and modifying the same noun, the S-C usage has a singular noun:

- British and American Armies (58)
- Britanska i američka armija (59)

The S-C learner might render (59) as:

- British and American Army.

(b) S-C learners might use plural concord with those English items where the S-C translation equivalent has plural concord. Thus one might expect:

- Njena su usta crvena (60)
- rendered as: Her mouth are red. (61)

2. 2. The nominal group in English can be replaced by the following constructions:

(a) The personal pronoun.

(b) The disjunctive form of the possessive pronoun:

- Yours is an interesting story (62)

(c) The deictive particle, i. e. a special class of M. The learners are likely to err in the use of the possessive, since both functions occur in the same form: Thus the sentence:

- Ova knjiga je moja, a ona vaša (63)

could be erroneously rendered as:

- This book is my, and that is your. (64)

(d) The nominal group can be replaced by a rank-shifted nominal clause, whether finite or non-finite:

- What you tell me is interesting. (65)
- To sing at this hour is not polite. (65)

2.3. Several places are distinguished within the modifier. The farther the position of an item in the modifier from the head the more specific its meaning. The head is preceded by a substantive, the substantive in turn by the epithet. At both places we find rank-shifted NG. The epithet is preceded by the cardinal numeral, this by the superlative or the ordinal numeral, and all of these by the relative particle within which we can distinguish three places.

The ordering of elements in S C is practically free: no fixed rules can be given, except some general preferences, which see below.

2.4. In English, the substantive can occur in several forms: the common case singular, the genitive singular, the common case plural, the genitive plural; the substantive in the common case, singular and plural, is a limiting attribute, often forming compounds; the specifying genitive is a descriptive attribute, the classifying genitive is a limiting attribute. Most frequent is the construction with the attributive substantive in the singular; the plural is used for special reasons:

- lady doctor (66)
- seconds hand (on analogy with hour hand) (67)
- lady's doctor (68)
- the Old Wives' Tale (69)

7 - genitive is mostly used with its headword. Post-genitive and local genitive are used without its headword.

Genitive constructions can be ambiguous: the meaning of the genitive can be possession or quality. In the written language there is a possibility of using some other construction. In the spoken language there are phonological signals:

- In American English, words of Friss's Group A (i. e. the deictives) modify the genitive if both the Group A word(s) and the genitive are said on the normal pitch level, and the headword on the high level. Such genitives and all their modifiers can be replaced by a Group A word. But if the genitive is said on the high level, and the rest (i. e. its modifier(s) and the headword)

on the normal level, it cannot be replaced by a Group A word. In the former case the genitive means possession, in the latter it classifies:

- the woman's hat "the hat which belongs to her" (70)
- the woman's hat "a hat for a woman" (71)

- In British English the distinction is made by the position of the tonic accent and features of rhythm and probably juncture.

In S-C the genitive does not occur before, but after, a noun when it has partitive meaning. The possessive adjectives in -ov, -ev, -ji, -ski are the usual equivalents of the English genitive constructions, and learners had better be told to use the genitive when rendering such constructions into English.

2.5. Two places at least can be distinguished in the epithet: the limiting adjective is placed nearer the head, the descriptive adjective is further away. At each place the epithet can be multiplied in the relation of coordination by means of and, but, or without the conjunction; or in the relation of subordination where each adjective modifies the subsequent one. In the last instance, the first adjective is in the same kind of relation to the following adjective as is any attribute to its headword.

The epithet can further be modified by an adverb in front (very, quite, etc.) or after (enough).

The adjective in the comparative form behaves like an ordinary epithet.

The epithet precedes the head, but it can also follow. Cf. (b). In S-C the order of adjectives is not fixed: at best the possessive adjective comes last, but the whole modifier, or some part of it, can follow the noun.

2.8. The cardinal numerals precede the epithets in English. Cardinal numerals are in turn preceded by the ordinal numerals, and by the superlatives respectively, i.e. they are mutually exclusive thus forming a system. This situation is true in S-C, which could cause errors.

Two places are distinguished within the decisive particle ("determiner"). The first two places can be regarded as established, the third is positioned in respect of functions similar to other decisives. The decisives of Class 3 occur together with other modifiers, except other decisives.

Class 1 delctives are: all, both, half, such. They can be separated from Class 2 delctives by a preposition when they are partitive in meaning:

- all of our (good intentions) (72)

Such constructions can be analyzed in two ways: the (first) delctive can be regarded as an exponent of NG head followed by a qualifier (which would admittedly complicate the parsing procedure); or this function, which they share with some other words such as many, much, few, etc., can be regarded as exceptional.

Class 2 delctives are a(n), the, some, any, the demonstrative adjective, the possessive adjective.

The possessive adjectives, i. e. the conjunctive form of the possessive can be grouped morphologically with the possessive pronoun, i. e. the disjunctive form of the possessive, with both the subjective and the objective cases of the personal pronouns, with the reflexive-emphasizing pronouns, with all the three forms of the pronoun who, and the forms of the pronoun one into the category of pronouns referring to "person".

Class 3 delctives are: other, same, and perhaps a few others.

The delctives of the same class are mutually exclusive, forming a (closed) system. In special case the demonstrative occurs before the possessive;

- ... deliver this our brother ... (73)

In present-day English, the double genitive construction is the rule:

- ... this brother of ours ... (74)

## 2.8. A summary survey of modifiers:

d1	d2	d3	sup/ord.	card.	epithet	substantive	HEAD
all	a(n)	other	first	ten	old red	stone	
both	the	same	best				
such	some						
half	any						
	this, etc.						
	my, etc.						

Mary's

The possessive can be intensified by own, which follows.

2.9. The Serbo-Croatian modifier distinguishes several places, but no rules for ordering can be drawn from the existing practice. The edjective meaning

possession, however, tends to occur after other modifiers. The use of the modifier after a noun is archaic, but occasionally occurs. The possessive deteictive can occur after a demonstrative, giving rise to an erroneous construction in English, such as exemplified in (75).

2.10 The qualifier, a group attribute (except cases such as (46)), is an exponent of a rank-shifted unit, in exocentric construction. The exponent of the qualifier can be:

(a) a restrictive relative clause:

- (a man) who knows that his holiday will start in a day (75)

A continuative relative clause is a bound clause, operating in the structure of the sentence, and not a rankshifted clause operating at Q.

(b) an infinitive clause:

- (the first men) to come (76)

(c) a participle clause:

- (salt-deposits) underlying the Cheshire plain ... (77)

- (the work) just done by another ... (78)

(d) an adverbial phrase:

- (the man) of property (79)

(e) a NG acting as apposition:

- (Thomas) the latter (80)

(f) an adjective-headed NG:

- (snobs) pure and simple (81)

The Serbo-Croat learner might use what instead of which when introducing a relative clause if the S-C antecedent is neuter in gender. He may also use za before the infinitive due to the regional and substandard use of za ("for, after") with the infinitive. He may fail to use the present participle since the corresponding construction does not occur in S-C.

The adjective-headed NG differs syntactically from the noun-headed NG in that the former operates at C only, never at S. In morphology the two groups also differ because of different classes of words ("parts of speech") operating within the group. As stated above (1.7.) both classes of NG have the same primary structure: Modifier, Head, Qualifier, but not the familiarity ends

The exponent of the modifier is a rank-shifted adverbial group, usually its headword alone.

The exponent of the head is the adjective proper. Occasionally a rank-shifted adverbial group occurs as the exponent of the head. This occurs only when the adjective-headed NG is used attributively:

- the then government (82)

S-C learners might find this construction unusual, as adjectives are not distinguished by position, but by the morphological ending.

When the adjective is used after verbs of sensation or perception, S-C learners are apt to use an adverb in English, which is due to the fact that S-C adjectives of neuter gender are in the written language, and often in the spoken form, identical in form with adverbs. Thus one might expect:

- \*The rose smells nicely. (83)

The exponent of the qualifier is a rank-shifted adverbial group or a rank-shifted adverbial phrase:

- (good) enough (84)

- (as sound) as a bell (85)

S-C learners tend to drop the first as because the S-C construction

- zdrav kao dren ("as sound as a bell, as fit as a fiddle) (86)

contains kao as the only formal link.

3.2. The head of the adjective-headed NG has the property of comparison; thus it is similar with the head of the Adverbial group. The comparison of the adverb-prepositions (in, out, etc.) is a possible source of errors: learners may be reluctant to use the comparative and superlatives of such words.



Mira Vlatković

### ELEMENTS OF ASPECTIVES IN ENGLISH

The aspect of the verb is essentially a category of the Slavic verb syntax. It is a morphological and semantic property of the verbal stem. As such it does not exist in English. The category however, can be projected on three certain verbal forms in English: first, it would be obvious in being forms, secondly, some traces of aspectual meanings can be found in have-ten forms. Thirdly, simple forms of English verbs cannot be considered to show any aspectual function by themselves and can thus be taken as aspectually unmarked.

If we can at all speak of the aspect in English - though most grammarians do - it should be in terms of an optional syntactic feature inferred often in sentence situations as opposed to Serbo-Croatian category, which is obligatory in every single instance and is revealed in the morphology of most verbal forms.

In Serbo-Croatian, with few exceptions, every verb can be classified as either belonging to the group of perfective (trenutni) or to the group of imperfective (trajni) verbs, according to its form:

pasti     padeo  
piti     pio

In dealing with the term "aspect" in English grammars authors often stress the fact that its meaning should be distinguished from the concept covered by the term "Slavic" aspect, which is understood here as covering the relation of perfectivity versus imperfectivity (or duration). Verbs may have other meanings, sometimes inherent in the stem and sometimes acquired through over-categorization. These "other" meanings have often been identified with the notion of aspect, we should like to stress at this point that anything beyond perfectivity vs. imperfectivity relationship is not considered as aspectual marking. If the verb "drink" is completed by the word "up", what follows is not a perfective form of the verb drink, in the way "piti do kraja" is. One can say "he drank it up" just as well as "while he was drinking it up" which in our opinion is perfective in the first instance and imperfective in the second. "He read it through" is equally grammatical as is "while he was reading it through" and therefore prepositions or *av* verbs cannot be treated

as markers of perfectivity or non-perfectivity. It is only the syntactic structure that can offer the distinction we are talking about.

While in English the binary opposition in this respect can be aspectually marked vs. aspectually unmarked

the opposition and choice in Serbo-Croatian is either non-perfective or perfective.

It is true that a number of verbs in SC do not of itself show either one or the other aspect, yet these verbs are not considered non-aspectual or aspectually neutral, but rather they are bi-aspectual, which only goes to prove that the SC feeling for aspect is too strong to accept any non-aspectual class of verb.

Something to the same effect can be said about the verbs (recent loans) which have come into S-C from other languages and have no aspectual morphology built in them. Contextual situation, however, is always unambiguous enough to prove that even such verbs are always taken to function as either perfective or imperfective.

Progressive forms in English are usually considered as projecting the "duration or imperfectiveness" of the Slavic aspectual behaviour.

All progressive forms with the only exception of the future progressive are consistently rendered by imperfective verbs in S-C. The case of the future progressive can perhaps be relegated to the sphere of modality, as its "duration" can in many instances be disputed.

The difficulty for the S-C learner does not arise from the patterns of be+ing forms, since, as we have mentioned, they are rather consistent. The interference will start appearing in cases where the S-C language uses an imperfective form for a non-progressive form in English.

The be+ing forms in English are usually known under the terms "progressive", "continuous", "non-habitual", "expanded" and others. The term "progressive" is used throughout this paper.

Active: is playing	has been playing
was playing	had been playing
will be playing	will have been playing

Passive: is being played	has been being played
was being played	had been being played
will be being played	will have been being played

In the minds of Serbo-Croatian learners of English progressive forms are compulsively linked with the notion of the imperfective aspect. As long as one single action is indicated no interference mistakes should be expected.

The postman is coming (I can see him.)

Poštari dolazi (Evo, vidim ga.)

The present progressive shows an action in progress at the time of speaking.

It can also denote an action intended in the future:

Liz is coming tomorrow. She is staying with us till Wednesday.

Liz dolazi sutra. Ostaje kod nas do srijede.

The tenses are parallel whether or not the intended future action is durative or momentary.

In this connection it is necessary to distinguish between "general intention" and "a fixed plan" <sup>1</sup> as the latter is more likely to be expressed by a simple present:

Exams begin on the 7th of June.

Ispiti počinju 7. juna.

When and if habitual actions or repetitions are implied by be+ing construction, there are usually an indicative of emotional colouring, such as obstinacy and perseverance on the part of the subject and annoyance and disapproval on the part of the speaker, especially if adverbials such as "for ever" and "everlastingly" are included.

He is always asking the same stupid question.

Uvijek pita jedno te isto glupo pitanje.

Notion of limited duration <sup>2</sup> seem to present a special difficulty for foreign learners, once they have accepted the fact that be+ing forms are as a rule employed in situation of repeated actions, where the character of these actions is described as either one of limited duration.

He is writing another book on underwater fishing

Piše drugu knjigu o podvodnom ribolovu

Verbal repetition

The car is always breaking down

Ova kola se vječno kvare

where the repetitions do not occur at definite times.

The past tense progressive is essentially the indicative or a frame action used in reporting past activities. It shows that one action is in progress when another occurs or is simultaneously in progress.

I was reading when he came in.

Čitao sam kad je ušao.

Activities described under the present tense heading should be included here too.

They were stealing more and more of his money.<sup>3</sup>

Potkradali su ga sve više i više.

She was always getting in the way.

Vječno je smetala (bila na putu).

One of the more common mistakes of Yugoslav learners of English is the wrong usage of the progressive past in cases like:

Čitao sam nedavno neku povijest 1790-ih godina

Recently I was reading a history of the 1790's

Često je navraćao u tu staru kuću

He was often calling at that old house

where native speakers of English would naturally use simple tenses in both cases.

The interference is due to the fact that imperfective verbs in S-C stand not only for durative but also for iterative actions. Hence the progressive forms will, by analogy, be used in cases such as quoted above because the verbal form in L<sub>2</sub> is imperfective.

The future tense progressive generally shows the pattern of be+ing forms and stands for an action of duration in the future.

We'll probably be working in the garden at this time tomorrow.

Sutra u ovo vrijeme vjerojatno ćemo raditi u vrtu.

This tense is becoming increasingly popular, particularly in spoken English and has almost become a rule in the second person sg. questions about future activity.

Will you be coming to the party?

Hoćete li doći na zabavu?

In this case there is no parallelism with the SC imperfective verbs, since the construction is used as a polite form of question and the meaning of

duration is not necessarily present. The occurrence may to a certain extent be illustrated by a dialectal usage of an imperfective past in SC: *Je li ti brat dolazio? Nijs, nikako nije dolazio.*

The difficulty in mastering the progressive present perfect seems to belong more to the general sphere of trouble connected with all the English perfect tenses, than to the progressiveness of that particular tense. Like other *be+ing* forms it shows duration without interruptions in most cases, which in this tense are combined with the notion of the English perfect tenses, i. e. including the time concept of "before now" and "after now". The action expressed has started before now and is continuing until after now. The main difference from the progressive present is in that the latter lacks the time relation "before now".

Has Bobby had his lunch?

Well, he's been having it for two hours.

Je li Bobby ručao?

Pa, on ruča već dva sata.

Once the idea of the perfect tenses has been hammered home, the continuingness by itself does not present much trouble.

The case of the progressive present perfect is to some extent contrary to the general idea of the perfect forms which should indicate that the action has ended by a given moment or period in the present, the past or the future. In the hierarchy of forms *be+ing* definitely prevails over *have+en*, so that the meaning of the form is stronger, and consequently higher in the hierarchy than that of the latter. Thus the progressive present perfect shows duration now and the *have+en* part of the construction is used to indicate the link between "before now" and "now".

In examining the terms "Durative" and "Perfective" in respect to aspectual value, Barbara Strang says: "The durative... draws attention, where necessary, to the fact that an Action is thought of as having (having had or to have) duration or continuingness... The perfective adds a positive implication of "being in a state resulting from having... it indicates that the "action" is thought of as having consequences in or being temporally continuous with a "now" or "then"/past or future".

Since in the case of the "durative" a parallel can be drawn with the SC imperfective verbal forms, it should not be surprising to find a one to one correspondence between English be+ing and the SC imperfective forms in the majority of cases.

The axiomatic statement concerning the meaning and function of the perfective in English reveals that the English notion of perfectivity differs from that indicated by the SC perfective verbs. While in English the emphasis seems to be on the termination of the action, in SC the stress is on momentariness or non-duration of the action.

The term itself should not mislead us into drawing any parallelism between the two languages. There are however clear cut cases where the English present perfect is equivalent to certain perfective verbs in SC. When the present perfect stands for a just finished action:

I've done it. Činio sam to. Završio sam.

He's just gone (come). Upravo je otišao (došao).

When the state of affairs is in question rather than any time relation:

The children have eaten the cake.

Djeca su pojele kolač.

When the perfectivity of the SC verb is determined by the lexical meaning of the English verb:

Have you finished your homework.

Jeste li završili zadaću.

When the present perfect stands instead of the future perfect in temporal clauses: as an alternative for the simple present:

Let me know as soon as he has finished.

Obavijestite me čim završi.

SC imperfective forms are required when there is an adverb of frequency showing the repetition of the action:

He has often emphasized that...

Često je isticao da ....

I have rarely met him in the square.

Rijetko sam ga susretao na trgu.

When the present perfect is used as a statement of an action taking place at any time within a given period of time up till now, the choice of the perfective or imperfective SC verbs will depend mainly on the lexical meaning of the English verb, or the contextual situation:

So you have lived in Turkey, haven't you?

Dakle, vi ste živjeli u Turskoj?

I haven't examined the results yet.

Nisam još pregledao rezultate.

I've written, but they haven't replied.

Pisao sam, ali mi nisu odgovorili.

In the last case, the choice of the first verb as imperfective is due to a feature of the verb "pisati-napisati", through which the imperfective form of the verb does not occur without an object.

It is the simple forms of English verbs that do not offer correspondences and therefore are difficult in patterning in respect to perfective and imperfective SC verbs.

Those are the forms we would like to call aspectually unmarked, so that contextual situations are the only indications as to their respective aspectual value. The difficulties will arise already in tackling the present tense: not in the cases expressing general truths as those will usually call for the imperfective SC verb, which, as it has been pointed out, stands both for duration, repetition and habit.

Lead sinks. Olovo tone.

but in the cases where actual present activities are reported:

There is a girl in the field. She is picking flowers now she stops, sits down... etc.

U polju je djevojčica. Bere cvijeće, sad se zaustavlja, sjeda...

Another example of the same type is offered by the radio announcer, reporting a game of soccer, a demonstration of a chemical or physical experiment or of cooking:

he passes the ball to Smith, Smith scores...

on dodaje loptu Smithu, Smith zabija gol...

Another problem is the expression of repeated or habitual actions since these are always indicated by imperfective verbs. The confusion arises from the general usage of SC imperfective verbs since they fall into two types, imperfective-durative and imperfective-iterative. It is therefore natural for the SC learner to associate the being forms with his feeling of the function of his own imperfective verbs since the latter cover both the durative and the iterative functions in SC. Mistakes of the type

I'm going to school at 8 o'clock every morning  
are therefore extremely common in the beginning stages of learning  
In the past, similar mistakes by analogy will occur, particularly as ac-  
tion is shown in limited time.

Recentiv. I was reading a history of the 1790's.

Nečuvno sam čitao neku povijest 1790-ih godina.

Yester I read would be naturally used by a native speaker of English.

Yesterday I was working in the garden for two hours

Čitao sam dva sata a radio u vrtu

where again "I worked" would be the common form to a native speaker of English.

In conclusion we would like to add that aspectual meanings are by no means  
exhausted in verbal means. They appear in combinations of nominal and  
verbal phrases which will probably be discussed in a separate chapter.

#### NOTES

1. F. R. Palmer. A Linguistic Study of the English Verb. Longmans, London, 1965, p. 49
2. Palmer, F. R. Ibid. and Twaddell
3. Palmer, Ibid.