

GRAMMATICAL DEICTICITY IN THE NOMINAL GROUP:
NOTES TOWARD THE INTEGRATION OF LINGUISTIC
RESEARCH AND APPLIED LINGUISTICS

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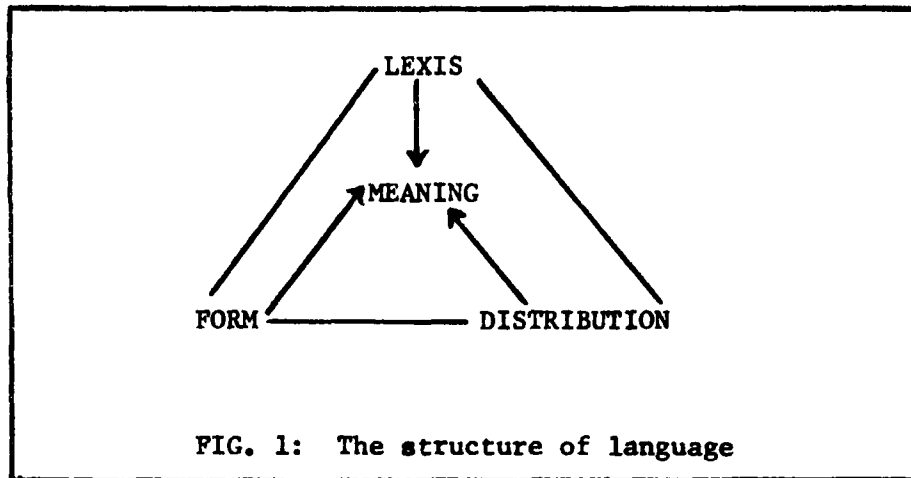
INTRODUCTION

Deixis is the name given to those aspects of language whose interpretation is relative to the occasion of utterance: to the time of utterance, and to the times before and after the time of utterance; to the location of the speaker at the time of the utterance; and to the identity of the speaker and the intended audience.¹

More completely defined, deixis is a language category expounded in the lexis and the grammar of a language to positively orient the speech situation in terms of time and space: in the lexis, as for example in French and English² "hier, yesterday", "lointain, distant", "fond, background"; in grammar, as for example in F and E, "ce garçon, this boy", and even "la femme, the woman" (a case will be made for the inclusion of traditional "article" within grammatical deicticity) or "je viens, I come", versus "je venais, I was coming". Deixis is an extensive feature of most languages³: it appears grammatically, for F and E, in both the noun (ce garçon-ci, this boy) and the verb groupings (il chantait, he was singing), and lexically in an important number of items (hier, yesterday; au loin, yonder).

But the present task is much more limited than a complete view of deixis: it involves providing a short grammatical description (including that of grammatical meaning) and comparison of a relatively limited set of deictics: adjuncts⁴ in the Nominal Group and their relations with deictic substitutes⁵. The statement of this task implies a particular view of grammar as structure imposed upon what may be referred to as the total meaning of a situation; in the same order of ideas, lexis can also be viewed in this way while

keeping in mind the difference of linguistic complexion:



This specific task also involves a particular perspective, that of linguistics applied to language teaching, since the grammatical subject matter and the method used would lend itself mostly to the teaching of French to anglophones or English to francophones.

In addition, a model is required, i.e. a methodological matrix for the description and comparison of language phenomena (and not necessarily a representation or mock-up of the function of language as found in Chomsky⁷). The model chosen is that of Firth, which has had translation (Catford, for example) as part of its applications; moreover, a Firthian model would be compatible with the view of language emitted above.

The purpose of this thesis, then, is threefold: one, it seeks to describe and compare place deixis in the NGp of F and E;

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two, it seeks to place this description and comparison in the perspective of Applied Linguistics; three, it seeks to apply a body of thought which is Firthian in origin.

CHAPTER I

THE PERSPECTIVE: TOWARD A SCIENCE OF APPLIED LINGUISTICS

The field of Applied Linguistics is defined according to opinion on a scale ranging from the narrow to the broad. Once again, ridiculous polemics on the subject of labels cause discomfort in terms of justifying one's academic existence. At the most harmless level of reference however, it can at least be stated that Applied Linguistics may refer to language teaching, and it is up to the Applied linguist to decide what he is going to undertake in the way of relating himself to his chosen field.

So that where one Applied Linguist may wish to deal with the educational manipulation of linguistic material, another will want to analyze and synthesize in order to reshape this same material, yet another will achieve expertise in the hallowed but insecure area of language laboratories. More often than not, there is duplication and vacuum: for example, while language laboratories are considered (probably wrongly) an integral part of the language learning situation, and much time is spent on perfecting them technically, relatively little effort is being channelled into the construction of adequate programmes - in terms of efficiency - to be fed into these devices.

One of the outputs afforded by grammar studies effected in the perspective of Applied Linguistics is application to programming;

another is providing linguistic background for the language teacher.

In fact, Richer⁹ insists on the cooperation which must exist between the linguist and the language teacher: Halliday, McIntosh and Strevens have coined a label...

...for the techniques and procedures which cluster round the point where linguistics and classroom teaching fuse together... Methodics is a framework or organization for practical language teaching in which pedagogical techniques and linguistic theory cross-fertilize each other.¹⁰

In general, an adequate theory of language teaching contains at least the following components in relation to the state of linguistic and educational science.

First, an adequate survey of the extra-linguistic factors which might come to bear on the learning situation. This would mean observation of the linguistic situation in terms of speaker background, needs, interests, community and so on. These factors, in the form of raw data supplied for example by the sociology of education, may be cross-referenced with linguistic data, such as a minute cataloguing of any number of types of speaker in terms of language performance in the tongue to be taught:

...the connection between behaviour (or social situation) and language, has always been considered beyond the scope of linguistics proper.¹¹

The linguistic and non-linguistic cross-reference provides the theorist with the practical framework for his programme.

Secondly, an adequate language description, i.e., suitable for obtaining classroom material at all levels of analysis, and between levels as well, that is to say, in terms of degrees of

formalization and conceptualization. This is an area which receives much attention in traditional grammar, but unfortunately, with faulty procedures:

... les appellations préposition, conjonction se fondent sur un critère de sens... terminologie incohérente et fausse¹² qui place le pédagogue dans une situation souvent difficile.

Thirdly, there must be adequate comparison with the mother tongue. The process of learning includes the application of previous experience to the acquisition of new material¹³; in order to preclude incorrect comparison of the first and the second tongue, a process which will occur at any rate (consciously or unconsciously) for the student, it is useful to proceed to a comparison of the languages involved. L.G. Kelly¹⁴ states that the criticism levied at the use of the mother tongue in the teaching of the second language has stemmed largely from the abuses committed in this field. For example, the bane of traditional comparative studies and also of traditional grammars is transfer comparison:

In transfer comparison... one starts from the description of one language and then describes the second language in terms of the categories set up for the first.¹⁵

The fallacy of attributing to one language the grammatical habits and categories of another, simply because we have decided to call certain words in both languages by the same name is more likely to vitiate our description than any error.¹⁶

Halliday, McIntosh and Strevens¹⁷ point out the precaution to be exercised in the use of comparison:

...given the right conditions one can make positive use of the student's mother tongue; and in such cases, to neglect it may be to throw one of the tools best adapted to the task in hand.

But Rondeau¹⁸ makes comparison an important part of his master-plan for the preparation of pedagogical material:

...de sorte que les étapes du procédé complet soient constituées de:

- a) une analyse détaillée de la langue maternelle;
- b) une analysé détaillée de la langue seconde;
- c) une comparaison des résultats de a) et de b) faisant ressortir les points de plus grand rapprochement et... de plus grand éloignement;
- d) un classement du matériel linguistique de la langue seconde en vue de l'enseignement.

Even the comparison of unlike languages, a process which has seemed rather fruitless up till recently, is being revaluated (e.g. the Symposium in Hawaii on Language Universals, January 1971). In dealing with F and E, therefore, comparison would seem useful.

Now with reference to methods of comparison, Ellis¹⁹ states that one can either effect linear comparisons in which...

...a text or part thereof... is compared with the corresponding text in another language...correspondences (of categories and their exponents... including formal items) being stated at all points on the (formal) scales of (grammatical) rank... exponence... and (grammatical) delicacy... e.g. (formal items) "to I / the person numbers of have corresponds je / the number persons of suis / the number person of venu"...

or systemic comparison in which...

... the instantial correspondences of items (categories or exponents) in texts are generalized as potential correspondences of terms in systems, e.g., "to I as terms in a four-terms system of personal pronouns corresponds je as a terms in a six-term system"...

In this sense, the present brief study of grammatical deicticity will be generally systemic, with only occasional thrusts to the linear, for sake of elucidation. This would seem to be all the more preferable, since deixis in its various forms smacks of universality, and of deep grammar.

A fourth component of an adequate theory of language teaching is the adequate choice of linguistic material for classroom presentation. It is generally agreed that the usefulness of descriptive statements in the actual classroom situation is inversely proportional to the age of the learner:

...There are indeed methods of descriptive language **teaching** appropriate to any age at which the teacher wishes to introduce it. These can be related to the general concept of "strata" of grammar, of lexis and so on, as the links which together make up the chain from academic "back-room" linguistics at one end to classroom practice at the other.²⁰

Immaterial of the use of descriptive statements...

... an analysis of this kind must precede and furnish the groundwork for the building of the specific exercises to be practiced and the ordering of them in a proper sequence.²¹

Other components of an adequate theory of language teaching include the following. First, there must be adequate structuring of linguistic material; the need for more extensive and superior methods of programming and supervision, e.g. the necessity for a complete rethinking of the theories of the language laboratory and the exploiting of relatively new methods of feedback control (microteaching coupled with VTR, for example) becomes evident

when viewing the results of present procedures of presentation and evaluation of materials. Second, there must be adequate disambiguation of special linguistic difficulties; in effect, this would take the form of a grammar of errors, since at the college level for example, there is precious little need to teach material students have probably seen several times before without regard to the affective saturation principle. Third, there must be adequate means of testing models and theories as well as text books based upon them, in terms of others.²²

In all of these steps, not only specialists but coordinators are required to gauge needs in terms of students and teachers alike. Such theorists and/or coordinators are the practitioners of Applied Linguistics, which cannot divorce itself from "Pure Linguistics" as a science. In fact, the appellation Pure and Applied may tend to obscure the software which is the "raison d'être" of the hardware, and procedures and techniques of language teaching.

Where then, does a grammatical study of deixis fit in? At the theoretical level of course, for it is not useful to restrict the role of the Applied Linguist to that of implementation.

CHAPTER II

THE METHOD: ON TECHNIQUES AND PROCEDURES

2.1 Usefulness

The term "useful" will be used in two ways: is the description useful with reference to the purpose of the study? Is the statement about a particular structure useful to the whole of the attempted description, at the very least according to the following:

By pushing a precise but inadequate formulation to an unacceptable conclusion, we can often expose the exact source of this inadequacy and, consequently, gain a deeper understanding of the linguistic data.²³

For example, is it useful to attempt to isolate a "th-" morpheme from E "article" and "demonstrative"? Will it add to a language teacher's insight to the extent that he will give an improved presentation, or does such a procedure shed light on the grammatical use of deixis in the NGp as a whole?

2.2 Deixis as a universal

These terms are notion-bound but refer nonetheless to grammar. A wholly structural interpretation of deixis, i.e. without reference to grammatical meaning does not appear to be useful because these labels refer to the meaning of semantic categories which find exponents (realisations)²⁴ in syntactic categories and also this meaning cannot be anything but part of the total meaning of a statement.

It is not unlikely... that a great concentration of interest upon the theory of semantics will bring linguists back to the traditional view that the syntactic structure of languages is very highly determined by the semantic structure: more especially by the modes of signifying of semantically-based grammatical categories.²⁵

Greenberg²⁶ includes deixis in a study of language universals which he defines as "...any statements about language which include all languages in their scope..." Universals are being approached (again) with the belief that useful study may be effected in this area:

Why should the basis of linguistic theory be so narrowly defined that it could draw only upon those things that emerged from the field work carried on by linguists, avoiding universals as if they did not exist and fearing abstract concepts, just because they had once been used and - abused.²⁷

Enthusiasm for language universals is not shared by all linguists, who object that the complexity of linguistic phenomena seems to preclude such hypothetical relations:

Each language is a complex of a large number of patterns at different degrees of delicacy... There can be no single, general statement accounting for all of these... it is impossible to abstract... any general formulation of "the difference between" or "the likeness between" the two languages.²⁸

It is not useful in terms of the present study to view deixis in relation to language universals as such. Before a theory of language universals can be of any use to Applied Linguistics, a certain number of conditions must first be met, for example, further elaboration of the theory of generative and transformational grammar with a semantic component in terms of a number of languages, further description of all languages, by whatever model chosen, and further comparison of languages at all levels of analysis.

2.3 Structural levels

This study will seek to point to the inter-dependency of structural levels in language analyses, in this case to the relation between the morphological, the syntactic and the semantic (in terms of grammar) structures of deicticity within the noun group.

Modern semantic theories polarise around two seemingly contradictory positions. Those derived from traditional thinking regard meaning as a quality inherent in the sign itself while admitting the Saussurean concept of l'arbitraire du signe. In general, semanticists belonging to this group tend to pass over contextual questions regarding them only as of secondary importance. The opposite view-point, largely identified with the school of J.R. Firth, sees meaning as a contextual and sociological reality.²⁹

And this, in order to illustrate confusion of boundaries separating semantico-grammatical classes:

...it is sometimes assumed that the word classes of English are fairly discrete. There are a number of important cases which suggest however that this is not the case; that there is a more genuine kind of "overlapping" or shading-off between classes, and no clear-cut dividing line.³⁰

In addition, the study will seek to relate "traditional" categories of grammar and more or less novel categories, and to illustrate the relative importance of multiple level language analysis and comparison in the construction of pedagogical material.

In effect, however, the study has two components: the grammatical (consisting of the morphological and the syntactic):

La grammaire...revient à une morpho-syntaxe comprenant une approche paradigmatique des morphèmes et une approche syntagmatique des règles de combinaisons.³¹ les deux approches restent évidemment complémentaires.

It contains statements aimed at simplicity on the subject of patterning and form of E and F deictics. The semantico-grammatical component contains statements aimed at simplicity on the subject of the grammatical meaning (and not the full meaning) of deictics in F and E.

Theoretically, this is to comply (partly) with Firth's conception of language description:

In the case of all formally expressed grammatical distinctions, a complete inventory of their elements should be drawn up and their distribution, function and meaning at the grammatical level should be stated in terms of the grammatical system as well as with reference to concrete situations.³²

Practically, two levels of analysis are used because of the goals of the study:

With the growing influence of modern linguistics on every aspect of language study, it has become increasingly advisable to consider the various purposes which may be separately or jointly pursued in the teaching of...grammar. Failure to do so may lead to the adoption of the wrong course, that is, one which does not meet the particular needs and interests of the students. The results in the case of general (non-specialist) pupils would be most unsatisfactory and even disheartening. An examination of the subject from the didactic angle is therefore worthwhile.³³

In this case, while trying to analyze types of arrangements of material for the understanding of language patterns, we are trying to locate the structural meaning of these forms, a meaning which must also be taught in an ordered way:

...une analyse linguistique ne sera jamais complète, si on ne dépasse les limites du plan syntaxique.³⁴

It is reasonable to say that meaning cannot serve to identify grammatical structure; and it is reasonable to say also that

grammatical structure cannot identify the multi-dimensional phenomena of meaning. One of the dimensions of meaning is its structure, as opposed to its relation to extra-linguistic phenomena. A study of deicticity in terms of its many uses in concrete situations would be impractical in a short study, but a description of the grammar, and of the grammatical meaning of deicticity, each in its own right, is possible and desirable for the present purposes, i.e. the elucidation of certain points of language teaching theory.

Moreover, it is not useful to postulate a priority in the sequence of analysis; certainly, it would seem more useful to proceed to a syntactic and morphological study first and an analysis of meaning next, but as long as levels are clearly disambiguated, there need be no fear of meaning "harming" grammar.

The principle of splitting a language up into "levels" in order to talk about it is long established and well founded...The reason for splitting is... there are too many different kinds of things to say. The nature of the abstractions involved in the statements differ from one level to another. ³⁵

The underlying body of thought is Firthian as amplified for example into RS by the Neo-Firthians; since, however, we are dealing with a very limited system operating below group level, there is no need to utilize the procedures of bracketing and treeing sometimes associated with RS, as found in Halliday, for example. The procedures used are collocation comparisons by listing and morphemic comparisons by structural sketching (segmentation being standard), in accordance with the belief that:

... what are put forward as different views are not so much conflicting theories, of which one must be right, and the others wrong, but rather what we might call different "models" co-existing within, and relatable in terms of the same general theory. It is not true that only one model can represent the nature of language; language is much too complex for any one model to highlight all its different aspects equally clearly.³⁷

A decision, in any particular case as to what is functionally relevant in this sense, must be in our present state of knowledge remain to some extent a matter of opinion.³⁸

Besides which, disagreement about models may seem crucial to linguists, but to language teachers, it is disheartening.³⁹ For Applied Linguists, this same disagreement must only be important in terms of results.

General features of the grammatical component contain the following statements. A model does not constitute a pedagogical grammar in itself; it is but a format upon which such works are based. Deictic adjuncts constitute such a limited system that use will be made of definition by listing.⁴⁰ Use will be made of the "structural sketch",

...a short, concise statement with a minimum of exemplification... It is designed to bring out in high relief those structural features of special interest and to give a linguist a clear picture of "over-all structure".⁴¹

The basis of the syntactical analysis is as follows:

Nous étudions les formes indépendamment des critères de sens en nous fondant uniquement sur l'examen de leurs possibilités de substitution mutuelle au sein d'un même syntagme nominal (latitude commutatoire) et de leurs possibilités de combinaisons avec les autres éléments du syntagme (latitude combinatoire).⁴²

The basis of the morphological analysis is:

Morphology is concerned only with fixing the principle meanings of the forms and constructions which may occur in the language and with stating their formal interdependence in the given linguistic system, irrespective of their additional meanings.⁴³

The "additional meanings" are considered in section 5.

Specific features of this model include the following statements:

1. The units of language are hierarchically arranged according to a system of rank:
5 sentence, 4 clause, 3 group, 2 word, 1 morpheme
2. An element of structure of a unit at one rank is expounded by a unit of the rank next below it, e.g. gender in word as expounded by morpheme of gender. This is called scale of exponence or realization.
3. The unit is the stretch of language which contains grammatical patterns, e.g. word or clause.
4. The term "category" much like "class" or "set" is a label used to refer to any group of elements recognized in language description.
5. A structure is an abstract function serving to describe what can be said or written at the rank in question, e.g. subject,

predicator, complement, adjunct at rank clause.

6. A system is a finite set of variants within which a choice is made, e.g., deixis is a system.

At the outset, it may be stated that E and F have an analogous hierarchy of linguistic units. Halliday (et al., op. cit., p. 96) state that both "... languages display the units 'clause', 'group', and 'word'..."

2.3.2 "Semantico-grammatical" component

The goal of speech is communication, and the job of teaching the language includes the necessity of getting the meaning of structures across to the student. It seems useful therefore to pursue deicticity beyond grammar into semantics (i.e. where the two-dimensional physiognomy of to speak - to write becomes the multi-dimensional phenomenon of to conceptualize), while stopping, or attempting to stop at that particular point where distributional, formal and meaningful relations meet (hence the barbarism "semantico-grammatical"):

Parallèlement aux exigences de rigueur formelle qui caractérisent la linguistique de nos jours, la nécessité d'élaborer les méthodes de la description de la substance sémantique apparaît avec évidence, grâce surtout au développement de la linguistique appliquée.⁴⁴

It is not useful to exclude semantic analysis from a descriptive-comparative study of language aimed at language teaching. All the more so, since meaning refuses to acknowledge the artificial boundaries between grammar and lexis (cf. the question of "natural" and "grammatical" gender, neutralization of meanings in animateness

versus gender, etc.).

2.4 Scientific norms

Every linguistic study should attempt to conform to scientific norms:

...preliminary observation of the evidence with as much systematization of it as possible, construction of hypotheses that would explain the facts so far known, attempted prediction of new facts and checking of these by observation (including experiment where possible) in order to test the hypothesis, elaboration of the hypothesis into theory on this basis (interplay of systematic explanation and observation), and use of the theory's power of prediction for practical purposes (along with continued checking by observation). 45

The hypothesis to be tested is that deixis operating for example within NGp is a sufficiently powerful semantico-grammatical category to be useful for language teaching.

This hypothesis is already part of a theory, viz. description of a more pertinent nature, and comparison based on scientific linguistic methodology are a necessary part of second language learning research.

Actual verification of the theory has yet to be effected adequately in language teaching situations, since "brain pools" for modern descriptions of languages aimed specifically at language

teaching are rare, and rigorous comparisons of languages in relation to language teaching are practically non-existent.

CHAPTER III

SYNTACTIC ANALYSIS

3.1 Goals

By highlighting some of the features of a limited set of NGp adjuncts the study will seek to present the syntactic justification for constituting a sub-class of deictic adjuncts, the syntactic justification for excluding numeral "un/a, an" from the sub-class deictic adjunct, the syntactic justification for including "article" in sub-class deictic adjunct, and the distributional congruence of F and E deictic adjuncts, where the following applies:

1. The label "adjunct" has been chosen in lieu of "determiner" or "modifier" (etc...) because it is sufficiently devoid of connotations of semantics to be considered solely in terms of function.
2. "Adjunct" may be considered the class; deictic or numerative or "indefinite" (etc...) as sub-classes.
3. "Congruence" equals "systemic identity of patterning."

3.2 Definition of NGp

For the sake of this study, the NGp is defined by the following constituents: the head, a lexical word or substitute unit constituting the nucleus of the NGp; the adjective, a lexical word or substitute unit patterning with head ; the adjunct, a grammatical adjunct

word patterning with head.
adjective

3.3 NGp Structure

The following constitutes a comparative sample of NGp structure limited to head pattern.
adjunct

	F ⁴⁶	E ⁴⁷
A	tout	all
B	le son ce	the his this
C	un	a
D	deux	two
E	deuxième	second
F	divers	various
G	même	same
H	quelque(s)	(a) few
I	certain	certain
J	autre	other

Fig. 2: NGp structure key

3.4 NGp Patterning

Given 3.3, the following comparison of NGp patterning with head is possible. (Where A,B,C... are mutually exclusive choices, A + B are cumulable, and (D,E,F...) represent choices to be effected among elements within parentheses).

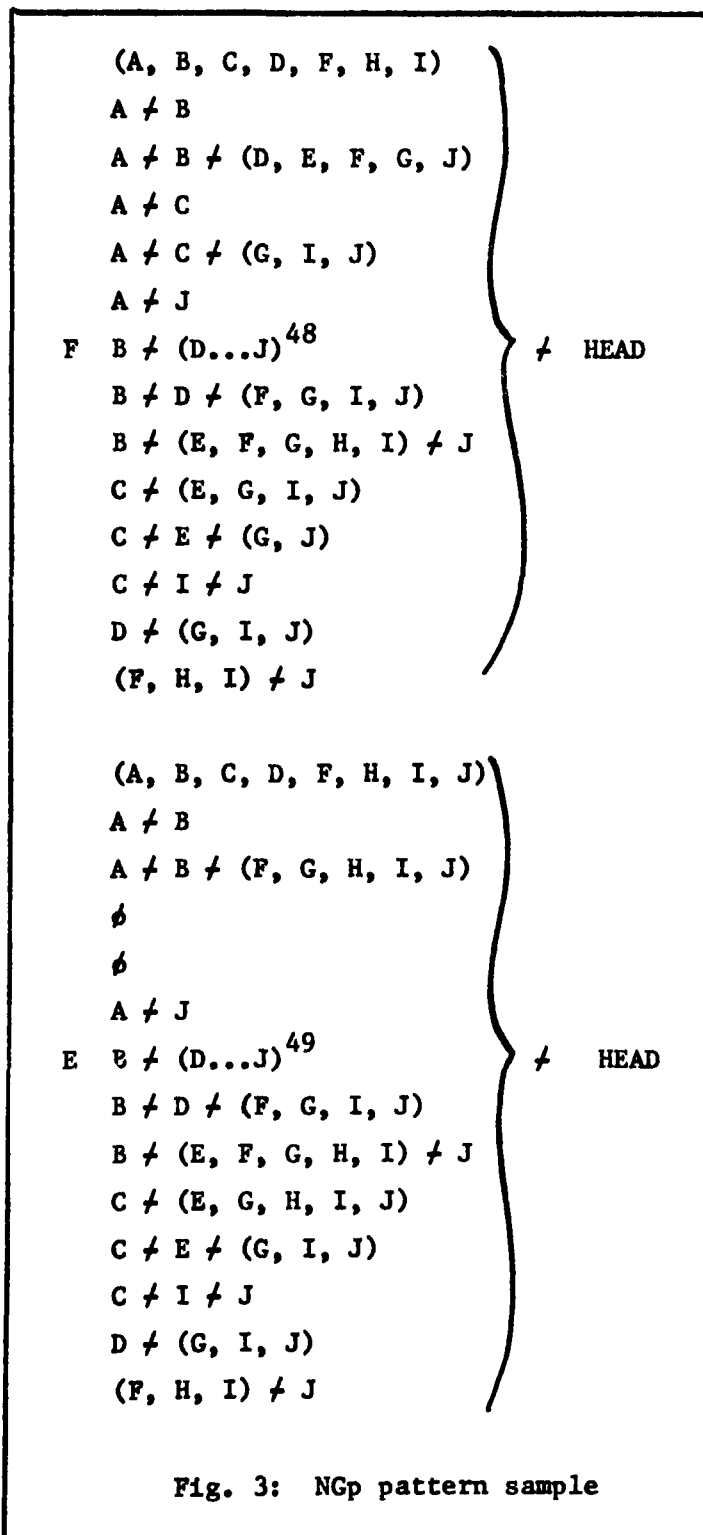


Fig. 3: NGp pattern sample

3.5 Conclusions

1. There is a syntactic justification for constituting a grammatical sub-class of deictic adjuncts within the NGp: extensive patterning of B group is symptomatic of extensive compatibility within NGp.
2. There is a syntactic justification for excluding C group from sub-class deictic: relatively limited patterning of C group is symptomatic of limited compatibility.
3. Group B internal patterns are similar; there is no reason to exclude "article" from B.
4. F and E sub-class of deictic adjuncts exhibit systemic congruence.
5. Distributional analysis of NGp adjuncts yields group B to be considered morphologically.

CHAPTER IV

MORPHOLOGICAL ANALYSIS

4.1 Goals

Morphological analysis of deixis has the following purposes: to illustrate that "personal, demonstrative and possessive pronouns", plus "definite/demonstrative articles and possessive adjectives" (traditional terminology for the deictic substitutes and adjuncts) are morphologically related, specialisation being a feature of primary function, i.e. substitution or adjunctivation; to contrast morphological marking of F and E deictic adjuncts and substitutes; to offer formal grounds for excluding "un/a, an" and combinatory adjuncts (adjuncts formed by combining preposition \neq deictic; the result is formally neither preposition nor deictic, and may be excluded to begin with) from deictics; and to illustrate systemic differences between F and E deictic forms.

4.2 Morphological relations

With reference to NGp structure, morphological relations may be illustrated in the following manner:

For F:

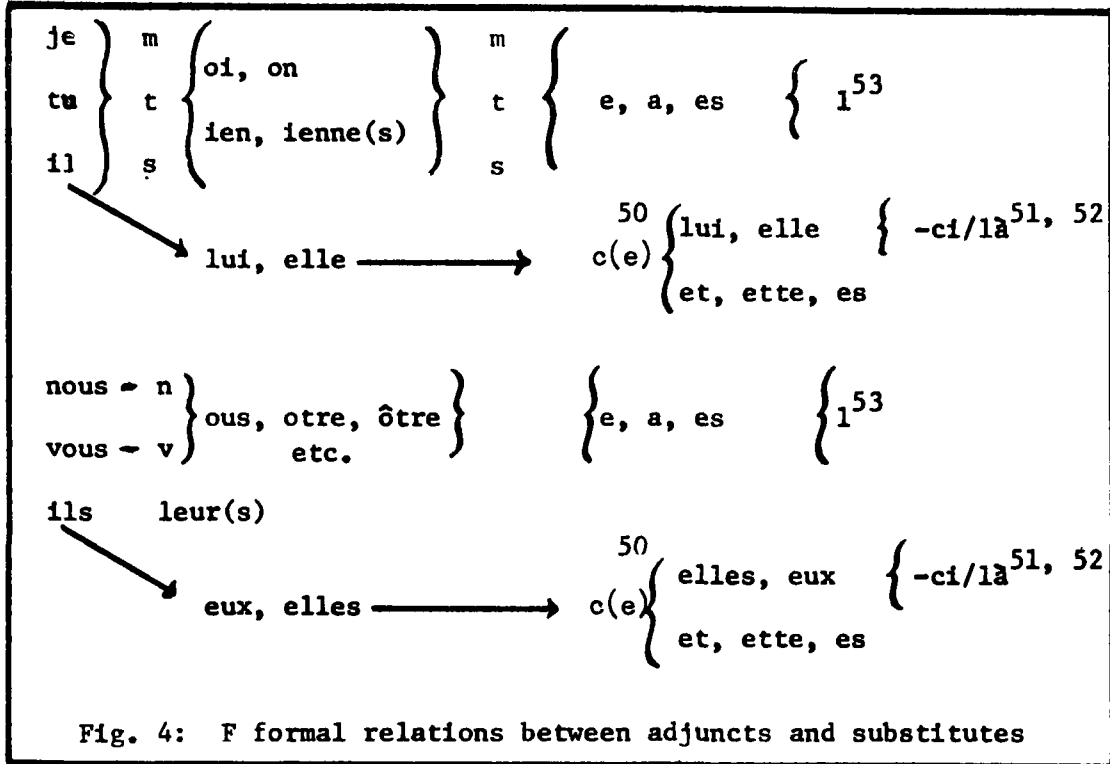


Fig. 4: F formal relations between adjuncts and substitutes

For E:⁵⁴

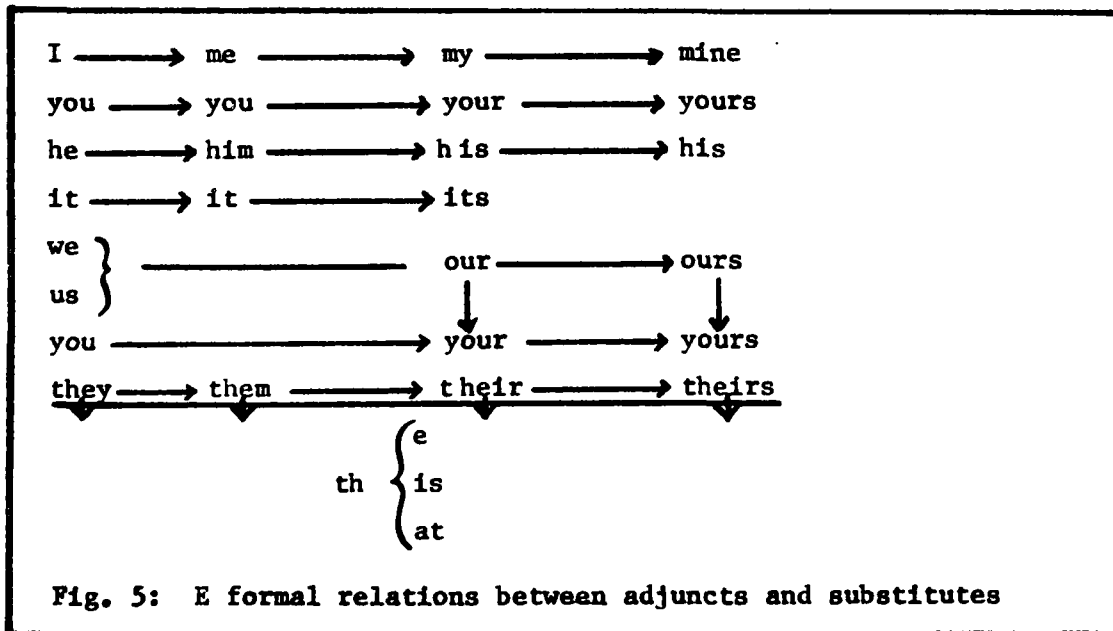
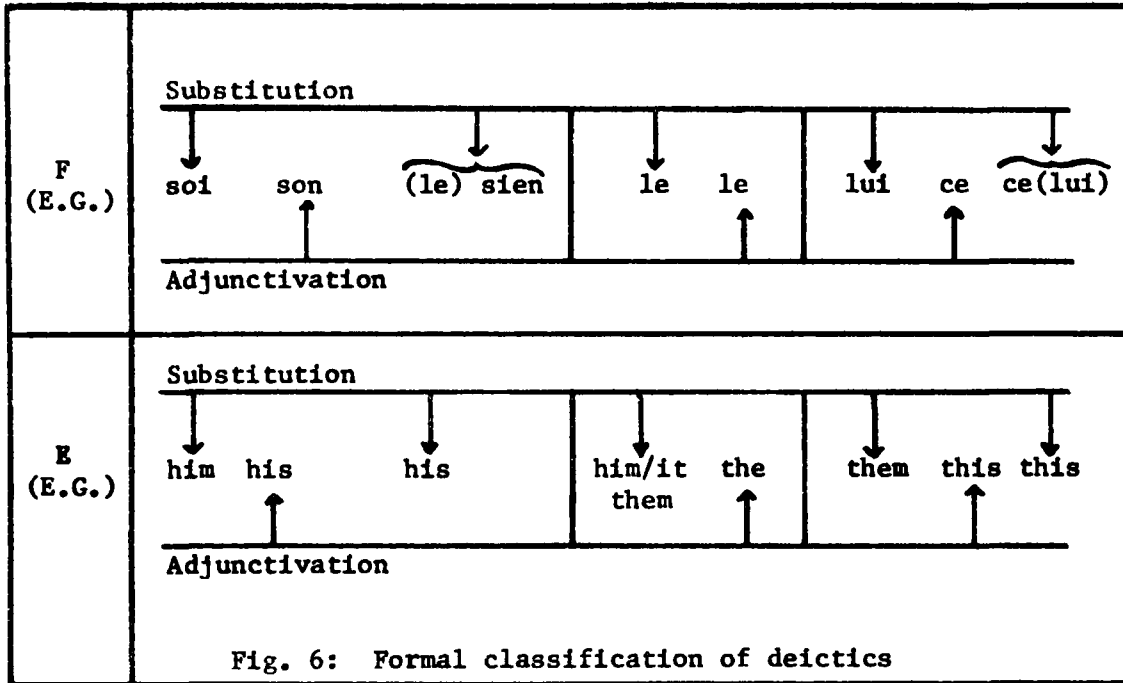


Fig. 5: E formal relations between adjuncts and substitutes

4.3 Classification

On the basis of 4.2, the following classification is possible.



4.4 Conclusions

1. E deictic adjuncts are not as clearly related to "person" substitutes as F deictic adjuncts; in other words, E deictic adjuncts and substitutes are less clearly related than F deictic adjuncts and substitutes.
2. "Un/a, an" are in a different system altogether than deictic adjuncts and substitutes.
3. F deictics constitute a more cohesive system than E deictics in that more information of gender and plurality is preserved; this redundancy is often the cause of confusion of deictics with

numeratives and combinatory adjuncts.

4. It is worth noting that deictics not related distributionally are related formally, i.e. by common properties of marking certain categories.

CHAPTER V

ANALYSIS OF GRAMMATICAL MEANING

5.1 Deixis occurrence

In addition to lexical deicticity, it is possible to distinguish between deixis as considered in terms of the language situation and deixis as considered within the act of discourse:

The act of discourse considered as a unit generally extends back from the moment of time, since the purpose of such deixis is to utilize information already conveyed. But it is also possible to have a certain amount of forward deixis, illustrated by such pro-adjectives, and pro-adverbs as "the following, as follows, let me say this." 56

A complete semantic study of deixis would need to include an in-depth analysis of lexical deicticity in relation to the grammatical in order to show their areas of intersection, for example. The type of conclusion reached may be, for example, that lexical deicticity is a more extensive feature in F than in E; since this appears to be true of grammatical deicticity, a general conclusion of the following nature might be arrived at: F carries more orientational features than E.

Deicticity is not restricted to NGp. Verbal deicticity refers to temporal orientational features as expounded in verb (e.g., "le présent de l'indicatif") or through other means:

Time deixis is generally expressed by signs which modify either the verbs or... the sentence as a whole... It is perhaps a universal that "time-deictic adverbs" are never less differentiated than the tense systems (i.e. there are not more past tenses than distinctions of the type yesterday... ago).

Time deixis seems to be most typically associated with verb forms, although it is a perfectly conceivable component of noun designata as well...⁵⁷

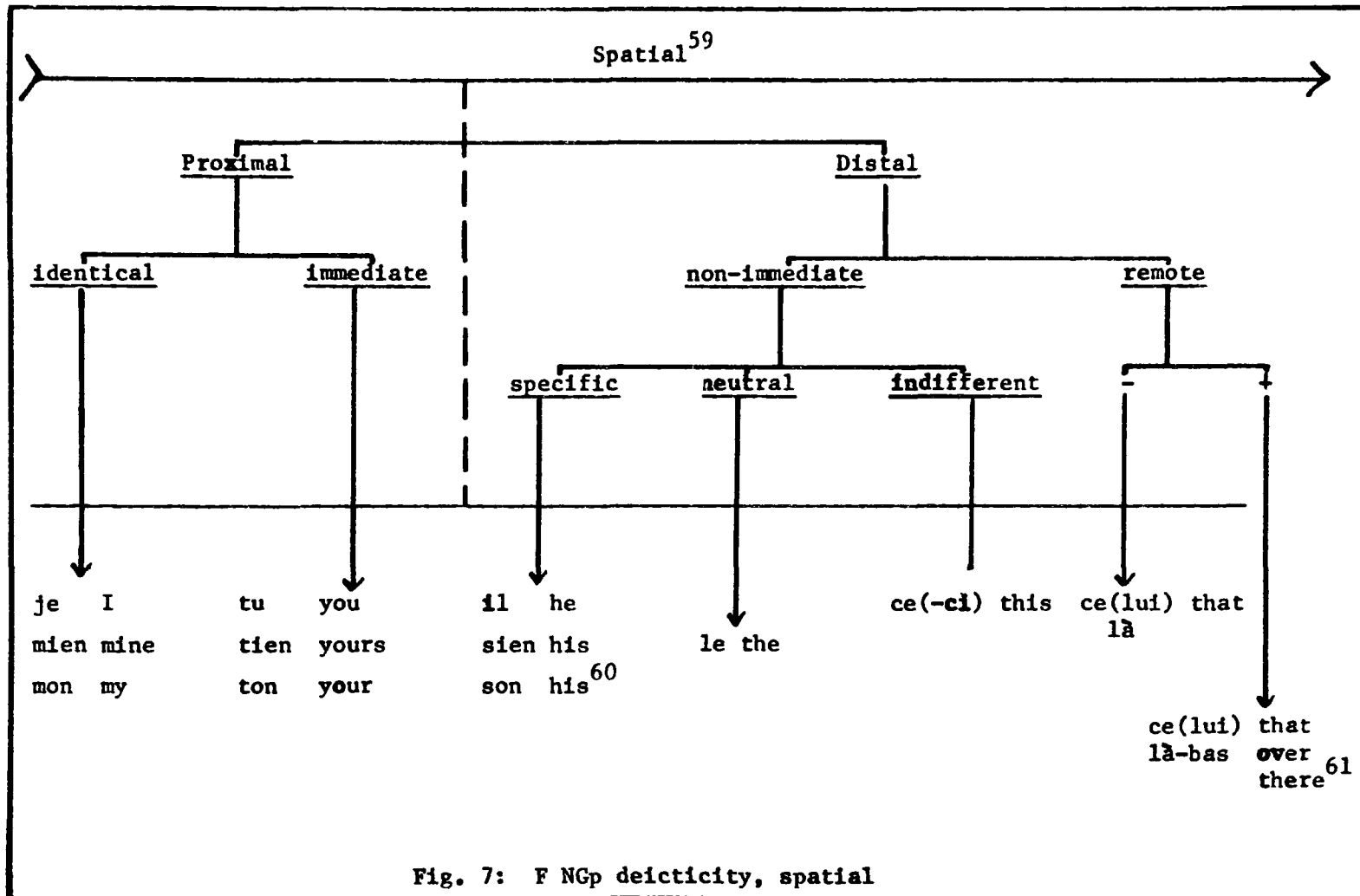
Analysis of expressions such as:

cet homme est ici	celui-ci
this man is here	this man

...leads to interest in statements such as:

La transformation du syntagme verbal en syntagme nominal, et réciproquement, est assurée en français par des règles et procédures qui font intervenir des suffixes, unités non autonomes. Ainsi, "il traverse la rivière" peut devenir "la traversée de la rivière". Grâce à ces morphèmes, on peut générer (c'est-à-dire produire) deux types de syntagmes à partir de la même base.⁵⁸

(F and E do not react in the same way to transformation from NGp to VbGp; in "he is crossing the river" / "this crossing of the river", the original subject is retained. Not so in F "il traverse la rivière" / "la traversée de la rivière".)



5.2 NGp deicticity, spatial

5.3 Binary oppositions

5.3.I Between systems

In relation to NGp deictics, it may be taken into account that as a sub-system, they may be described as opposed to "indefinites" and "numeratives".

It has been stated that E "a/an" represents disambiguation of the class-cleavage of the type we find in F "un":

"Indefinite - Numerative"

un

a

one

The specialization of the E forms corresponds to the degree of motivation in specificity (in terms of the number systems). In a like manner, the deictics "the/le" traditionally considered to be specific correspond to a far different motivation than "indefinite-numerative" "un/a". (F conflation into one category of "le/un" with an in-system opposition of "definite" versus "indefinite" is deficient in this respect.)

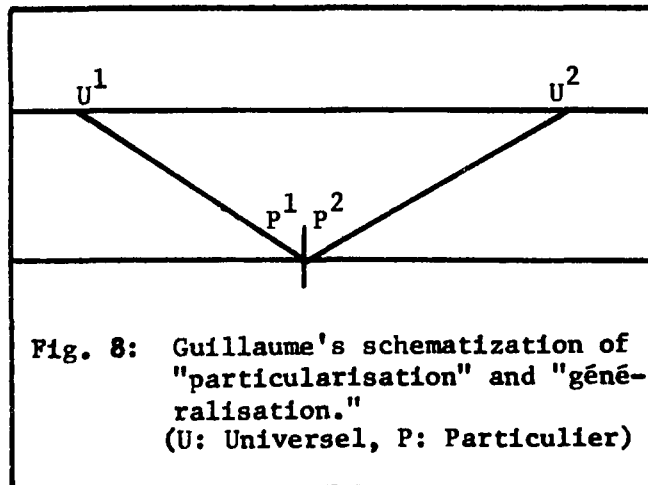
Guillaume states that

L'article un ... indique le mouvement par lequel la pensée, prenant de la distance par rapport à l'universel, s'approche du singulier numérique.

L'article le ... symbolise le mouvement par lequel la pensée, prenant son départ au singulier déjà atteint, s'en éloigne et tend, sans que dès lors aucune limitation finale puisse lui être assignée, vers l'infinitude de la vision universelle.⁶³

The distinction in motivation seems clear. Indeed, a case has already been made for a systemic opposition between "the/le" "a/un" an opposition which is expounded distributionally and formally, ~~but~~ whose physiognomy is other than definite-indefinite.

Notable is the fact that this systemic opposition is very nearly the same for E and F, save for use of numerative "one" opposite "a", and F use of "le" where E would have \emptyset (cf. 4.5). Moreover, there are meanings reaching from one system to the next, meanings which caused the systems to be conflated in traditional grammar. Refer to the following comparison of "le/the" "un/a" systems based on Guillaume's "Particularisation et généralisation dans le système des articles français." (cf. note 63).



E.g.: "Concrete substantives"

F	E
U ¹ Un soldat représente...	a soldier represents...
P ¹ Un soldat est arrivé...	a soldier has arrived...
P ² Le soldat se nomme...	the soldier's name is...
U ² Le soldat glorifie...	the soldier glorifies...

E.g.: "Abstract substantives"

F	E
U ¹ Un grand amour est...	a great love is...
P ¹ Un tel amour est...	such a love is...
P ² L'amour de ces enfants...	the love of these...
U ² L'amour est touchant...	love is touching...

Note: The semantic approach points are at U¹ and U².

5.3.2 Within systems

M. Kurylowicz a mis en valeur le rôle important qu'assume dans la syntaxe l'hypostase (ou "emploi motivé et caractérisé" des mots) opposée à leur fonction base ou fonction primaire.⁶⁴

The marked/unmarked dichotomy may well be a useful idea with which to approach the distal deictics of the NGp. The indifferent deictic *this/ce* may be considered a marked usage of the neutral deictic *"le/the"*:

As it also happens *"le/the"* may become indifferent rather than neutral deictics as in:

"He is the man of the hour."

"J'ai vu le crépuscule le plus beau."

But these usages belong to that field of linguistics called stylistics.

	E	F
-	the	le
♯	this	ce
	Fig. 9: Marked-unmarked dichotomy in distal deictics. 65	

Indeed a scale of deictic marking might be considered: "that" as a marked usage of this, quite immaterial of historical background:

...We may perhaps risk saying that "that" is generally the unmarked term of the opposition, "this" being the member used to draw attention to the immediacy or nearness of the referent in terms of some implied standard, probably unspecified.⁶⁷

The criterion for this marked/unmarked distinction is that of information content:

De quelle nature est le rapport entre les deux ensembles de formes? C'est celui de segments représentant la quantité minimale d'information possible pour que la phrase ou le syntagme existe en face de segments qui représentent une quantité d'information plus grande... Le rapport explique que les démonstratifs soient des cas marqués; ils apportent une information supplémentaire.⁶⁸

An important marked usage of E neutral deictic is, e.g. "He is the man of the hour". The stressed "the" corresponding to E indifferent deictic in total semanticity may only be analyzed through prosodic features.

F uses a syntactic variation for the same purpose: "C'est lui, l'homme..."

5.4 Information content

5.4.1 In terms of deicticity

The following further classification of F and E deictics can be effected:

Unspecified bare deicticity: le/the

Specified bare deicticity: ce/this

ce...ci/this

ce...là/that

Deicticity ≠ "personality": je, tu, il.../I, you, he...

Deicticity ≠ "personality" ≠ attribution: mon/my/mine

Deicticity, redundant, ≠ "personality" ≠ attribution: le mien/ø⁶⁹

5.4.2 In terms of grammatical meaning

The formal component has pointed to the fact that gender and plurality marking is an extensive feature of F as opposed to E; distributionally this is interpreted as greater syntagmatic cohesiveness in F NGp and semantically as a F tendency in deictics to preserve a greater amount of information.

But gender and plurality information is not of the same order as that of deicticity. Indeed, ways of treating F deictics in the past correspond largely to the attention paid to the gender-plurality marks. "Un" was conflated with "le" because both exponenced gender. In E, a parallel confusion existed for plural zero forms - the man/ the men/men/ a man, despite awareness of the definite-numerative

dichotomy.

5.4.3 Information priority

The fact that certain grammatical units may be considered deictics does not signify that the deixis content is the only categorization which suits these units, or that deicticity is the first choice. Indications are, however, that deicticity may very well be the first choice of information to be effected, prior to "personality", etc...

In his pamphlet "Les langues Ouralo-Altaïques" (Bruxelles, 1893), W. Bang thinks it incontestable that the human mind before having the conception of "I" and "thou" had that of "here" and "there".⁷⁰

At any rate, deixis is a useful means of disambiguating semantico-grammatical cross-categorization.

5.5 Anaphoric deicticity

Mention has already been made of lexical anaphoric deicticity in 3.2.1.

In addition, the grammatical deictics may be used to refer to something mentioned before in the utterance:

Le plus souvent, quand il y a opposition d'une idée a une autre, les démonstratifs prochains désignent l'être ou les êtres les plus rapprochés ou nommés en dernier lieu; les démonstratifs lointains désignent l'être, l'objet ou les êtres, les objets les plus éloignés ou nommés en premier lieu...⁷¹

In fact, the word "such", one of those structure words which seem equally at home among lexical items and grammatical particles,

may be considered a purely anaphoric deictic.

Similarly, "tel" "... présente le substantif à la manière de l'adjectif démonstratif mais sans exiger la détermination extralinguistique qui accompagne celui-ci."⁷² The bare deictic often has an anaphoric value:

Il détermine un substantif lorsque celui-ci évoque quelqu'un (ou quelque chose) de connu, de présent à l'esprit du locuteur, d'inclus normalement dans un cadre ou une situation.⁷³

5.6 Zero deictic

On the distributional level, it is only possible to observe the absence of the unit in question; on the semantic level, zero distribution can be interpreted and placed into context:

Un signe zéro n'est pas simplement l'absence d'un signe au sens saussurien, c'est-à-dire de l'ensemble signifiant / signifié: c'est un signe implicite dont le signifié se dégage des rapports mémoriels ou discursifs, mais dont le signifiant n'admet aucune réalisation phonique...⁷⁴

F zero deicticity has been explained by Guillaume in the following terms:

La langue française, ayant sur la base de cette réalisation, constitué un système d'une puissance expressive remarquable, il se conçoit... qu'elle ait cherché à aller plus loin dans la même voie en ajoutant aux deux tensions instituées une troisième... Cette troisième tension, outrepassant l'abstrait en direction du concret est représentée actuellement par un article zéro, dont la valeur... est en train lentement d'achever sa définition dans la langue.⁷⁵

But the limited function of F zero deictic does not seem to warrant such a rationalisation:

... l'article peut commuter avec l'article zéro...

1) L'absence de tout référent supprime toute forme d'actualisation. Le texte est placé hors situation.

2) L'absence de l'article supprime l'existence du segment nominal. En français moderne, ce dernier n'existe pas sans l'article ou le numéral (ou certains termes de la même classe) ou sans un adjectif pronominal; si le mot de la classe des substantifs est employé seul, il cesse de pouvoir former un syntagme nominal et il devient partie du syntagme verbal.⁷⁶

Problems arise when F bare deictic "le" is extended to cover a non-deictic situation due to the obligation to mark gender and number:

Ce système... a été entièrement perturbé en français moderne, par le cumul du genre et du nombre avec le déterminant. L'obligation de marquer le nombre neutralise et évince l'emploi du degré zéro.⁷⁷

Where F bare deictic has an "indefinite" meaning, it is covering a zero deictic distribution. (This is another area for stylistic research.)

The deictic zero distribution in E is as follows:

There are two mutually exclusive articles... the definite ... and the indefinite... With absence of article (sometimes referred to as the zero form) also functioning as a term in the article system, we have five possibilities:

1. Zero / noun singular - Cake is good.
2. The / noun singular - The cake you baked is good.
3. A / noun singular - A cake a mother bakes is good.
4. Zero / noun plural - Cakes are good.
5. The / noun plural - The cakes you baked are good. 78

E use of zero determiner is much more coherent because there is no necessity to mark gender or plurality. The use of F bare deictic "le" in an indefinite sense is symptomatic of the confusion caused by semantico-grammatical cross-categorization.

At any rate, zero determiner is best handled as an "indefinite" since its semantic content carries no deicticity as such.

5.7 Conclusions

1. Deixis is an extensive feature of F and E not only in NGp and also in other grammatical structures, e.g., VbGp.
2. Sub-classification of NGp deicticity seems to suggest that deixis is an elementary semantico-grammatical feature of F and E (a feature of deep grammar) corresponding to degrees of motivation with relation to the speech situation.
3. F deictics differ from E deictics in that F carries the obligation of marking gender/plurality, thus causing cross-categorization and some confusion as to the true nature of the deictic (cf. "F zero deictic").

CHAPTER VI

Conclusions

6.I General

The following statements constitute the conclusions to be drawn from a grammatical and a semantico-grammatical glimpse of deixis:

- 6.I.1 Syntactically, the constitution of a sub-class of deictic adjuncts within the NGp of F and E is valid; also valid syntactically is exclusion both for F and E, of what we may call numeratives.
- 6.I.2 Morphologically, deictics are related to "person" substitutes but the relation is less distant in F than it is in E, because of gender cohesion; exclusion of numeratives and combinatory adjuncts is also valid morphologically.
- 6.I.3 Semantically, F and E deictic adjuncts are congruent in system and seem to be an elementary feature of these languages, corresponding to degrees of motivation with relation to the speech situation; semantic cross-categorization of gender/plurality versus deicticity/enumeration causes confusion in F as to the scope of the deictic; this does not occur in E.

6.2 Areas for further study.

These would have to at least include:

- A. Grammar: Transformational analysis of deixis in NGp and VbGp.
Analysis of combinatory forms in terms of formal and distributional relations with deixis.
- B. Semantics: Analysis of lexical deicticity.

Analysis of systemic cross-categorization, e.g.

"indefiniteness" and deixiticity.

Investigation of time deixis.

Stylistic investigation of deictic marking
procedures.

Investigation of the use of logic in the study
of semantico-grammatical categories.

6. 3. Additional remarks:

The Applied Linguist is a language programme implementor and integrator by trade:

The language teacher must rely heavily on the description of languages and on psychology, and sociology, and on pedagogy, and on the integration of these fields effected by the Applied Linguist.⁷⁹

He is a linguistic theoretician by necessity:

Descartes' method must be applied in the sense that the problems and not the language must be atomized and minutely viewed before integrating each part into a whole.⁷⁹

The present study has attempted to point out relations which did not seem obvious before, that deixitics, regardless of function, are formally and semantically associated in such a way that they constitute a cohesive system. This is true of F and no less true of E in a looser, more flexible sense. The activity carried on in the study may be termed "contrastive linguistics":

...To some students of language, "contrastive linguistics" is no more than the attempt to compare languages in so far as they can be compared - one of several types of activity which may be relevant to language teaching but which are not necessarily to be condemned as a waste of time if they are not. For others again, "contrastive linguistics" is a kind of... pass-

word, the main key to effective language teaching towards which the up-to-date teacher marches confidently chanting "compare and contrast". Between these two types of attitude lie others, including the belief that "contrastive linguistics" is justified mainly by its relevance to language teaching although it has sometimes been given too prominent a place in language-teaching theory.

To the linguist, however, it may serve as a basic delimitation of territory in a continued study of deixis: for example, the effective domain of deictic usage will need very careful study (e.g., is in fact F "le" neutral, or is it, as some have suggested, absolute?).

But if one powerful category can be found to govern important orientational features of two (or perhaps several languages) the resulting theory may possibly prove invaluable to the teaching of these languages.

NOTES

- ¹ C. Fillmore, "Deictic categories in the function of 'Come'," Foundations of Language, 2(1966), pp. 219-227.
- ² Hereafter, "French" and "English" will be abbreviated as F and E.
- ³ H. Fréi, "Systèmes de déictiques," Acta Linguistica, 4(1966), No. 3, pp. 111-129.
- ⁴ Cf. note at 3.1.
- ⁵ Cf. 3.2.
- ⁶ From conversations with L.G. Kelly, author of 25 Centuries of Language Teaching, (Rowley, Mass.: Newbury House, 1969).
- ⁷ Cf. R.A. Hall, Jr., "Fact and fiction in grammatical analysis," Foundations of Language, 4(1965), pp. 337-345, with reference to linguistic conventions.
- ⁸ Cf. D. Bolinger, Aspects of Language, (New York: Harcourt, Brace and World, 1968), pp. 195 and following, and P. Postal, Constituent Structure, (Bloomington, Indiana: Indiana University Press, 1967), pp. 97 and following.
- ⁹ E. Richer, Syntaxe I, (Bruges: Desclée de Brouwer, 1967), pp. 155-156.
- ¹⁰ M.A.K. Halliday et al., The Linguistic Sciences and Language Teaching, (London: Longmans, 1964), p. 171.
- ¹¹ Z.S. Harris, "Discourse Analysis," Language 28(1952), No. 1, p. 2.

- ¹² E. Genouvrier and J. Peytard, Linguistique et enseignement du français, (Paris: Larousse, 1970), p. 75.
- ¹³ E. R. Hilgard, Introduction to Psychology, (New York: Harcourt, Brace and World, 1962), pp. 252 and following.
- ¹⁴ L.G. Kelly, 25 Centuries of Language Teaching, (Rowley, Mass.: Newbury House, 1969), pp. 220-221.
- ¹⁵ Halliday, et al., Linguistic Sciences..., p. 20.
- ¹⁶ W. Bloch and G.L. Trager, Outline of Linguistic Analysis, (Baltimore: Waverley Press, 1942), p. 61.
- ¹⁷ Halliday, et al., Linguistic Sciences..., p. 28.
- ¹⁸ Halliday, et al., Linguistic Sciences..., p. 36.
- ¹⁹ J. Ellis, Towards a General Comparative Linguistics, (The Hague: Mouton, 1966), pp. 18-19.
- ²⁰ C.C. Fries, The Structure of English, (London: Longmans, 1952), p. 279.
- ²¹ Halliday, et al., Language Sciences..., pp. 255-256.
- ²² Cf. G. Rondeau, Initiation à la linguistique appliquée à l'enseignement des langues, (Montréal: Centre éducatif et culturel, 1965).
- ²³ N. Chomsky, Syntactic Structures, (The Hague: Mouton, 1965), p. 5.
- ²⁴ M.A.K. Halliday, "Some notes on 'deep grammar'," Journal of Linguistics, 2(1966), No. 1, p. 59, note 4.
- ²⁵ J. Lyons, Introduction to Theoretical Linguistics, (London: Cambridge University Press, 1968), p. 481.

- 26 J. Greenberg, Universals of Language, (Cambridge, Mass.: MIT Press, 1963), p. xix.
- 27 D. Bolinger, Aspects of Language, (New York: Harcourt, Brace and World, 1968), pp. 200-201.
- 28 Halliday et al., Linguistic Sciences..., p. 113.
- 29 L.G. Kelly, "Punning and the Linguistic Sign," publication pending.
- 30 D. Crystal, "World classes in English," Lingua, 17(1966), No. 1, p. 50; also, P. Guirard reviewing Guillaume's "positions" in "Gustave Guillaume and Generative Grammar," Language Sciences, 10(1970), pp. 5-6.
- 31 Genouvrier and Peytard, Linguistique..., p. 116.
- 32 J.R. Firth, Papers in Linguistics, (London: Oxford University Press, 1957), p. 2.
- 33 I. Morris, "The factor of purpose in Grammar Teaching," ELT, 21(1966), No. 1, p. 38.
- 34 Genouvrier and Peytard, Linguistique..., p. 118.
- 35 Halliday, et al., Language Sciences..., p. 84.
- 36 J.C. Catford, A Linguistic Theory of Translation, (London: Oxford University Press, 1965).
- 37 Halliday, et al., Language Sciences..., p. 84.
- 38 Catford, Linguistic Theory..., p. 94.
- 39 "Messieurs les linguistes, accordez vos violons; alors nous consentirons à danser."

⁴⁰ H.A. Gleason, Jr., An Introduction to Descriptive Linguistics, (New York: Holt, Rinehart and Winston, 1955), p. 217.

⁴¹ H.A. Gleason, Jr., Linguistics and English Grammar, (New York: Holt, Rinehart and Winston, 1965), p. 119.

⁴² H. Mitterand, "Observations sur les prédéterminants du nom," Etudes de Linguistique Appliquée, 2(1963), p. 127.

⁴³ B. Trnka, "Some thoughts on structural morphology," A Prague School Reader, (Bloomington, Indiana: Indiana University Press, 1967), p. 329.

⁴⁴ A.J. Greimas, "Comment définir les indéfinis," Etudes de Linguistique, 2(1963), p. 110.

⁴⁵ Ellis, Towards..., p. 96.

⁴⁶ Mitterand, "Observations...," p. 131.

⁴⁷ L.A. Hill, Selected articles on the teaching of English as a second language, (London: Oxford University Press, 1967), pp. 11-12.

⁴⁸ Cf. J. Dubois, Grammaire structurale du français, nom et pronom, (Paris: Larousse, 1965), p. 151.

⁴⁹ In addition to identical restrictions in patterning, a particular complexion is placed on E by the presence of unmarked "a" vs. marked "one" with reference to numeratives.

⁵⁰ Introduction of the c(e) component may be considered a cross-categorization of "person" vs. "space": cf. section on grammatical meaning.

⁵¹ (ci/lã) morphemes also appear as deicticity markers in Vb Gp.

⁵² E. Richer in Grammaire française pour notre temps, (Bruges: Desclée de Brouwer, 1967), p. 141, states:

On aura noté que ce...ci, ce...là, cet...ci, cette...là sont à la fois préfixées et suffixées: il s'agit d'un seul et même morphème (quoique discontinu) à valeur déictique.

⁵³ It is not possible to discount in terms of homonymity these formal relations; there is an essential difference between lexical and grammatical homonymity.

⁵⁴ On the question of formal relations between E deictic substitutes and adjuncts, phonology must come into play:

Allomorphs with reduced vowels reflect the subordinate role of all system morphemes. Their job is to serve the main carriers of meaning, the "content words": to relate them, refer back to them, combine them or separate them, augment them, or diminish them, substitute for them...

If there are three allomorphs for the "definite article",

...two of which are unaccented, with one, /ðə/ used before consonants, and sometimes before the vowel (i), and the other /ð/, before vowels; the third /ði/ is accented and used without regard to the following sound...

There seems to be some ground for extending the reasoning to "demonstrative" this and "personal pronoun" they.

(from Bolinger, Aspects..., p. 61.)

⁵⁵ C(e)/s/ component is external to system but formally related by morphological marking of gender/plurality and cumul at "celui".

⁵⁶ Greenberg, Universals..., p. 158.

⁵⁷ Greenberg, Universals..., pp. 155-156.

⁵⁸ Dubois, Grammaire structurale..., p. 11; also R.W. Langacker, "Observations on F possessives," Language, 44(1968), No. 1, pp. 51-75.

59 M. Dessaintes quoting Vendryes in Eléments de linguistique descriptive, (Tournai: Casterman, 1960), p. 210:

L'idéal logique d'une grammaire serait d'avoir une expression pour chaque fonction et une seule fonction pour chaque expression. Cet idéal, pour être réalisé, suppose le langage fixé comme une algèbre, où la formule une fois établie, demeure sans changement dans toutes les opérations où on les emploie. Mais les phrases ne sont pas des formules algébriques. Toujours l'affectivité enveloppe et colore l'expression logique de la pensée.

60 Cross-categorization of deicticity and (in-) animateness occurs in "it".

61 This category is on the borderline of lexical deicticity.

62 C.E. Bazell, Linguistic Form, (Istanbul: Istanbul Press, 1953), p. 5.

63 C. Guillaume, Langage et science du langage, (Paris: Nizet, 1964), pp. 145-146.

64 R. Jakobson, "Signe zéro," Mélanges de linguistique offerts à Charles Bally, (Genève: Georg, 1939), p. 148.

65 In a diachronic study, one might speak of dematerialisation of deictics into weaker manifestations.

66 Dubois, Grammaire structurale..., p. 144.

67 B. Strang, Modern English Structure, (New York: St. Martin's Press, 1968), p. 129.

68 Dubois, Grammaire structurale..., pp. 161-162.

69 Cf. Dubois, Grammaire structurale..., p. 103:

La confusion des deux plans du code et de l'expérience à transmettre ou transmise a encore pour résultat la constatation finale que les valeurs sémantiques des démonstratifs, des possessifs, des personnels ont parfois tendance à se superposer. On dit alors que le possessif "est mis pour un démonstratif" que l'article "a la valeur d'un possessif" que les pronoms personnels peuvent "remplacer un adjectif possessif". Que constate-t-on finalement? Par ces distinctions et ces analyses successives, on est amené à reconnaître que toutes les classes assurent parfois les mêmes fonctions sémantiques: on parle alors de "synchrétisme" en pensant que l'emploi d'un mot suffit à résoudre les problèmes...

- ⁷⁰ O. Jespersen, The Philosophy of Grammar, (London: Allen and Unwin, 1963), pp. 214-215.
- ⁷¹ M. Grévisse, Le bon usage, 8th ed., rev., (Paris: Hatier, 1964), p. 459.
- ⁷² J.C. Chevalier, et al., Grammaire Larousse du français contemporain, (Paris: Larousse, 1964), p. 257.
- ⁷³ R.L. Wagner and A. Pinchon, La grammaire du français, classique et moderne, (Paris: Hachette, 1965), p. 94.
- ⁷⁴ R. Godel, "La question des signes zéro," Cahiers Ferdinand de Saussure, 11(1953), p. 31.
- ⁷⁵ Guillaume, Science..., p. 181.
- ⁷⁶ Dubois, Grammaire structurale..., pp. 149-150.
- ⁷⁷ Guiraud, La Grammaire, p. 128.
- ⁷⁸ Strang, Modern English Structure, p. 124; expanded example.
- ⁷⁹ R. Lado, Language Teaching, a Scientific Approach, (New York: McGraw-Hill, 1964), p. 7.
- ⁸⁰ W.R. Lee, "Thoughts on contrastive linguistics in the context of language teaching," Georgetown Monographs, 21(1965), pp. 185-186.

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