NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF ARTS AND SOCIAL SCIENCES

COURSE CODE: ENG 221

COURSE TITLE: AN INTRODUCTION TO SYNTACTIC MODELS

COURSE
GUIDE

ENG 221
AN INTRODUCTION TO SYNTACTIC MODELS

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ii

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CONTENTS   **PAGE**

Introduction

ENG 221 is a one-semester, three-credit unit, 200 level course. It is designed primarily for students whose major discipline is English. The course consists of fourteen units which cover selected Syntactic Models – Traditional Grammar, Structural Grammar and Transformational Grammar. There are no compulsory prerequisites for the course. The material has been simplified and made suitable for Nigerian students.

The Course Guide tells you what the course is about, what course materials you will be using and how to work your way through these materials. It suggests some general guidelines for the amount of time you are likely to spend on each unit of the course. It also gives you some guidance on your Tutor-Marked Assignments. You are advised to do the self-assessment exercises and attend the tutorial classes where you will discuss your problems with your tutors.

Course Aims

The course is designed to expose you to a variety of models used in syntactic analysis. The models selected for this course are the most popular. The goals of the course are to:

• enable you have a broad view and understanding of the models that are available for use in the analysis of language;
• help you to study these models and their workings;
• enable you to achieve competence in the application of these models in the analysis of language data, and
• help you to identify the strengths and weaknesses of each model.

Course Objectives

There are objectives to be achieved in each unit of the Course. Familiarize yourself with these objectives before studying each unit. It is hoped that by the time you have finished this course you should be able to:

• discuss the syntactic models discussed
• explain how they work and how to apply them in the analysis of language data
• determine the suitability of each model in the analysis of aspects of English Language.

Working through this Course

To finish this course successfully, you are advised to study the units, locate the recommended textbooks and read them. Don't forget other materials provided by NOUN. At particular points in each unit, you will find self-assessment exercises. You are advised to do them because they are geared towards testing your understanding of the topic discussed. You will also find Tutor-Marked Assignments at the end of each unit. You are required to submit these assignments to your tutor for assessment purposes. These Tutor-Marked Assignments will count towards your overall performance in the course. There will be a final examination at the end of the course. The course will take you about fourteen weeks to complete. All the components of the course are listed below. You have to allocate your time to each unit in order to complete the course successfully and on time. Don't jump units; study all of them because they have been developed hierarchically. For example, to understand unit 2 well, you have to know unit 1.

Course Materials

The major components of the course are:

1. Study units
2. Textbooks
3. Assignment file
4. Presentation schedule

Study Units

There are fourteen study units in this course as follows:

Module 1 Syntax within the Structure of Language

Unit 1 An Overview of the Structure of Language
Unit 2 Major Concerns of the Syntax of English
Unit 3 Perspectives of the Analysis of Syntax

Module 2 Elements of Traditional Grammar

Unit 1 The Origin and Development of Traditional Grammar
Unit 2 Linguistic Practices in Traditional Grammar – parts of speech, parsing and concatenation
Unit 3 Meaning and the Nature of the Sentence
Unit 4 A Critique of Traditional Grammar

Module 3 Elements of Structural Grammar

Unit 1 Origin of Structural Grammar and its Variants –
                Tagmemics, Scale and Category, etc
Unit 2 The Practice of Immediate Constituent Analysis
Unit 3 Elements of the Clause
Unit 4 A Critique of Structural Grammar

Module 4 Earlier Versions of Transformational Grammar

Unit 1 Finite State Grammar and Phrase Structure Grammar
Unit 2 Popular Models of Transformational Grammar – Syntactic
                Structure and Aspects Models
Unit 3 A Critique of these Early Models

Each study unit consists of one week's work. Included in each unit are
specific objectives, directions for study, self-assessment exercises and
examples (where appropriate). Together with Tutor-Marked
Assignments, these exercises will help you in achieving the stated
learning objectives of the individual units and of the course.

Textbooks and References

Certain books are recommended in the course. You should purchase
them yourself and read them. Also, textbooks for further reading are
listed at the end of each unit.

Assessment

This course is assessed in two ways: Tutor-Marked Assignments and a
written examination. In doing these assignments, you are expected to
utilize the information and knowledge gathered during the course. The
Tutor-Marked Assignments must be submitted to your tutorial facilitator
for formal grading. Adhere to the deadlines stated in the   presentation
schedule and the assignment file. These Tutor-Marked Assignments will
count for 30% of your total course grade.

Tutor-Marked Assignment

Tutor-Marked Assignments are found at the end of each unit.   You are
required to attempt all of them. You may be assessed on all of them but
the best four or five performances will be used for your continuous
assessment. One of the four or five selected will come from each of the
modules, namely: Traditional Grammar, Structural Grammar and
Transformational Grammar. The   assignments will   carry a total of 30%
of your final grade.

When you have completed each assignment, send it together with Tutor-Marked Assignment file, to your tutorial facilitator. Make sure that each assignment reaches your tutorial facilitator on or before the due date. If for any reason you cannot complete your work on time, contact your tutorial facilitator before the due date to discuss the possibility of granting you time extension. Extensions will not be granted after the date the assignment is due unless under exceptional circumstances.

Final Examination and Grading

The final examination of ENG 221 will be of three hours duration and will carry 70% of the total course grade. The examination will consist of questions which reflect the kinds of self-assessment exercises and the tutor-marked problems you have previously encountered. All areas of the course will be tested. You should use the time between finishing the last unit and the date of the examination to revise the entire course. You may find it profitable to go through your self-assessment exercises and tutor-marked assignments before the examination.

Course Marking Scheme

The following table lays out how the actual course marking is broken down.

Assessment	Marks
Assignments 1-5 (the best three or four of all the assignments submitted)	Totaling 30%
Final examination	70% of overall course marks
Total	100% of course marks

Course Overview

Unit Title of Work Week's	Activity	Assessment (End of Unit)
Course Guide		
Module 1		
1 An Overview of the Structure of Language	1	Assignment 1
2 Major Concerns of the Syntax of English	1	Assignment 2
3 Perspectives of the Analysis of Syntax	1	Assignment 3
Module 2		
1 The Origin and Development of Traditional Grammar	1	Assignment 4
2 Linguistic Practices in Traditional Grammar	1	Assignment 5
3 Meaning and the Nature of the Sentence	1	Assignment 6
4 A Critique of Traditional Grammar	1	Assignment 7
Module 3		
1 Origin of Structural Grammar and its Variants	1	Assignment 8
2 The Practice of the Immediate Constituent Analysis	1	Assignment 9
3 Elements of the Clause	1	Assignment 10
4 A Critique of Structural Grammar	1	Assignment 11
Module 4		
1 Finite State Grammar and Phrase Structure Grammar	1	Assignment 12
2 Popular Models of Transformational Grammar	1	Assignment 13
3 A Critique of these Early Models	1	Assignment 14
15-16 Revision	2	
17 Examination	1	
Total	17	

How to Get the Most from this Course

In distance learning, the study units replace the university lecturer. The advantage is that you can read and work through the study materials at your own pace, and at a time and place that suit you best. Think of it as reading the lecture instead of listening to a lecturer. Just as a lecturer might give you in-class exercise, your study units provide exercises for you to do at appropriate times.

Each of the   study units follows a common format. The   first item is an
introduction to the subject-matter of the unit and how a particular unit is
integrated with   other units and   the course   as a whole. Next is a   set of
learning objectives. These objectives let you know what you should be
able to do by the time you have completed the unit. You should use
these objectives to guide your study. When you have finished the   unit,
you should go back and check whether you have achieved the
objectives. If you make a habit of doing this, you will
significantly improve your chances of passing the course.

Self-assessment exercises are interspersed throughout the units and
answers are given at the end of the course. Working through these tests
will help you to achieve   the objectives of the unit and prepare   you for
the assignments and the examination. You should do each self-
assessment exercise as you come to it in the study unit. There will be
examples given in the study units. Work through these when you come
to them.

Facilitators/Tutors and Tutorials

There are fourteen hours of tutorials provided in support of this course.
You will be   notified of the   dates, times and location of these   tutorials,
together with the name and phone numbers of your tutorial facilitator as
soon as you are assigned a tutorial group.

Your tutorial facilitator will mark and comment on your assignments,
keep a close   watch on   your progress and on any difficulties you might
encounter, as well   as provide assistance   to you during the course. You
must mail/submit your tutor-marked assignments to your tutorial
facilitator well before   the due date. They will be marked by your tutor
and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone or e-mail if you need
help. Contact your tutorial facilitator if:

• you do not understand any part of the study units or the assigned
  readings;
• you have difficulty with the self-assessment exercises; and
• you have a question or a problem with an assignment or with the
  grading of an assignment.

You should try your best to attend the tutorials. This is the only chance
to have face-to-face contact with your tutor and ask questions which are
answered instantly. You can raise any problem encountered in
the course of your study. To gain the maximum benefit from
course

tutorials, prepare   a   question list before   attending them. You will gain a
lot from participating actively.

Summary

ENG 221 will enhance your knowledge of language   by exposing you to
various   models   that   are   available   in   the   analysis   of   language.   Upon
completing   the   course you   should   be   equipped   with   the resources and
knowledge   required   in   analyzing   aspects   of   English   Language.   You
should be able to deal with such issues as:

• what is grammar?;
• what   are   the   models that   could   be   used   in   the   analysis of English
      Language?'
• what are the strengths and weaknesses of these models?; and
• how are these models applied in the analysis of English Language?

I   wish   you   success   with   the   course.   I   hope   that   you   will find it
interesting and useful.

COURSE GUIDE

Course Code   ENG 221

Course Title   An Introduction to Syntactic Models

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CONTENTS   PAGE

**MODULE 1 SYNTAX WITHIN THE STRUCTURE OF
                LANGUAGE**

Unit 1 An Overview of the Structure of Language
Unit 2 Major Concerns of the Syntax of English
Unit 3 Perspectives of the Analysis of Syntax

**UNIT 1 AN   OVERVIEW   OF   THE   STRUCTURE   OF
                LANGUAGE**

CONTENTS

This   unit   will   give   an   overview   of   the   structure   of   language.   To
understand the complex structure of language, we shall treat it under
four components: lexicon, phonology, syntax and semantics.

The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 The Lexicon
        3.2 Phonology
        3.3 Syntax
        3.4 Semantics
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

Language   is   extremely   complex.   As   with   geological   formations,   the
visible mass of linguistic structure forms itself into layers. The four-part
division we are going to follow is in current use; almost every textbook
for teaching a foreign language is organized around it, and where parts
of language are treated in separate books, they usually divide the field in
the   same   way: phonetics   manuals   for   sound,   dictionaries   for   words,
grammars for syntax and semantics for meaning. It is obvious that words
are 'made up of' sounds (or at least that they contain sounds) and that
sentences are 'made of' words, and sentences must be meaningful. Most
linguistic business is that of defining the levels and determining their
interrelationships, getting a   more precise   understanding of what   'made
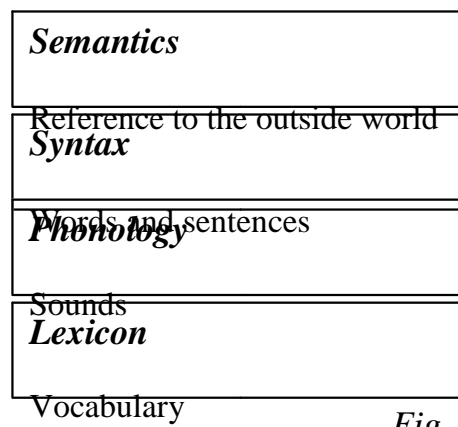up of' signifies. See fig.1 below:

Language System

Semantics
Reference to the outside world

Syntax
Words and sentences

Phonology
Sounds

Lexicon
Vocabulary

Fig. 1:

While linguists disagree radically about precisely what form a grammar of a human language may take, there is considerable agreement that the correct theory of grammar must allow for grammars that have the four-part division we shall discuss. One can choose among several descriptions of what the levels are and how they are related. Some linguists start with the syntactic level and work down; others start with the bottom or phonetic (sound) level and work up. Since the levels are tied together and can only be understood as a whole, either approach is possible and picking one rather than the other is a more or less arbitrary decision.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• explain the four levels of language structure: lexicon, phonology, syntax and semantics
• describe what each level stands for
• explain the relationships between these levels.

3.0 MAIN CONTENT

3.1 The Lexicon

The lexicon (or the lexical level), in its most general sense, is synonymous with the 'vocabulary'. It should be noted, however, that the word 'lexicon' is used in different senses by different linguistic theorists. For example, in Generative Grammar, it is used to refer to the 'component' containing all the information about the structural properties of the lexical items in a language. In some other grammatical models, these properties are formalized as 'features' and put in square brackets. We shall restrict our discussion here to its most general sense.

Every language contains a vocabulary or lexicon which is complementary to the grammar. The lexicon lists the lexemes of the language and provides along with each lexeme all the information that is required by the rules of the grammar. We cannot claim to know a language without knowing its vocabulary. The lexicon, therefore, must contain some information that will enable the speaker to reproduce correctly the utterances in a language.

Two kinds of information the lexicon should contain are syntactic information and morphological information (ignoring pronunciation which is equally necessary in mastering the vocabulary of a language). In relation to syntax, knowing a word is not itself enough to ensure that it will always be used correctly in sentences. Take, for example, the word man which is a vocabulary of English. Apart from the fact that it is a 'noun', we also need to know that it may be preceded by a definite or an indefinite article 'the/a' (as in the man, a man); that it may be preceded by numerals (as in one man, four men); that it may be preceded by adjectives (as in serious man, dangerous man); and that it can be replaced by a pronoun like he, him, who or whom. Let us look at another word in English which is go. To specify this word, we shall need the in formation that it belongs to one or more subclasses of intransitive verbs and all the information needed for the selection and construction of its forms (e.g. goes, going, went, gone). Thus, the mastery of such information is part of linguistic knowledge, and a grammar designed to give a full account of linguistic knowledge will simply have to list in the lexicon for each word of the language the sum total of its syntactic properties. Such information appear to parallel that found in any dictionary.

The morphological information required from the lexicon will include the permissible combinations of prefixes, roots, and suffices which go to make up a word. Most English speakers, for example, would agree that the following words consist of a single root or stem, that is, they contain no prefixes or suffixes:

a, the, man, kind, hate, school, house

while the following words are morphologically complex in the sense that they contain prefixes and suffixes:

houses (house-s)
manly (man-ly)
kindness (kind-ness)
hateful (hate-ful)
schooling (school-ing)
unkindly (un-kind-ly)
unmanly (un-man-ly)
dislike (dis-like)

We thus see that the lexicon is an important component of the grammar of a language. When we know a language we also know the vocabulary of the language as well as all the information associated with each of the lexemes of the language that is required by the rules of the grammar of the language.

SELF ASSESSMENT EXERCISE 1

1. How many levels of language structure do you know?
2. What is lexicon?
3. Explain the two kinds of information that the lexicon should provide.

3.2 Phonology

Languages consist of several interrelated systems called components. These include the semantic component which determines the meanings of words and sentences, the syntactic component which specifies how sentences may be created or changed, and the phonological component which contains the rules by which syntactic units are converted into sound units. Since sound is the primary vehicle for expressing language, the phonological system is of major importance in understanding the nature of language and the nature of our knowledge of language.

At the level of phonology, the linguist is first of all concerned with the speech sounds of the language. This is within the realm of phonetics – the study of speech sounds. Whereas phonetics is the study of sounds that occur in language, phonology is the study of how these sounds are organized and how they function in language. In other words, phonology is the scientific study of speech sounds and speech patterns in language. The phonological systems of languages vary in the number of sounds they contain. The English system contains twenty-four consonants and twenty vowels and diphthongs. The study of the number of sounds contained in a language, their permissible combinations to form words and their semantic functioning is the task of phonology.

Every language of the world has its own sound system and pattern. By a sound pattern we mean:

(i) the set of sounds that occur in a given language,
(ii) the permissible arrangements of these sounds in forming words, and
(iii) the process of adding, deleting or changing sounds in a language.

Phonology is also concerned with the 'grammar' of speech sounds: the patterns they enter into and the changes they undergo when juxtaposed

4

with other sounds in the course of normal speech. For example, the grammar of English phonology allows a maximum of three consonants to cluster at the beginning of a word – but only a very few consonants are permitted in this position, and then only in a certain order. The first must be [s], the second must be one of [p], [t] or [k], and the third either [l] or [r] (splint, string, spring, screen, etc). All other arrangements, such as *trs-, and *rst- are prohibited by the rules of English phonology.

Phonological rules also specify how sounds regularly change when spoken in a variety of contexts. Notice how the final [t] of words such as *moist and script changes to [ ] (or [c]) when the suffix –ure is added* (moisture, scripture), and how the final [k] of public and elastic changes to [s] before the suffix –ity (publicity, elasticity).

The object of phonology, and of other areas of language study as well, is to describe and ultimately to explain the knowledge speakers have which allows them to produce and to understand their language. This knowledge is called linguistic competence. In phonology, competence includes knowledge of the specific sounds that occur in a language and how these sounds may be strung together to form syllables, words, and longer utterances. Part of competence is knowing what is permissible in a language and what is not. Speakers of English 'know', since it is part of their competence, that the initial sequence str- is possible, but that other combinations, such as tri and stm- are not. By far the greatest part of linguistic competence is unconscious; that is, it is difficult if not impossible to state overtly what the principles of language are. Phonology is an attempt to make explicit one aspect of this linguistic knowledge.

Another important thing to note about speech sounds is that when you speak, you do not produce one sound, and then another. For instance, if you want to say pen, you don't utter each sound separately, instead, you move your organs of speech continuously and you produce a continuous sound. Despite the fact that the sounds we produce and the sounds that we hear and comprehend are continuous signals, everyone who has ever attempted to analyse language has accepted the notion that speech utterances can be segmented into individual pieces or segments. Therefore, although our speech utterances are continuous, in analyzing a language we can segment speech utterances.

It is important to note that every speaker of a language, even without any linguistic training, is capable of segmenting the speech segments of that language. This is because when we learn a language, we also learn to segment utterances in the language into their basic discrete elements of sound. Thus, though no two speakers speak alike, we are still able to segment the discrete elements with our knowledge of the language.

5

Speakers understand each other because they know the same language and how to segment the discrete elements of the continuous utterance.

We have said earlier that when you know a language, you know the sounds in that language; and knowing the sounds implies knowing the sounds that distinguish words which comprise the vocabulary or lexicon of that language. These distinguishing sounds are responsible for the different meanings of words. Therefore, when you know a word, you know both its form (the sounds that make it up) and its meaning. Each word must differ from another either in form and meaning, or meaning only. The difference in meaning may be signaled by one sound (i.e. the two words are identical in all respects except by the difference in one sound) as in: pill/kill; or the difference may be signaled by two sounds as in: pet/got. These discrete differentiating sounds are said to be distinctive sounds because they are responsible for the contrastive meanings of words. They are called phonemes. In English, words like *pill, kill, till, fill, mill, nil and bill are distinguished only by their initial* sounds. Therefore /p,k,t,f,m,n and b/are phonemes in English. Thus, when people speak the same language, they know the distinctive sounds (phonemes) that cause differences in the meanings of words and also know the sounds that don't cause any differences in meanings.

Therefore, a grammar of any language must include the knowledge of the phonology of the language.

SELF ASSESSMENT EXERCISE 2

1. What is phonology?
2. What are the things you know when you know a language?
3. What is the importance of distinctive sounds in a language?

3.3 Syntax

It is evident that a language is not simply an inventory of words. Words combine to form larger units called phrases, which, in turn, combine to form sentences. It is the task of syntax to describe the various ways by which words of the language may be combined to form phrases and sentences. The word syntax is derived from a Greek word that means "arrangement". Syntax, therefore, concerns itself with the meaningful organization of words into larger units such as phrases, clauses or sentences, and the analysis of such units. The sentence is usually taken as the largest unit amenable to meaningful linguistic analysis. This is why most linguistic analyses are limited to the sentence and its constituents.

Before going into the discussion of word groups, let us first consider individual words. You will notice that words are structured too. Most words can be divided into meaningful units. For example, the word *unconditionally can be divided into several meaningful units: un-condition-al-ly. Thus, un-, -al and –ly are meaningful in English (though* they are not words) because they signal some grammatical meanings. These meaningful units are called morphemes, which may be defined as the smallest meaningful units of grammatical description. The description and analysis of the smallest meaningful units of grammar is called morphology. Thus, morphology studies the internal structure of words, that is, the ways in which morphemes function as constituents of word structure. You will notice that from our example above, un-, -al and –ly, although they are grammatically meaningful in English, they cannot occur alone in phrases or sentences. In other words, they must be hooked onto other units or words. However, condition can occur alone because it can be combined with other words and phrases without the support of other meaningful units. We call the morphemes like *condition free morphemes because they can occur alone, but morphemes* like un-, -al and –ly that cannot occur alone we call bound morphemes since they always occur with free morphemes. The bound morphemes like un- that are attached at the beginning of free morphemes are referred to as prefixes while those that are attached at the end of free morphemes are referred to as suffixes.

Having established the structure of words, we can now go on to examine how words can be strung together to form larger grammatical units. The syntax of a language describes the various ways in which words of a language may be strung together to form sentences. It has to be mentioned at the outset that native speakers of a language can produce not only sentences they have heard before but also those they haven't heard uttered before. In other words, they can make up and understand new sentences in the language. For an illustration, consider these examples:

1. (a) My teacher slept in the moon last night
   (b) Slept my teacher in the moon last night

It is possible that 1(a) may not have been uttered by anybody since it is not usual for people to go to the moon to sleep. In spite of this, speakers of English will certainly recognize 1(a) as an English sentence. However, although 1(b) contains English words, native speakers of English will reject it as an English sentence. The ability to take these decisions must be explained on the basis of the properties of the words in these examples and the order in which they are strung together. In the case of 1(b), for example, the verb slept must be positioned in the right place between my teacher and in the moon. This shows that speakers

have knowledge of the structure of sentences, and it is this knowledge that the linguist seeks to describe in formulating an account of the syntactic component.

The notion that we are attempting to characterize precisely in the case of English is that of grammatical sentence of English. Intuitively, the grammatical sentences are the sentences that sound good to the native speaker; formally, they are the string of words that can be formed by the rules of syntactic component. The syntactic component, therefore, produces all and only the sentences that native speakers judge to be grammatical. Note that the grammaticality of a string of words is quite independent of whether it makes sense or not. For example, 1(a) is odd to the extent that it asserts something that is not easy to imagine. The reason for this has nothing to do with English grammar since it is not a property of English that it is not usual to walk over to the moon and sleep for the night. On the other hand, 1(b) is ungrammatical, and this is independent of whatever we might understand by this string of words. If we substitute hotel for moon in sentence 1(a) it will be less odd but the same substitution will not improve 1(b).

So far we have established that the syntax of a language makes use of: (i) meaningful elements or morphemes, and (ii) their arrangement. When we create an expression such as light blue, we select the morpheme from a possible set: light, dark, bright, etc., on the one hand, and red, yellow, green, etc., on the other. Besides their inherent meaning, such morphemes have additional meaning from their order in a sequence: blue light has a different meaning from light blue. One may, therefore, think of language as a horizontal string with each position filled from a vertical store.

A large number of sentences may be made from a few elements, as you can see by using a few possibilities such as the following:

> the car drove slowly
> this boy went well
> that girl stopped frequently
> their driver performed yesterday

From these few words you can make many sentences. Try that out and be overwhelmed by the number of sentences you can come up with. Because of the large number of morphemes and words in any language and because of the many possibilities for arranging them, speakers can convey an infinite variety of meanings.
The syntactic component of a language, then, is the set of rules by which words and groups of words may be strung together to form grammatical sentences of a language. The question of whether a string of words is a

grammatical sentence of a particular language is completely independent of whether or not that string of words makes a true statement, logically consistent, or makes much sense at all.

The existence of this distinction does not preclude the existence of a relationship between the syntactic structure of a linguistic expression and its semantic content. It is obvious from what we said above that when the order of words in a sentence is changed the result may be a non-synonymous sentence:

2 (a) Samuel killed Jane
       (b) Jane killed Samuel

Thus, apart from their phonological make up, morphological units and their syntactic structure, sentences have a meaning aspect: they convey messages. A linguistic description which ignores meaning is obviously incomplete.

SELF ASSESSMENT EXERCISE 3

1. What is the main function of the syntactic component of a language?
2. How is a word structured?
3. Why are native speakers able to differentiate acceptable sentences from the non-acceptable ones in a language?

3.4 Semantics

Some decades ago, linguists considered semantics outside their field of interest. Now, however, most linguists believe that an adequate theory of grammar must deal with semantics, as well as with phonology, morphology, and syntax. In spite of this, semantics still remains an area of major controversies as well as active research among linguists and philosophers. A linguistic description which ignores meaning is obviously incomplete.

The study of meaning is the concern of the semantic level of analysis. For practical purposes, meaning is described on the one hand in dictionaries, on the other hand, in grammars. By classifying light as an adjective as well as a noun, and by discussing differences of meaning in sequences, such as that between blue light and light blue, grammars deal with some of the meanings of language. The more specific meanings of words, such as blue, light, boy, and so on, are given in dictionaries. (It should be noted, however, that dictionaries do not give the meaning of words; they simply indicate the ways in which words are used).

In their treatment of meaning, dictionaries describe relationships between linguistic elements and the world outside language. The simplest relationships to treat are those of words referring to concrete entities, for example, dog, cat, horse. But even these raise problems. We do also run into expressions where dog means, 'person' as in: 'You can't teach an old dog new tricks'. And if we hear someone refer to a car as a dog, the relationship has shifted to an inanimate object. As these last two expressions suggest, dog has both a favourable and favourable connotation. If someone 'puts on the dog' the chances are great that that person is not 'living a dog's life'. The meaning of even a straightforward word like dog is accordingly by no means simple, nor is it simple to describe.

In order to deal with meaning, we distinguish between the referent of a word or morpheme and its reference. Referent is its literal meaning, for example, dog is the four-legged animal. Reference is the user's concept. For some, a dog is highly favoured, for others it is strongly disfavoured. Such attitudes may be culturally determined; in the Middle East, the dog is despised, and when used for a person the term is highly pejorative. In Europe and North America the dog is generally valued highly, but the normal term for a female dog, bitch, has an unfavourable connotation, like the word for (male) dog in the Middle East.

Numerous examples could be given in support of the need to distinguish between referents and references, such as snake. The referent of snake is unambiguous, but the reference of a snake handler differs greatly from the reference for someone who has barely escaped being bitten by a poisonous snake or someone brought up in fear of snakes. The reference of words and morphemes thus varies from individual to individual as a result of their experiences in life, in reading, and in other associations.

In dealing with meaning we would like to determine how the meaning of an item is acquired and how it is stored and managed in the brain. We acquire the meanings of common words in accordance with their referent. A child comes to know what dog means by having the animal pointed out when the word is uttered. Such a learning process applies to the general vocabulary; it is supplemented by illustrations, pictures on TV, etc. In the learning process children are often given contrasts with other animals, such as cats, and horses. In this way a child learns hierarchies; dogs, cats, and horses belong to the class of animals.

Moreover, parallel words are taught in this way. Dog is associated with *puppy, cat with kitten, horse with pony. Such associations furnish* patterns of synonymy. A child learns that certain words are equivalent to others in most respects. Synonyms are words of the same or nearly the same meaning. In much the same way, a child learns contrasting words.

10

Left is opposed to right, no to yes, good to bad. Antonyms, or words opposite in meaning, are learned and associated with one another.

We apparently store words in such groups in some part of our brain. It has long been assumed on the basis of psychological experimentation that synonyms are stored in parallel, as are antonyms. If in playing word games we are asked to supply a list of words, they generally are from the same area of meaning: aunt calls up uncle rather than words like *chair, pant or until. When asked to furnish ten or so words, we respond* with items like father, mother, sister, brother, and so on, rather than *lion, Christmas, school and the like. The items we draw on accord with* semantic relationships, whether that of synonyms, antonyms, or hyponyms, that is inclusion under a term of more general meaning. The determination of such relationships indicates that meanings are associated by sets; in semantic study these are known as fields.

We have mentioned under the syntactic component that other word relationships involve units that are smaller or larger than single words. For example, many words take prefixes like pre-, un-, re-, and suffixes like –able, -ness and –ize to augment their meanings; thus, energy does not mean the same as energize. Also, some words can enter into relationships with other words to form compounds or idioms; for example, sidewalk and kick the bucket. Some of the most common idioms involve the particles on, off, in, and out in construction with a variety of verbs, particularly in slang expressions like tie one on, knock *it off, sit in, and freak out. Tie one on has a specialized meaning that* goes beyond the meanings of its components.

From the above discussion we thus see that any description of language must include the semantic component that will specify the meanings and relationships of words and sentences as well as the relationships within and between sentences.

SELF ASSESSMENT EXERCISE 4

1. What is semantics?
2. How will word-order affect the meaning of an expression?
3. Distinguish between referent and reference
4. Explain the terms synonym and antonym

4.0 CONCLUSION

In this unit, we have tried to give an overview of the language. The four levels of structure that we discussed are interrelated in spite of the fact that they are treated separately in language textbooks.

5.0 SUMMARY

You have learnt in this unit that:

• there are four levels of linguistic structure: lexicon, phonology, syntax and semantics;
• the lexicon is synonymous with vocabulary and provides all the information required in the use of a lexeme in the language;
• phonology describes the sounds and their permissible sequences in the language;
• syntax describes the ways words of the language are combined to form phrases and sentences;
• semantics deals with meanings (literary or figurative) of words, phrases and sentences; and
• these four levels must be treated in any good description of a language.

ANSWER TO SELF ASSESSMENT EXERCISE 1

1. Four levels: Lexicon, phonology, syntax and semantics
2. A lexicon (or vocabulary) is that 'component' that contains all the information about the structural properties of the lexical items in a language.
3. The two kinds of information a lexicon should contain are syntactic information and morphological information. Syntactic information includes the syntactic category of the lexical item, where the item occurs in sentences, etc. Morphological information refers to permissible combination of prefixes, suffixes and roots (stems) which combine to make up a word.

ANSWER TO SELF ASSESSMENT EXERCISE 2

1. Phonology is the scientific study of speech sounds and speech patterns in a language.
2. Knowing a language implies knowing the sounds of the language, how these sounds are organized to form words, and what the different sound sequences mean.
3. Distinctive sounds in a language are responsible for the contrastive meanings of words.

12

6.0 TUTOR MARKED ASSIGNMENT

1. In what ways are   all the levels of linguistic description discussed
     above related?
2. (a) What are the levels of grammatical description?
     (b) Describe the function of each level.

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UNIT 2 MAJOR   CONCERNS   OF   THE   SYNTAX   OF   ENGLISH

CONTENTS

In this unit, we shall discuss the major concerns of the syntax of English
– a complete and precise description of the structural properties of English language as it is spoken by native speakers. We will examine a
variety of phenomena in English in order to determine in part the form
of the syntactic component of English.

The unit is arranged as follows:

1.0 INTRODUCTION

All of us have a grammar. The fact that we use and understand English
in daily affairs means that we use and understand, for the most
part, unconsciously, the major grammatical patterns of English language.
Many linguists claim that the goal of a linguistic description is to make
explicit what the native speaker – listener knows about his language.
This knowledge (his 'linguistic competence') may be defined as the set
of rules that enable him to produce and to understand grammatically
correct sentences. Others insist that linguistics should also account for
'communicative competence', that is for the fact that speakers
also know how to use sentences that are socially appropriate. These goals
help us to gain a better understanding of the nature and complexity of
language.

When linguistics examines a language they are presented with a
complex mass of material which they try to reduce to some kind
of order. It is obvious that there are many ways of proceeding in this task
of making what appears to be chaos into a comprehensible arrangement,
and that some people will prefer one way and some another. The

14

grammatical   description of any language   is made   scientifically possible by isolating   certain recurrent units of expression and examining their distribution in contexts as we shall see in subsequent units.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• explain what syntax is
• explain what is meant by speaker-hearer's knowledge
• explain   what   is   meant   by grammaticality,   acceptability and *ambiguity.*

3.0 MAIN CONTENT

3.1 Grammar and Syntax

The word 'grammar' in present-day linguistic studies has at least two important meanings. On the one hand, we say that a speaker knows the grammar of his language. He usually does not know it consciously – unless he has special training in linguistics, he cannot talk confidently about   the   nature   of   his   grammar.   A   grammar   in   this   first   sense comprises   the   linguistic   knowledge   speakers   possess   which   enables them   to   communicate   in   their   language.   'Grammar'   here   is   a psychological,   mentalistic   concept.   The   second   sense   relates   to   the linguist, not to the speaker: the linguist is said to write a grammar of the language.   This   grammar   is   a   formal,   explicit,   description   of   the language.

Now   these   two   usages   must   be   kept   apart.   One   look   at   a printed grammar is enough to convince   us that it is extremely unlikely that the speaker   knows   his   grammar   as   an   object   of   the   shape   the   linguist provides when he writes his grammar. The speaker does not store his linguistic   knowledge   in   the   format   which   the   linguist   adopts   for explanatory purposes; nor, when he produces sentences, does he   follow step-by-step the processes which the linguist spells out as he constructs derivations for sentences. This latter point is most important: a linguist's grammar   generates   sentences;   a   speaker   produces   (and   understands) sentences – the two processes are quite independent.

The study of syntax is concerned with the structural representation of sentences   in   human   languages.   It   constitutes   a   part   of   the   study   of grammar,   which   also   includes   the   study   of   sound   (phonology)   and meaning (semantics). The syntactic component of a grammar consists of mechanisms and principles that govern the construction of sentences and that provide a set of syntactic structures that are subject to interpretation

by the semantic and phonological components. (We shall explain this more in Unit 13).

SELF ASSESSMENT EXERCISE 1

1. What do you understand by the word grammar?
2. What does the syntactic component of a language consist of?

3.2 Speaker-Hearer's Knowledge

Although the two senses of 'grammar' discussed above must be kept apart, we can learn a lot about how to do English syntax, and what to put in it, by speculating on the nature of the grammatical knowledge. We can profitably ask: what must a speaker-hearer of English *know in order to communicate in his language? If we observe linguistic* behaviour from a number of angles, we can begin to make observations which encourage us to predict certain necessary components of syntactic knowledge. An example should serve to make more concrete the notion of the syntactic component.

English speakers know that they are not restricted to uttering sentences that they have heard before, but can make up and understand new sentences of the language. First, they know that, of the following four sentences, (1) is not a sentence of English, (2) is an ungrammatical English, (3) is a grammatical sentence of English, although (4) is a grammatical sentence of English, it is highly unlikely that any native speaker of English has even heard it since there are no speakers of classical Latin alive today:

1. I je akwukwo mara mma (i.e. 'To go to School is good.') - Igbo
2. Three tons are weighed by truck this.
3. This truck weighs three tons.
4. My brother married a native speaker of classical Latin

The ability of English speakers to make these interpretations must be explained on the basis of the properties of the words in these examples and the order in which they are strung together. This is evidence that the speaker has knowledge of the structure of sentences, and it is this knowledge that the linguist seeks to describe in formulating an account of the syntactic component of a language.

To go into more detail, they know more about ungrammatical sentences; for example, that (5), (6) (7), and (8) are progressively more deviant:

5. This circle is square
6. John alarmed an apple
7. John alarmed a the

16

8. Alarmed a the John

More relevantly, perhaps, they know an enormous amount about grammatical sentences of English.   For example, they know that (9) and (10) are similar in meaning, as are (11), (12) and (13) and, in a different way, (14) and (15):

9. Her frankness astonished him.
10. He was astonished by her frankness.
11. The carpet is brown.
12. The brown carpet…
13. The carpet which is brown…
14. He mounted his proud horse.
15. He mounted his proud steed.

It   goes   without   saying,   that   speakers   know   which   sentences   are different, as well as which ones are alike. That is, they can tell sentences apart.

Another   area of linguistic   knowledge   concerns ambiguous sentences. Consider the following two examples:

16. The chicken is ready to eat.
17. I saw her in the street.

We   can associated (16) with either 'X eats the chicken' or 'the chicken eats X'; (17) means either 'I saw her when I was in the street' or 'I saw her when she   was in the street'. A native speaker of   English knows enough about   the   structure   of (16)   and (17) to retrieve   either (or, as alternatives, both) of the meanings for each of these sentences.

The   linguist   attempts   to find   a   way   of   explaining   these   facts about speaker-hearer's linguistic capacities. He has to account for the structure of English   sentences   in a   way   which   takes   cognizance   of   speakers' intuitions   of   deviance, similarity,   distinctness   and   ambiguity   in   their experience   of   English   sentences.   For instance,   no   analysis of (16)   is adequate   unless it assigns two alternative   structural descriptions to that sentence, in recognition of the fact that speakers attach two different meanings to it. In his case, the grammarian   will   probably   say that the *chicken   is   the   object   of   the   verb   in   one   interpretation   ('X   eats   the* chicken') and the   subject of the sentence in the other ('The chicken eats X'). 'Subjects' and 'objects' are   descriptive   concepts which the linguist proposes as a way of explaining certain structural facts about English.

17

SELF ASSESSMENT EXERCISE 2

(a) Explain briefly what a speaker-hearer must know in order to
       communicate effectively in his language.
(b) Is this knowledge conscious or unconscious?

3.3 The Syntactic Component

The notion that we will   attempt to characterize   precisely in the   case of
English   is   that   of   grammatical   sentences   of   English.   Intuitively,   the
grammatical sentences are the sentences that sound good to the native
speaker; formally, they are the   strings of words that can be   formed by
the   rules   of   the   syntactic   component.   Ideally,   the   two   sets   should
be identical,   so   that   the   syntactic   component   produces   all   and   only
the sentences that the native speaker judges to be grammatical.

Notice that the grammaticality of a   string of words is quite independent
of whether it makes sense or not. For example:

18. My brother married a native speaker of classical Latin.
19. Married my brother a native speaker of classical Latin.

(18) is odd to the   extent that it asserts something that cannot be   true at
the   present time. The reason for this has nothing to do with English, of
course, since it is not a property of English that there are no living native
speakers of   classical   Latin.   On the other hand,   (19) is ungrammatical,
and this is independent of whatever we might understand by   this string
of   words.   Sentence   (18)   is   made   somewhat less odd   if we   substitute
Spanish   for   Classical   Latin,   while   (19)   is   not   improved   at   all   by   the
same substitution.

The syntactic component of a language, then, is the set of rules by which
words and groups of words may be strung together to form grammatical
sentences of the language. The question of whether a string of words is a
grammatical sentence of a particular language is completely independent
of   whether   or   not   that   string   of   words   makes   a   true
statement, logically consistent, or makes much sense at all. The distinction between
the   form of a linguistic   expression and its content is a   fundamental one
and will be maintained quite strictly in this course.

The   existence   of   this   distinction   does   not   preclude   the   existence of   a
relationship   between   the   syntactic   structure   of a   linguistic   expression
and its semantic content. It is obvious, for example, that when the order
of words in a sentence is changed the result may be a non-synonymous
sentence:

18

2. (a) John hit Mary
    (b) Mary hit John

As we proceed to construct precise syntactic descriptions, the question
of which aspects of the syntactic   structure   contribute to the semantic
content of an expression will become clearer than it will appear to be at
this point.

SELF ASSESSMENT EXERCISE 3

1. What do you understand by 'grammatical sentences'?
2. Must grammatical   sentences   of   the   language   be   meaningful?
    Give reasons.

3.4 Syntactic Rules

The learning   of a   first   language is for   the   most   part   an unconscious
process. While it is necessary for the   native speaker to acquire   rules of
the language in order to speak it correctly,   the rules are not explicitly
made   available to the learner, but are simply exemplified for him by
other native speakers. The   end result of this is that while it is clear that
the native speaker employs rules for forming sentences, it is impossible
to ask the native speaker what the   rules are. Rather, it   is necessary for
the linguist to figure out what the rules must be on the basis of what the
native speaker judges as grammatical and ungrammatical sentences of
the language. The linguist seeks patterns of grammaticality and
ungrammaticality and infers from these   what the organizing principles
behind these patterns must be. For example, a simple organizing
principle that distinguishes between (18) and (19) is that the verb must
follow the subject in English. Such a principle is incorporated into a
tentative grammatical description of the language, and is subsequently
tested against an increasingly wider range of relevant examples. It is
important to note that the grammar that the linguist proposes is a
hypothesis. That is, it is a guess as to what is really the case. The
hypothesis must be formulated on the basis of good evidence; it must be
tested whenever possible.

SELF ASSESSMENT EXERCISE 4

How do native speakers learn the rules of their language?

3.5 What the Linguist does: Writing a Grammar of English

A linguist writes a grammar in an attempt to expose the structure of the
sentences of a language. His structural analysis is well motivated to the

extent that he   bears in mind that this set of sentences relates to a shared linguistic   competence   among   the   speakers   of   the   language   under description. The   problem: what   do   speakers   know?   has   an   immense bearing on our more directly relevant question: How   shall I present the *structure of the sentences by which speakers communicate?*

Briefly, a language, L, is a   set of sentences. The linguist must   account for   all   and   only   the   grammatical   sentences   of L   ('L'   is   a standard   abbreviation for 'any   natural   language').   This obligation   follows from our comments on sentences (1)-(4) above: the mature speaker-hearer can distinguish   between   grammatical   sentences   of   L,   ungrammatical sentences of L, and sentences which are not of L. If the set described did not have limits, the grammar produced would be utterly unprincipled: it would fail to divide off English from, say, French sentences, and, since it would omit to separate off ungrammatical and grammatical sentences of   L,   it   would   be   structurally   anarchic.   I   will   assume   that   we have   procedures for discounting   sentences which are not   of L and   sentences which are   not grammatical, and grammatical sentences of L. If we can thus recognize grammatical sentences of L, we must go on to ask: How *many of them are there? The answer to this question is known: the set L* contains   an   infinite   number   of   grammatical   sentences.   Almost   every sentence   we hear, or produce, is new to us. One might object that   this observation   is   either   unprovable,   or,   if   provable,   irrelevant   since, because   of human mortality, we   cannot actually   experience   an   infinite set of sentences. However, we need   this assumption, because we must account for the creativity of language – we are interested in the newness of   sentences,   even   if   we   cannot   be   concerned   with   their   infiniteness. What   we   can   show   is   that   there   is   no   longest   sentences   in   a language,   and therefore by implication that there are an infinite number of sentences. (This is not to say that there can be a sentence of infinite length, as   has sometimes been   claimed,   quite   erroneously).   For every sentence of the type (21), a longer sentence (22) is possible:

20. Sam eats meat and vegetables.
21. Sam eats meat, vegetables and fruit

And   for   every   sentence   (22),   a longer   sentence   can   be   constructed by adding one more   item. I will give   two more examples of constructions with this property; there are   in fact   several syntactic   devices available for extending sentences indefinitely:

23. John believed that Mary claimed that Peter maintained that Felix
        said that…
24. This hot, sunny, lazy, predictable… climate suits me very well.

20

As the sentences of a language are infinite in number, the set which the linguist must describe cannot be co-extensive with any finite corpus of sentences which, by observation and recording, he might collect.
There is a second reason why the task of writing a grammar cannot be accomplished by merely cataloguing the structure found in an observed corpus of sentences. The fact is that the actual utterances of speakers do not adequately reflect speakers' real competence in L. Actual speech, as any unprejudiced observation will confirm, is riddled with grammatical mistakes of all kinds: incomplete sentences, false concords, arbitrary changes of structure in mid-sentence, illicit co-joining of constituents which ought not to be linked together – or at least not in the manner that they are – and so on. (I am not appealing to 'prescriptive' standards. By 'ungrammatical here I don't mean structures which, in the manner of the 18th century purifiers or the edicts of the French Academy, have been decreed to be unacceptable; but structures which native speakers, if they could be reliably consulted, would agree are ill-formed from the standpoint of their grammatical knowledge). These errors stem from various kinds of psychological and situational 'interference': distraction, lapses of memory, shifts of attention, hesitation, etc. To describe such deviant sentences as these which occur in a corpus would be to describe linguistically irrelevant psychological factors as well as the linguistically relevant structural knowledge of speakers.

Thus a corpus of utterances is not the true subject-matter of linguistic description: it is only data – a set of observation from which, with caution, the linguist must draw his grammatical statements. In view of what has just been said, it is clear that the linguist's use of his primary data must involve two adaptations. First, some idealization' is necessary so that the grammar does not take account of the deviant sentences which occur in the corpus. Second, the linguist must devise rules which project from his finite, observed materials to an infinite set of sentences. That is to say, the grammar must have predictive power.

All this adds up to the fact that a grammar is not a simple reflection of linguistic of usage. In fact, linguists until quite recently believed that any sentence which was produced ought to be described by a grammar. But now a major reorientation has taken place: it has been realized that speakers' actual linguistic performance is not a very accurate indication of their underlying linguistic competence. Many features of linguistic performance, many aspects of texts and utterances, have to be discounted when writing a grammar.

From the above discussion, we see that a lot of things will be taken into account in any treatment of English syntax. As we progress in our study, we shall be taking up these issues.

SELF ASSESSMENT EXERCISE 5

Briefly describe what the linguist does in trying to write the grammar of a language.

4.0 CONCLUSION

In this unit, we discussed the major concerns of the   syntax of English – things   that   are   necessary   in   the   knowledge   of   English   syntax. Native speakers know these   things unconsciously and the   linguist utilizes this knowledge and describes it in form of rules in writing a grammar of the language.

5.0 SUMMARY

You have learnt in this unit:

• What grammar and syntax are;
• What a speaker – hearer knows when he knows a language;
• What grammatical and ungrammatical sentences are; and
• What the linguist does when he writes a grammar of a language.

ANSWER TO SELF ASSESSMENT EXERCISE 1

1. A   grammar   could   refer   to   the   linguistic   knowledge   speakers possess which enable them to communicate in their language; or to a formal, explicit description of a language.
2. The syntactic component   of   a grammar consists of mechanisms and principles that govern the construction of sentences and that provide   a   set   of   syntactic   structures   that   are   subject   to interpretation by the semantic and phonological components.

ANSWER TO SELF ASSESSMENT EXERCISE 2

(a) The speaker – hearer knows:

   (i) the   grammatical   and   ungrammatical   sentences   in   his language;
   (ii) sentences that are not sentences of his language;
   (iii) how words are arranged to form sentences in his language;
   (iv) that there are infinite number of sentences in his language
        – he is not   restricted   to   uttering   only   sentences he   has heard   before; he   can   make up and utter new sentences in his language; and
   (v) understands all grammatical sentences of his language.

(b) The knowledge is unconscious.

6.0 TUTOR MARKED ASSIGNMENT

1. What are the components of a grammar, and what is the descriptive function of each?
2. Provide reasons for the ungrammaticality of the following sentences:

   (a) The boy danced in the sun.
   (b) Colourless green ideas sleep furiously.
   (c) The famgy dompty crumbled upishly.
   (d) Angels the saints intercession with priests.
   (e) My brother is an only child.

3. The following sentences are ambiguous. Give the two meanings.

   (a) Old men and women witnessed the ceremony
   (b) He visited the criminal lawyer.
   (c) They are moving sidewalks.
   (d) Call me a cab.
   (e) He decided on the boat.

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UNIT 3 PERSPECTIVES OF THE ANALYSIS OF SYNTAX

CONTENTS

In this unit, we will discuss the various perspectives of the analysis of syntax.

The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 'Bottom-up' or Word Relation Approach
        3.2 'Top-Down' or constituent Structure Approach
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

Having delimited the domain of syntactic investigation in the previous unit, we may now proceed to discuss the ways in which words and strings of words are organized within the sentence. Within the linguistic tradition it is possible, with a certain amount of abstraction, to discern two distinct trends, which may loosely be called the 'bottom-up' or word relation approach, and the 'top-down' or constituent approach. The two approaches do not meet in the middle, but both have things of value to contribute to our understanding of syntactic structure. We shall discuss the bottom-up approach first, then contrast it with the *top-down approach, which supplanted it as the dominant trend in syntax* around the middle of the last century.

2.0 OBJECTIVES

At the end of the unit, you will be expected to:

• explain what bottom-up and top-down approaches mean and how they work
• discuss the contributions of these approaches in our knowledge of syntactic structure
• highlight their limitations in syntactic analysis.

3.0 MAIN CONTENT

3.1 'Bottom-Up' or 'Morpheme-to-Utterance' Approach (Word Relation Approach)

There are several methods of syntactic analysis. Two of the methods we shall discuss here involve searching for immediate constituents within utterances by comparing samples. One is by identifying the immediate constituents moving from the morpheme to the utterance (popularly called 'bottom-up' approach). In proceeding from morpheme to utterance, constituents cuts are progressively erased, forming larger and larger constituents back to the utterance itself.

The bottom-up approach starts from the lower end of the domain of syntax – i.e. with words – and attempts to specify ways in which they may be combined and in which they relate to each other. The bottom-up approach was largely developed by the American linguist, Zelling Harris.

The first thing to be done in this approach is to establish classes of units at certain level so that their occurrence with respect to each other may be specified. An example of such classification is the traditional 'parts of speech' into which most of the words of English are grouped. (A detailed discussion of 'parts of speech' will be undertaken in unit 5). The following eight parts of speech were established by the traditional grammarians: Noun (the name of a person, place or thing), Verb (a word that expresses an action or state of being), Adjective (a word used to modify a noun), Pronoun (a word that substitutes for a noun), Adverb (a word used to modify a verb, adjective or other adverbs), Preposition (a word that links a noun or pronoun to some other parts of the sentenced), *Conjunction (a word used for joining one sentence to another, or one* word to another of the same or similar parts of speech) and Interjections (exclamatory sounds that express some feeling of the mind). To find out the 'part of speech' to which a word belongs, ask yourself: 'What kind of work does the word do in the sentence?'; 'what part does it play in helping to make the sentence?' If the word gives a name to some individual, person or thing, or to some kind of person or thing, the word is a Noun. If the word refers to some person or thing without giving a name to the person or thing referred to, the word is a pronoun. This was how traditional grammarians classified words.

In spite of the inadequacies of traditional parts of speech, it is a remarkably effective tool for the analysis of English syntactic structure. It performs two essential tasks. On the one hand it provides a framework into which the vast majority of English words may be fitted. On the other, it is an essential prerequisite for the statement of possible word

25

combinations in English. These may be formulated in quite a traditional
way, along the following lines:

i. Adverbs   precede   the   adjectives   in   English   (e.g.   horribly
      inadequate);
ii. Adjectives   precede   the   noun   and   follow   the   article   in   English
      (e.g. the big picture);
iii. English sentences have the order noun-verb-noun (e.g. John likes
      yam).

Such   generalizations   seem   obvious   to   us,   but   they   presuppose   a
surprisingly large amount of linguistic analysis, and it is only when such
straight forward principles of grammar are established that it is possible
to move on to consider the more elaborate deviations from these patterns
which   many   consider   to   be   the   more   interesting   part   of
linguistic research.

Having   established   the   units,   the   linguist   using   'bottom-up'   approach
begins   to   combine   morphemes   into   phrases   and   then   phrases   into
sentences or utterances. For example, the sentence:

1. Those three boys ate the food.

will be analysed as follows:
{ate} (actually {eat} + {past})
{three} + {boys} (actually {boy} + {plural})
{food}
{those} + {three} + {boys}
{ate} + {the} + {food}
{those} + {three} {boys} + {ate} + {the} + {food}

This can be represented in another way:

1. Those /three/boys/ate/the/food
2. Those/three boys/ate/the food
3. Those three boys/ate/the food
4. Those three boys/ate the food
5. Those three boys ate the food

The end result after combining the morphemes progressively as they 'go
together' is a distinct unit, an utterance, or a sentence.

In   the   discussion   above,   we   have   tried   to   show   how   'bottom-up'
or 'morpheme-to-utterance'   approach   works.   First,   we   establish   the   word
class   of   each   element.   Next,   we   establish   the   ways   in   which
these elements combine and relate   to each other until we   get to the sentence

26

level. We find that this approach is capable of providing structural characterizations of a large number of English sentences and, at the same time, of specifying as un-English a large number of possible combinations of English utterances.

SELF ASSESSMENT EXERCISE 1

1. What is 'bottom-up' approach in syntactic analysis?
2. State the step-by-step procedures of 'bottom-up' approach in syntactic analysis.

3.2 'Top-Down' or Constituent Structure Approach

We have tried to present the general outlines of the 'bottom-up' approach to syntactic   analysis – one which is firmly rooted in centuries of use in the European grammatical tradition. But there are good reasons to be   unhappy about some aspects of such an   approach. The   definition of the parts of speech is one problematic area: it is very easy to find fault (in principle, rather than merely in detail) with the semantic parts of the definitions. Nouns, for instance, are defined in terms of what are essentially physical objects, but it is far from difficult to find nouns which denote other than physical objects; indeed, it is virtually impossible to find concepts expressed by verbs, adjectives, or adverbs which cannot also be expressed by nouns, whether directly derived from other words (e.g. be, - being; red-redness) or not (e.g. hit – blow, big – *size). If nouns and verbs were semantically quite distinct, then it would* be contradictory for there to be such things as 'verbal nouns' (i.e. gerunds – liking, wanting, etc.). The same sort of objection may be made to all the other semantic definition as well. Although there is some sense in these notional definitions, but as criteria for determining the membership of a category they are undoubtedly inadequate.

Misgivings also arise   as regards the   grammatical relations which form an essential part of bottom-up grammatical analysis. The semantic parts of such definitions suffer from the same faults as do those of the parts of speech. For example, the definition of the subject of a verb as actor, *experiencer or possessor of a property is not obviously satisfied by this cupboard in (1) below:*

1. This cupboard contains dangerous medicines.

Even the usual definitions of subject and object don't seem quite appropriate for (2) and (3)

2. Samson suffered a stroke
3. This problem taxed many of the greatest minds of the time.

27

But even assuming the adequacy in general of these definitions (and there is no doubt that they cover the vast majority of the cases), there are further problems. Some word relations do not so obviously fit into the *head – governed term pattern. For example, the phrase many men give* grounds for claiming either word to be the head. Either of the words may occur independently as the subject of a verb:

4. Men were killed
5. Many were killed

Whenever either word occurs, a word of the other class could occur alongside it; men suggest a quantity, which may be specified, *while suggests a set of objects, which also may be specified. Nor does* the relations seem to be way different from that which obtains in combinations such as many of the men, which consists of two phrases, *many and of the men; of these many is obligatory, but of the men is not.* It is traditional to treat quantity words (quantifiers) such as many on a par with adjectives, and to analyse the noun as the head of the construction, but there seems to be no sound argument other than the force of tradition which requires us to analyse it in this way.

Finally, there are constructions which fit rather badly into an approach which describes syntactic structure in terms of relations between individual words. Take the following examples:

6. Tom and Jane walked up the street
7. Mary has been eating apples

In (6) it seems obvious that Tom and Jane as a whole is the subject of the verb walked: but establishing what could be the head and the corresponding relations within that three-word phrase seems hardly possible.

Such problems, and especially the difficulty of applying the traditional approach to languages of widely differing structure, led naturally to the development of what we have called 'top-down' approach. A simple and appealing version of such an approach was developed in the American structuralist tradition under the name of 'immediate constituent analysis'. Essentially this approach relies on the possibility of intersubstitution of strings of words or morphemes across different sentences, a procedure which is taken as establishing their equivalence as syntactic units.

The idea here is that sentences are constructed from groups of words, often paired rather than from single words added one onto the next. These groups of words in turn cluster with other groups, layer upon

28

layer of word pairs and pair groups, which eventually build a sentence.
When presented with a sentence such as (8) below, a native speaker will
find little difficulty in segmenting it into significant 'chunks'.

8. The man that I saw was wearing a blue jacket.

It is intuitively rather obvious that strings of words from (8) such as the
man that I saw, a blue jacket, the man, that I saw, etc are rather different
in status from strings such as I saw was, man that, wearing a blue, etc.

A three-word sentence such as (9) admits of three possible
segmentations (assuming continuity of resulting segments).

9. Peter ran away

We may treat it as involving three isolated words as in (10) or we may
decide that an adjacent pair of words is more closely related than either
are to the third word as in (11) and (12)

10. [Peter] [ran] [away]
11. [Peter ran] [away]
12. [Peter] [ran away]

The criterion that we will accept as choosing between these
segmentations is that of regularity of substitutability. So another three-
word sentence, such as (13), which allows the same segmentation,
allows free substitution of segments only with (12).

13. Mary likes custard
In other words, substituting away for custard (or vice versa) yields an
unacceptable sentence:

14. *Mary likes away
15. *Peter ran custard

But Peter and Mary on the one hand, and ran away and likes custard on
the other, are freely inter-substitutable:

16. Peter likes custard
17. Mary ran away

This type of segmentation is applicable to other sentences. Let us
consider the sentence:

IC analysis also demonstrates two important points about English
syntax. The first reinforces what we already knew from using test

29

frames: English syntax is highly positional in structure – English is a word-order language – and words placed next to each other are usually semantically connected. The second point is that groups of words in English do indeed function as single units of syntax.

We have seen that the optimal result of immediate constituent analysis for typical sentences of English reveals a consistent pattern in all of them; the normal constituent break in a full sentence of English separates two constituents which corresponds fairly closely to the traditional notions of subject and predicate. Another observation which was central to the development of this type of analysis was that the constituents which result from such a procedure tend to behave syntactically in ways which are similar to the behaviour of individual words. A constituent of whatever length, is then said to be an expansion of the word class with similar behaviour. This notion of expansion is directly related to that of distribution. If two strings of words are mutually replaceable in all contexts, they are said to have identical distribution.

4.0 CONCLUSION

In this unit, we discussed two perspectives of the analysis of syntax: the 'bottom-up' and the 'top-down' approaches. As we have seen, one approach treats a sentence as a sequence of words, each word bearing a relation of some sort to at least one other word of the sequence. The other approach involves breaking a sentence down into chunks, and continuing this process of analysis until all the chunks into which it is analysed are words.

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5.0 SUMMARY

You have learnt in this unit,

• what 'bottom-up' approach is and how it works;
• what 'top-down' approach is and how it works.

6.0 TUTOR-MARKED ASSIGNMENT

Use any of the approaches discussed above in analyzing the following sentences. Explain your step-by-step procedure.

1. The heavy rains in Benin City have rendered many streets impassable.
2. The militants have been making life intolerable for city residents.
3. They played a wonderful game.

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MODULE 2 ELEMENTS OF TRADITIONAL GRAMMAR

Unit 1 The Origin and Development of Traditional Grammar
Unit 2 Linguistic Practices in Traditional Grammar – Parts of
Speech, Parsing and Concatenation
Unit 3 Meaning and the Nature of the Sentence
Unit 4 A Critique of Traditional Grammar

UNIT 1 THE ORIGIN AND DEVELOPMENT OF TRADITIONAL GRAMMAR

CONTENTS

In this unit, you will know what Traditional Grammar is, know its origin and how it developed over time.

The unit is arranged as follows:

1 Introduction
2 Objectives
3 Main Content
       3.1 An Overview of What Grammar is
       3.2 What is Traditional Grammar?
       3.3 Historical Origin of Traditional Grammar
       3.4 Development of the Traditional Grammar
       3.5 Summary of Influence of Traditional Grammar on English
          Language
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

The study of language dates back to the ancient times though it had   a
rather   chequered   history. Although   the   earlier   traditions of its study
cannot, for the   most   part, provide   us   the   kind   of   information we now
need   to   fully   appreciate   the   nature   and   workings   of   language,
they, nevertheless, provide us insights into the achievements of the present. In
the   ancient   times,   the   study   of language   was   not   as   systematic
and organized   as   it   is   now,   because   it   was   primarily   speculative
and attitudinal. In this unit we shall try to explain what Traditional Grammar
means, how it originated and how it developed.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• explain what the ancients regard as grammar
• explain what Traditional Grammar is
• discuss how it originated
• trace its development over time.

3.0 MAIN CONTENT

3.1 An Overview of What Grammar is

The meaning of grammar covers a wide range of phenomena and it assumed different meanings from generation to generation. As we know it now, grammar refers to generalized statements we make about the regularities and irregularities that are found in a language. At present, the way we study language is to observe how native speakers use the language, and from our observations, we make general statements concerning the regularities and irregularities found therein. These observations are stated in form of sets of rules guiding usage of the language, thus becoming the principles on which the study of the grammar of the language is based. Theories of language are formulated based on such rules that are universal across languages, and many theories have been propounded by many scholars for the study of language.

In the ancient times, grammar meant something different from what it means now. In coming to their decisions about grammar, those early writers were guided by two influences: logic and Latin grammar. The Greeks considered grammar as a branch of philosophy that was concerned with 'art of writing'. The study of grammar was based on the way the language is written and used by the best authors. Thus, by the Middle Ages, grammar had come to be regarded as a textbook containing rules of correct usage of a language. In other words, a grammar book provided universal rules that teach how a language ought to be written or spoken. These prescriptions often led to inconsistencies and discrepancies.

Today, grammarians generally agree that any grammar of a language should describe and record actual usage from which rules that generate acceptable sentences in the language are formulated. In this way grammar thus becomes a valuable instrument in improving a learner's performance in the language rather than a textbook of do's and dont's.

33

SELFASSESSMENT EXERCISE 1

1. What did the ancients consider to be grammar?
2. How will modern scholars define grammar?

3.2 What is Traditional Grammar?

The phrase 'Traditional Grammar' represents an attempt to summarise the range of attitudes and methods that characterized the study of grammar in the ancient and medieval periods, especially of the European school grammars of the 18th and 19th centuries. It can mean several things: the way grammar was studied in the pre-linguistic era; the grammatical descriptions as contained in the school grammars written by renowned grammarians of the 18th and 19th centuries (e.g. Otto Jespersen's Modern English Grammar on Historical Principles, 1909-40); and a level of structural organization which can be studied independently of phonology and semantics, and generally divided into the branches of syntax and morphology. In this unit, we shall take 'traditional grammar' to mean the set of attitudes, procedures and prescriptions found in the pre-linguistic era of grammatical study.

The distinctive features of traditional grammar were insistence on correctness, linguistic purism, literary excellence, the use of Latin models, and the priority of the written language over the spoken language. As we shall see in later modules, these features contrast with what obtains in modern grammatical studies that emphasize descriptive accuracy, appropriateness, comprehensiveness explicitness, and priority of the spoken language over the written form.

It is pertinent to note that there is no such thing as a single, homogenous, traditional approach either to grammar or to anything else in language study in the ancient and medieval periods. Therefore, the phase 'traditional grammar' is an attempt to summarize a state of mind, a spectrum of methods and principles over the 18th and 19th centuries that are associated with many schools of thought. For example, in traditional grammar, there are ideas about sentence structure deriving from Aristotle and Plato; there are ideas about parts of speech deriving from the Stoic grammarians; there are ideas about the nature of meaning stemming from the scholastic debates of the Middle Ages, and so on. Therefore, there is no one homogenous approach called traditional grammar as we have of 'Transformational-Generative Grammar' (Noam Chomsky), or of 'Systemic Grammar' (M.A.K. Halliday).

When linguistics began to develop in the early decades of the last century, there was a natural and reasonable reaction against much of

34

traditional study. This reaction, however, led to many of the valuable insights of traditional grammar being ignored or their importance being minimized. However, many of the valuable insights of the traditional grammar are now being recognized and appreciated.

SELF ASSESSMENT EXERCISE 2

1. What things can the phrase 'traditional grammar' mean?
2. Define 'traditional grammar'.

3.3 Origin and Development of Traditional Grammar

As we noted in the previous section, the development of traditional grammar cannot be traced to one source. The fundamental attitudes and methods of traditional grammar came from different backgrounds. For example, the basic terminology for discussing language was first developed by the Greeks, adopted by the Romans, and passed on to us through translation in various languages. We find also that traditional grammar drew on the semantic theories of the ancients and the medieval. It should however be noted that there is no single semantic theory that has been agreed upon in ancient, medieval or modern times, but implicit in the method of distinguishing among the parts of language is Aristotelian idea.

Traditional grammar has its origins in the 5th century B.C. with Plato and Aristotle in Greece and a Sanskrit scholar named Panini (who knew nothing of the Greeks' work, nor they of his) in India. Plato, Aristotle and the Stoics devoted a great deal of time to the development of specific ideas about language. Plato was regarded by later Greek writers as the first to discover the potentialities of grammar, and his conception of speech (logos) as being basically composed of the logically determined categories of noun and verb (the thing predicated and its predicator) produced a dichotomous sentence analysis which has fathered most grammatical analyses ever since. The classification into the traditional 'parts of speech' was first articulated by the grammarians of Classical Antiquity – most authoritatively by Dionysius Thrax in the third century A.D.

Aristotle, and later the Stoics, examined the structure of Greek very carefully and produced definitions of what people felt grammatical analysis should be concerned with – definitions of parts of speech in particular, but also of many of the so-called categories of grammar such as case, number, gender and tense. This fairly detailed study of the language was the major influence on subsequent grammatical thinking. It was taken over by the Romans with very little change in general principle, and through the influence of Latin on Europe, was introduced

in various degrees into every   grammatical handbook written before   the 20th century. Many of the features of modern linguistic theory too (for example, the idea of levels of grammatical structure) can be traced back to this early period.

Panini constructed a grammar of Sanskrit   a   half millennium before our era, concentrating especially on its forms. His grammar analyses simple words,   determining   roots and   inflectional   elements.   It   also   analyses compound words, distinguishing formations such as those of bluebird 'a blue bird', bluebeard 'a man having a blue beard', fourteen 'four plus ten', etc. With Panini grammar we can determine precisely the forms of Sanskrit. It greatly influenced western grammatical theory when it came to be known in the 19th century.

Latin, largely   under   the aegis of the   church, became   the   medium of educated discourse and communication throughout Europe by the end of the first millennium. Largely as a result of this, the emphasis in language study was for a while exclusively concerned with the description of the Latin   language   in   the   context   of   language   teaching.   The   massive codification of Latin grammar by Varro, and the subsequent grammars of Aelius Donatus (fourth century) and Priscian (sixth century) are   the outstanding   examples   of   this   approach.   Donatus'   grammar   was   used right into the   Middle Ages –   and a popular grammar it was too, being the first to be printed using wooden type, and providing shorter editions for children. Throughout this period, a   high   standard   of correctness in learning was maintained, especially in pronunciation.

By the Middle Ages, when it had come to be recognized that Latin was no   longer a native language for the   majority of the prospective users, the grammar books became less sets of facts and more sets of rules, and the   concept   of   correctness became   even   more   dominant. One   popular definition of grammar was "the art of speaking and writing well'. Later, it was common to hear people identify the aim of learning grammar with the ideal of being able to write Latin like Cicero. A similar attitude had characterized   much   Greek   language   teaching   also: especially   after the Alexandrian   school   (third   century   B.C.)   the   language   of   the   best literature   was held up as a guide   to the   desired standard of speech and writing   for   all.   The   Greek   language   had   to   be   preserved   as far possible from decadence.

The   effect   of   these   attitudes   to   language   on   later   thought   was considerable.   The   teaching   of   Latin   grammar   and   the   study   of   Latin literature were perhaps the two most important aspects in the history of language study for promoting the development of misleading principles of analysis in traditional grammars. The   pride of place given to Latin was   clear in   the   classical   orientation   given   to   grammar and   rhetorical

studies. Grammar to many was the basis of all arts and all education (as the phrase 'grammar school' reflects). The sixteenth century provided the peak period of prestige for Latin, and other languages suffered accordingly. Languages, it was felt, were corrupted by commoners and preserved by the educated. Dictionaries, moreover, were only to define the words used by the best authors. It is not difficult to see the long-term effects of attitudes such as these. Grammars came to be considered as preserving a language's purity. Their role was to tell people authoritatively how to speak and write. The Latin grammars were to be used as models for the descriptions of all new languages. Only the best authors, the literary giants, were to be studied as examples of what a language was like. And when English grammars came to be written, especially in the 18th century, the authors, steeped in these Latinate and literary traditions, regularly produced rules of 'correct' usage ('normative' rules, as they are sometimes called) which bore little relation to the facts of everyday speech, and rules derived from Latin into which the features of English structure were forced (such as the use of case system for nouns). Dryden, for example, seems to have introduced into English the 'rule' about not putting prepositions at the end of a sentence, taking his idea from the grammatical situation that existed in Latin; and his influence was so great that it has appeared in most grammar books since – though it is doubtful whether there has ever been a time in English when prepositions were so restricted in their placement in a sentence. Writers like Daniel Defoe, Jonathan Swift, Samuel Johnson and John Wallis argued vehemently that English needed to be 'regularised' and 'improved', its principles spelt out, its discrepancies smoothed out, and its distortions ruled out. Naturally enough (because there was no grammar of English before this time, but centuries' worth of clear analysis did exist for Latin), the first grammarians modeled their analysis of English on Latin. Also naturally, they found that English did not match the rules of Latin. So they shaped English to fit. That is why we are sometimes warned, for example, never to split an infinite in English: Latin infinitives, being part of the verb's base, cannot be split apart as the two-word infinitive of English can. Many such prescriptive rules linger in English traditional grammar today, as carryovers from Latin grammar.

Similar standards of correctness were imposed upon other languages too, sometimes being formalized in a more extreme way, as in the establishment by Cardinal Richelieu of an Academy in 1635 to preserve the purity of French. The attempt failed, as it was bound to do: the language continued to change with the years; and in France, as in England, the prescriptions of the grammarians simply became more and more removed from the majority usage (i.e. the reality) of the time.

Even in the earliest days, there were writers who protested that the grammarian's job was to record how the language was used, not to manipulate it and hand down prescriptions, but voices of men like George Campbell and Joseph Priestley were not loud enough. As a result, nearly every English-speaking person today is self-conscious about 'grammar', uncertain about what is 'good grammar' and what is not, and anxious about his or her ability to analyse the workings of the native language. As a sadder result, few adults are even interested in their own language, once they learn the basic skills of using it. Perhaps these unhappy consequences can be laid as much to bad teaching as to the inadequacies of the traditional system, but there is still no denying how awkwardly traditional grammar has served us as an analytical tool and how much it has confused most of us.

SELF ASSESSMENT EXERCISE 3

1. Is Traditional Grammar traceable to one origin?
2. What contributions did Plato and Aristotle make it the development of Traditional Grammar?
3. What influence did Latin have on Traditional Grammar?

3.4 Summary of Influence of Traditional Grammar on English Language

The Normans conquered England in 1066 AD, and this singular event affected English language a great deal. For some centuries thereafter, the role of English as the language of the ruling class was lot as Latin, and subsequently, French, became the prestige language. For example, Latin was the language of scholarship, the language of the church, the language of international communication, and also the language of administration. Only the commoners used English language while the ruling class used the prestige languages, Latin, and later French. This, therefore, restricted the use of English as a medium of communication and scholarship, and so, there was no standard grammar accepted by all.

Initially, English grammar was written for the purpose of teachers the Latin language (i.e. providing the basis for the study of the grammar, the prestige language) since many people aspired to know Latin. Teachers knew Latin and so they transferred the Latin concepts into the description of English. The idea of studying English through the grammatical rules of Latin led to prescriptivism – prescribing what English should be instead of describing what English was. The forms of English that conformed to Latin grammar were accepted, and those that did not were assigned to one structure or the other. Some of the prescriptions include the following:

38

(i) use shall for the first person and will for others in normal
     utterances, for example:
     (a) I shall go
           We

     (b) He
           You will go
           They

     This rule was formulated by the classical grammarians but it has
     no justification in the grammar of English.

(ii) don't end   a sentence with a preposition. This rule was inherited
     from Latin where prepositions do not end sentences. However, it
     does not apply to English because sentences could end with
     prepositions as in the following:

     (c) She was the girl I danced with
     (d) I saw the boy I spoke to

In addition to these, the case system developed for English was modeled
after that of Latin. Latin has six cases – Nominative, Accusative,
Ablative, Vocative, Genitive and Dative. English is only assumed to
have Nominative, Accusative and Dative, but all the six Latin cases were
imposed on English. Thus, we see that traditional grammar had a great
influence on   English language, and it is the recognition   of this baneful
influence that contributed to the advent of structural grammar.

4.0 CONCLUSION

In this unit, we have tried to show what traditional is, its origin and how
it developed. In subsequent units, you   will learn how this grammatical
model handled specific aspects of language.

5.0 SUMMARY

You have learnt in this unit that:

• grammar   refers   to   generalized   statements   we   make   about   the
     regularities and irregularities that are found in a language;
• these statements are   stated in form of sets of rules guiding usage   of
     the language;
• what grammar meant in ancient times differs from its meanings now;
• Traditional   Grammar is simply a summary of the   range of attitudes
     and   methods   that   the   ancients   and   the   medieval   employed   in
     studying language;

39

• Traditional Grammar differs from modern grammars basically on its
   insistence on   correctness, linguistic   purism, literary   excellence, the
   use of Latin models, and its reliance on written language;
• Traditional   Grammar   is   not   traceable   to   a   single   origin   –
many philosophers contributed to its development; and
• the   teaching   of   Latin   grammar   and   the   study   of   Latin
literature helped to promote   misleading principles of analysis associated with
   Traditional Grammar.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define Traditional Grammar.
2. "Traditional   Grammar   has   little   or   no   influence   in   the
      development of modern grammars". Discuss.

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UNIT 2 LINGUISTIC   PRACTICES   IN   TRADITIONAL GRAMMAR –   PARTS OF   SPEECH, PARSING AND CONCATENATION

CONTENTS

In this unit, you will   learn the   ways traditional grammarians handled some syntactic aspects of language.

This unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 The Definition of Grammatical Terms
        3.2 Parts of Speech
        3.3 Parsing
        3.4 Concatenation
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

For many centuries grammarians have tried to discern a basic grammatical system that would hold good for all languages at all times.
This search for a universal grammar has proved fruitless.   Types of expression that are necessary and fundamental in English may not occur at all in other languages. We cannot, therefore, assume that the categories we set up and describe have any validity apart from the language whose analysis required them.

In   this   unit,   we   shall discuss some   of   the   linguistic   practices   of   the traditional grammarians – classification of words into 'parts of speech', parsing and concatenation.

2.0 OBJECTIVES

At the end of this unit, you should:

• identify   the   traditional   'parts   of   speech'   and   the   criteria   used   in arriving at them
• explain what parsing means and how to parse
• state what concatenation means in traditional grammar.

3.0 MAIN CONTENT

3.1 The Definition of Grammatical Terms

There is a feeling that persists in most of us and that impedes our study of grammar – the feeling that there is something final and absolute in grammatical categories. This habit of mind persuades us, for example, that a given word is either a noun or not a noun. It is hard for us to suppose that it can be part noun and part adjective; and it is nearly impossible for us to conceive that it can be a noun to some people and an adjective to others. So when we ask our teacher about the part of speech of good in the good die young and when our teacher answers that it may be considered either a noun or an adjective depending on our definition, we are dissatisfied. We persist: "But what is it really? What is the right definition?" And if the teacher answers, "There isn't any right definition; it isn't anything really", then we are completely confused.

Let us try an analogy. We may conceive that a four-wheeled vehicle is necessarily either a car, a truck or a bus. But if we were to stand at an intersection and tally the cars, trucks and buses that pass, we would encounter problems. Most of the passing vehicles would be easily recognized as one of the three. But a small proportion would puzzle us. Is the 'pick-up' van a car or a truck? Is the vehicle with the back seat torn out and a truck bed installed a car or a truck? What is the jeep? Answers will depend on definitions. We can define car so that all of these will count as cars; or we can define car so that some or all of them will count as trucks or buses. And the question "Is it really a car?" Is meaningless in any case, because any definition will be arbitrary, governed by our purpose in making the classification and valuable only if it enables us to classify according to our purpose with a minimum of uncertainty.

So with grammatical definitions, they are not so much right or wrong as good or bad, careful or sloppy, useful or impractical. We define nouns not to establish the nature or essence of nounness, but to be able to talk more conveniently about a large group of words in which we perceive some similarity. Our definition is good if it is readily understandable and applicable, and if it eliminates or reduces as far as possible the border ground of doubtful cases. Some grammatical terms, however, cannot be so defined as to eliminate all border ground.

Some confusion and argument can be avoided if we understand the bases of our definition. There are at least three possible bases, which will be called here the formal, the syntactic and the notional. By formal definition we mean definition based on form –sounds in the spoken language, spelling in the written. By syntactic definition we mean

definition based on syntax – the relation of words to other words in the
sentence. By notional definition we mean definition based on our
understanding of the relationship of words to the actual, real-world
phenomena represented by the words.

For illustration, let us make three brief and incomplete definitions of a
noun:

Formal: A noun is a word that forms a plural in –s
Syntactic: A noun is a word that may serve as subject of a verb
Notional: A noun is the name of a person, place or thing

Obviously none of these adequately defines noun, but each of them
might be expanded and qualified so as to approach adequacy.
Grammarians sometimes use one kind of definition and sometimes
another, and sometimes a combination, as circumstances require or as
their temperament leads them.

The first task of the grammarian is to group the words that occur in
sentences so that he can talk about them. When he discovers which
words naturally go together in groups, he gives the groups names, for
convenience of discussion. For example, if he examines the sentences:

> The apple was ripe
> The moon was bright
> The car was old

he notes that apple, moon and car are words that can occur in similar
positions and preceded by the determiner the. In other English sentences
he finds other words which in form and behaviour are similar to apple,
moon and car, and presently it is clear that apple, moon and car are part
of a large group of words. The grammarian then tries to define the group
– that is, to state in general terms what it is that the members of the
group have in common. The next step is to give the group a name – in
this case, the name noun. Then, instead of saying "words like apple,
moon and car behave such and so", he can say more simply, "nouns
behave such and so".

When we begin to examine a language for the purpose of describing it,
we perceive at once that there are many correspondences between the
language and the real-world phenomena expressed by the language. For
example, in the real-world there are substances and in the language
certain words (nouns) which name the substances; in the real-world
there are qualities and in the language certain words (adjectives) which
suggest the qualities; in the real-world there are different attitudes of

43

mind and in the language there are certain verb forms (moods) which distinguish these attitudes.

However, as we look closely, we find that the correspondence between language and reality is not perfect; indeed, we find paradox and contradiction everywhere. Nouns do not always name substances; adjectives do not always suggest qualities; the same mood form may express different attitudes, and different mood forms may express the same attitude.

Such vagaries are inevitable, for language is a growth. Languages do not strive for logic and symmetry; they strive for communication. Therefore a grammatical system should not be more logical and symmetrical than the language it describes.

SELF ASSESSMENT EXERCISE 1

Explain what you understand by the following:

1. formal definition
2. syntactic definition
3. notional definition

3.2 The Parts of Speech

Any approach to language which hopes to go beyond the fact that speech involves sequences of linguistic units (whether these be words, morphemes, phonemes, or whatever) must articulate classes of units at a certain level, so that their occurrence with respect to each other may be specified. One such classification is the traditional one into 'parts of speech', first articulated by the grammarians of Classical Antiquity – most authoritatively by Dionysius Thrax, in the third century AD. Substantially similar systems of parts of speech have gradually been developed for a large proportion of the languages of the world.

The vocabulary of the English language is customarily divided into eight major divisions called 'parts of speech': nouns, pronouns, adjectives, *verbs, adverbs, prepositions, conjunctions and interjections. Some* books set up a special category for the words, a, an and the, which are called articles. These words, however, do not differ in any essential way from certain adjectives, and it is more usual to consider them with the adjective group.

Grammarians have frequently proposed a reduction of these categories. Some writers would put prepositions, adverbs and conjunctions together and call them all particles – i.e. indeclinable relation words. Others wish

44

to treat adverbs and prepositions together as one group, or nouns and adjectives, or nouns and pronouns. Good arguments can be advanced for some of these arrangements, and some simplification may eventually be made; meanwhile we can make do with the familiar eight-term classification.

We should understand, however, that four of the parts of speech – *nouns, verbs, adjectives and adverbs – differ essentially from the others.* These categories are (i) partly identifiable by form, and (ii) practically unlimited in number. Consider the series beauty, beautify, beautiful, *beautifully. No one of these can ordinarily be substituted for any of the* others. Thus we say 'That's a beauty', but not 'That's a beautify'; 'I'll beautify it', but not 'I'll beautiful it', 'a beautiful woman', but not 'a beautifully woman'. Similarly arrive and arrival, amusing and *amusingly, soft and soften are not interchangeable. This correlation* between four sets of forms and four sets of functions is the ultimate justification for setting up these four word categories.

All the other word groups in the language are closed classes (whether they are treated as four groups or more). That is, they are limited in number, and the class membership changes only very slowly. We may coin new nouns and verbs at will, but we cannot easily coin conjunctions or prepositions. Furthermore, these other classes are not identifiable by form. Verbs, for example, are identifiable often by signs like be (be-friend, behead), or –fy (beautiful, identify), but no similar forms mark conjunctions.

Some difficulties are involved in treating the words left over from the major classes as a small number of parts of speech. This inevitably involves lumping together words that behave quite differently: because and and, for example, are both called conjunctions, though they actually have little in common. The conventional treatment also tends to festoon the major classes with little groups of words essentially dissimilar. Thus, *where is put in the same class with beautifully, some in the same class* with beautiful. This procedure is awkward, but we can find our way along if we pay close attention to subdivisions.

A few words do not fit in any of the conventional groups. Such a word is the to that precedes the infinitive: "It's time to stop", or the it in "Is it true that he died?" There are not many such highly specialized words, however, and they create no serious problem.

Most grammars follow the same pattern in defining the parts of speech. Nouns and verbs are defined notionally (i.e. according to meaning): a noun is a word that names a person, place or thing (e.g. man, box, *beauty, John); a verb is a word that makes an assertion or indicates*

45

action or being (e.g. want, hit, come, be, sleep). All the other parts of speech are defined syntactically, on the basis of the definition of noun and verb: an adjective is a word that modifies a noun (e.g. big, *terrible, foolish); an adverb is a word that modifies a verb (*angrily, yesterday, beautifully); a pronoun is a word that replaces or stands in the place of a noun (e.g. he, she, it, you, who, that); *preposition* is a word relating other parts of speech (e.g. in, under, *without, on); a conjunction is a word joining other parts of speech (e.g. and, that, because, if) and an interjection is an exclamatory word (such* as hey, ouch, whoa).

This system seems neat and simple, and indeed it serves fairly well in practice, but close scrutiny (as we shall see later) tempers our admiration somewhat.

Most of us begin our study of grammar with the notion that the parts of speech are watertight compartments. We believe not only that all words in context can be distributed among the eight categories but also that a given word in a given context must belong to one category and not to any of the others.

The actuality is not so simple; all of the compartments leak. As commonly defined, each part of speech bears certain resemblances to others, and the categories run together at border lines. Can we say that *his in "That is his cat" is a pronoun and not an adjective, or that it is an* adjective and not a pronoun? We can, of course, frame the definition of *pronoun or of adjective so as to include or exclude the word, but it is* probably more enlightening to call it a pronominal adjective (or adjective pronoun), thus indicating that it has characteristics of both groups.

Similarly, at some points nouns can scarcely be distinguished from adjectives or from pronouns. Adverbs approach prepositions in one direction and conjunctions in another. Some words are both verb-like and noun-like. We can reduce the confusion somewhat by paying close attention to definition, but no definition of the traditional parts of speech can eliminate overlapping entirely.

SELF ASSESSMENT EXERCISE 2

1. Name any four categories of parts of speech and provide three examples of each.
2. What part of speech are the following words? Ada, die, Nigeria, *or, hei, unfortunately.*

46

3.3 Parsing

In traditional grammar, parsing refers to the grammatical exercise involving the description of sentences and words by giving names to the grammatical categories of various elements, for example, subject, predicate, verb, object, number, case, gender, person, etc. To parse a word is to examine it in two different points: (i) what part of speech it is, and (ii) what part it plays in the building of a sentence.

Of the eight parts of speech the only kind of word that cannot be parsed in relation to the part it plays in the building of a sentence is the *interjection. An interjection is unlike all the other parts of speech* because it does nothing in the sentence, i.e. it does not help to make the sentence as the other parts of speech do. If it happens to occur in the middle of a sentence, it is not connected with any word either before or after. Sometimes it does not occur in any sentence, but stands quite alone. So, in parsing such a word as oh!, pooh!, ah!, alas!, etc, the only thing we can say is that it is an interjection.

All the other parts of speech stand in some connection with other words, and must therefore be parsed. Thus, if we have to parse in, in such a phrase as "a bird in the hand", we say not merely that it is a preposition, but a preposition having hand for its object. It shows what the bird has to do with the hand, or the hand with the bird. Also, if you were parsing the sentence: "My brother tortured our cat", you would say that brother was a common noun, singular number, masculine gender, third person, nominative case. You would say that tortured was a finite verb, past tense, third person, singular number, indicative mood. In the older forms of English language, when inflectional endings were more numerous, parsing was less difficult than it is now when we have but few of these inflectional endings left to guide us. Now we have to look chiefly to the *work that a word does in a sentence, and not expect so much help from* the form or ending.

For an illustration, let us parse some parts of speech.

How to Parse Nouns

To parse a noun you have to show four different things concerning it:

(a) of what kind it is, - whether Proper, Common, Collective, Material or Abstract;
(b) of what gender it is, - whether Masculine, Feminine, Common or Neuter;
(c) of what number it is, - whether Singular or Plural; and

(d) in what case it is, - whether Nominative, Accusative, Genitive, etc.

As an illustration, let us parse this sentence:

The Master of this class teaches French without a book

Master: Common noun, Masculine gender, Singular number, Nominative case, Subject to the verb 'teaches'.
Class: Collective noun, Neuter gender, Singular number, Accusative case after the preposition 'of'.
French: Proper noun, Neuter gender, Singular number, Accusative case after the verb 'teaches'.
Book: Common noun, Neuter gender, Singular number, Accusative case after the preposition 'without'.

How to Parse Pronouns

To parse a pronoun you have to show five different things concerning it:

(a) of what kind it is – whether Personal, Possessive, Demonstrative, Relative (i.e. Conjunctive), or Interrogative.
(b) of what gender it is – whether Masculine, Feminine, Common or Neuter.
(c) of what number it is – whether Singular or Plural.
(d) of what person it is – whether first, second, or third
(e) in what case it is – whether Nominative, Accusative, etc.

For example, to parse the pronouns in the sentence:

I have written down your names in my book

We proceed thus:

I: Personal pronoun, common gender, singular number, first person, nominative case, subject to the verb 'have written'.
Your: Possessive adjective qualifying the noun 'names'.
My: Possessive adjective qualifying the noun 'book'.

How to Parse Finite Verbs

The points to be explained in the parsing of a Finite Verb are shown in their proper order in the two following tables:

Kind of Verb	Conjugation	Voice	Mood Tense	Form of Tense
Transitive Intransitive	Strong Weak mixed	Active Passive	Indicative Imperative Subjunctive	Present Indefinite Past Continuous Future Perfect Future Perfect-in the past continuous

Number Person Agreement		
Singular Plural	First Second Third	Agreeing in number and person with its subject or subjects, expressed or understood

For an illustration, let us parse the verbs in the following sentences:

1. James has been fishing all the morning
2. James and I will be promoted next year
3. He worked hard that he might win a prize

1. He's been fishing: Intransitive   verb,   weak   conjugation,   Active
                       voice,   Indicative   mood,   Present   Perfect-
                       Continuous   tense,   having   'James'   for   its
                       subject, and therefore in the singular number
                       and third person.

2. Worked: Intransitive verb,   Weak   conjugation,   Active
             voice,   Indicative   mood,   Past   tense,   having
             'he'   for   its   subject,   and   therefore   in   the
             Singular number and third person.

3. Might win: Transitive   verb,   Strong   conjugation,   Active
              voice,
              Subjunctive   mood,   Past   tense,   having   'he'
              for its subject, and therefore in the Singular
              number and Third person.

The rule relating to the agreement between a Finite   verb and its subject
is called Concord: "a verb must be in the same number and person as its
Subject   or Nominative". Several special rules exits for working out this
general concord or agreement. One   of   the   rules   states: "when two   or
more singular subjects are connected by and, the verb is plural" as in:

(a) Time and tide wait for no man
(b) Ada and Mary are here

The above is a sample of how parsing was done. Of course someone was bound eventually to ask what good all this did. Did learning grammatical terminology teach you anything except grammatical terminology? Did learning to parse sentences or diagram sentences cause you to produce better sentences? In the early decades of the twentieth century many educators asked these questions and answered them with a resounding 'No'. Linguistics, by contrast, is less concerned with labels, and more with the criteria of analysis which lead to the identification of these elements, and with the way in which speakers use these elements to relate sentences in the language as a whole.

SELF ASSESSMENT EXERCISE 3

1. What do you understand by parsing?
2. Parse the nouns in the following sentences:

      (a) John won the gold medal
      (b) Samuel gave John a car
      (c) Girls play football

3.4 Concatenation

To grasp the real structure of the English sentence, one must understand not only the words that occur but also the principles of their arrangement. An English sentence does not consist simply of a string of words in free relation to one another. It consists of groups of words arranged in a series of levels, each word group being made up subgroups, until we get down to the single word.

In this discussion, we will adopt the view that all sentences of English have a simple linear structure; that is, that every sentence of the language could be satisfactorily described, from the grammatical point of view, as a string (or sequence) of constituents (which we assume to be words). As an abstract illustration of what is meant by the term 'string' (which is the technical term used in mathematical treatments of the grammatical structure of language) we may consider the following instances:

$$a + b + c + d$$

The plus-sign is employed here to indicate concatenation, a term used in the formal representation of linguistic structure to refer to the process of linking elements together by placing them in sequence to from strings. The string results from the combination of the constituents or elements, in a particular order. What the order denotes depends upon the interpretation given to the system in its application to particular phenomena. In English, for example, the left-to-right ordering of written

sentences as allowed by the convention is a   particular kind of string. In transformational-generative grammar a   language   is considered as a   set of strings which consist of elements linked   together by the process of concatenation. We   assume   that the combination of words resulting from the application of a grammatical rule constituted a string, with the order of the concatenated   words being   determined   by the   order in which the words occur in sentences of the language.

In   English   grammatical   terminology   the   notion   of   syntagmatic relationship does not necessarily presuppose   an ordering of the elements between   which   the   relationship   held,   instances   abound   of   both sequential   and   non-sequential   combination   of   elements.   A   string   is   a particular   kind   of   syntagm   (an   ordered   arrangement   of   parts)   as concatenation is a particular kind of combination.

4.0 CONCLUSION

In   this   unit,   we   have   tried   to   show   the   linguistic   practices   of the traditional   grammarians.   You   have   seen   that   traditional   grammar represents   an   amalgam   of   methods   and   principles   traceable   to   many scholars   of   the   ancient   period.   Although   their   methods   and   interests differ from current practices, we still owe them a lot of gratitude for the work they did.

5.0 SUMMARY

You have learnt in this unit:

• what the different 'parts of speech' are;
• what formal, syntactic and notional definitions mean;
• what is meant by 'parsing', and how to parse; and
• what 'concatenation' means.

6.0 TUTOR MARKED ASSIGNMENT

(a) State the parts of speech of the words in italics in the   following
sentences:

(i) The criminal lawyer won the case
(ii) He bought the car for her
(iii) This is an interesting book
(iv) He did it because he is compassionate
(v) The house is behind the church

(b) Parse the verbs in the following sentences:

      (i) She drove to Lagos
      (ii) He has been sleeping since noon
      (iii) They worked hard to pass their examinations
      (iv) Come tomorrow

7.0 REFERENCES/FURTHER READINGS

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UNIT 3 MEANING AND THE NATURE OF THE SENTENCE

CONTENTS

In this unit, we will discuss meaning and the nature of the sentence in traditional grammar. The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
       3.1 Meaning in Traditional Grammar
       3.2 Words and Word Relationships
       3.3 Sentence in Traditional Grammar
       3.4 Types of Sentences
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

The traditional grammarian set for himself certain methodological procedures based on his perception of the nature of language. He saw that if language is a reflection of thought, there must be correlations between the patterns in which we think and the patterns of language that express our thoughts. For example, we think of things, to which we give names and about which we then make predications or statements. Thus, the traditional grammarian began his description with complete, meaningful statements (each consisting of a subject plus a predication about this subject), and analysed these statements into their constituent parts. Each part must in some way contribute to the meaning of the whole statement.

There is a bewildering variety of approaches to the definition and determination of 'meaning'. Distinctions are made between 'emotive' and 'cognitive' meaning; between 'significance' and 'signification'; between 'performative' and 'descriptive' meaning; between 'sense' and 'reference'; between 'denotation' and 'connotation'; between 'signs' and 'symbols'; between 'extension' and 'intension'; between 'implication', 'entailment' and 'presupposition'; between the 'analytic' and the 'synthetic', and so on. The terminology is rather confusing since it is used without any high degree of consistency and uniformity between different authors. It is inevitable therefore that the terms we shall employ here will not necessarily carry the same implications as the same terms employed by other authors.

53

2.0 OBJECTIVES

At the end of this unit, you will be expected to know:

• how meaning is expressed in Traditional Grammar
• different kinds of relationships between words
• the types of sentences.

3.0 MAIN CONTENT

3.1 Meaning in Traditional Grammar

Semantics may be defined as the study of meaning. From the earliest times down to the present day, grammarians have been interested in the meaning of words, and frequently more interested in   what words mean than in their syntactic function. A practical manifestation of this interest is   seen   in   the   innumerable   dictionaries   that   have   been   produced throughout the ages, not only in the West, but in all parts of the world where language   has been studied. As we saw in the previous units, the categories of traditional   grammar were   to a   large extent determined by their characteristic 'modes of signifying'.

Meaning   was   seen   by   the   traditional   grammarian   as   either   lexical   or grammatical. Lexical meaning is the essential meaning of words classed as substantives   (nouns   and   other   nominals),   verbs   (including   modals, auxiliaries   and   verbals),   and   their   modifiers   (adjectives   and   adverbs respectively).   Grammatical meaning is the   property   of the   words (and affixes) which signal relationships between the words that   have   lexical meaning. Thus articles, prepositions, and conjunctions are   said to have grammatical   meaning.   Words   that   have   lexical   meaning   carry   the message   content   while   words   that   have   grammatical   meaning   are essential   to   the   grammaticality of sentences. Thus,   different classes of words have different functions in the language.

Traditional grammar was founded on the   assumption that the   word was the basic unit of syntax and semantics. The word was a 'sign' composed of   two   parts: the   form   and   the   meaning.   For   them,   the relationship holding between words and 'things' was the   relationship of 'naming'.   Thus,   it   became   customary   in   traditional   grammar   to distinguish between the   meaning   of a   word and the   'thing' or   'things' which   were   'named'   by   it.   The   distinction, as   was formulated   by   the medieval grammarians, was that the form of a word signified 'things' by virtue of the 'concept' associated with the form of the word in the minds of the speakers of the language; and the   'concept', looked at   from this point of view, was the meaning   of the word (its   significatio). This was the traditional view of the relationship between words and 'things'. This

view was made the basis, in principle, for the philosophical definition of the 'parts of speech' according to their 'modes of signifying'.

However, the terminology employed did not entirely eliminate the possibility of confusion in the application of the term 'signify'; the form of a word could be said to 'signify' both the 'concept' under which 'things' were subsumed and also the 'things' themselves. At this point it will be useful to introduce the modern term for 'things' in so far as they are 'named' or 'signified', by words. This is the term of referent. We will say that the relationship which holds between words and things (their referents) is the relationship of reference: words refer to (rather than 'signify' or 'name') things. In other words, the form (word) is related to its referent through the mediating (conceptual) meaning associated with both independently.

SELF ASSESSMENT EXERCISE 1

Explain what you understand by:

(a) Lexical meaning
(b) Grammatical meaning

3.1 Words and Word Relationships

In spite of what we have said in the previous section, it is still not easy to specify what words mean. For example, consider the word table, which has many varieties of meaning, as indicated by expressions like *dining table, table of contents, water table, the teacher's table, and so* on. Even if we restrict ourselves to the most basic sense of the word *table and perhaps define it as an object with a flat top and four legs, our* intuitions as to what a table is will vary. Clearly, words can only be defined in terms of other words, and definitions of words are exact only to the extent that everyone understands the same thing by them and uses them in the same way.

Despite the problems in specifying the meaning of a word through a definition, communication can take place because people do have some basic idea what words refer to. In this respect, words have a denotative meaning, which is akin to a definition. Table refers to an object with a flat top and four legs; this is its denotative meaning. However, words also have a connotative meaning, which includes varied aspects. The connotative meaning of a word may include shades of feeling and judgment. A full account of a word must include both its denotative and connotative meanings.

Philosophers and linguists have also long been interested in relationships among words. We are all familiar with such pairs of words as sun and son, which have different meanings and are spelled differently but are pronounced the same. In studying language usage, pronunciation is more important than spelling, so both words would be represented phonetically as [s n]. This relationship is called *homophony: two words with different meanings but have the same pronunciation.* The term may be extended to apply to words like bank, *foul and degree, each of which has several meanings but one* pronunciation and spelling. All the meanings of bank, for example, are referred to by the single phonetic form [bæ k].

A more interesting relationship is synonymy, in which the meanings of words are supposedly alike but the pronunciations are different. It has often been argued that no two words can have exactly the same meaning. For example, such words as little and small might be interchangeable in nearly all situations, but individual speakers may insist that there are minor differences. Still, we refer to such pairs as *synonyms because they seem to mean pretty much the same thing.*

Antonymy is the relationship that holds between words that are opposite in meaning. Although opposites can usually be recognized easily, the exact nature of antonymy is more subtle. A great many antonyms are pairs of words that represent opposite degrees of some semantic property. For example, such pairs as warm and cool, hot and cold, and *torrid and frigid each represent approximately the same distance away* from some neutral point along a continuum of climate, but they lie in opposite directions. However, this property of opposites is not the only relationship subsumed by antonymy. Pairs like buy and sell exhibit a reciprocal relationship, whereas pairs like white and black exhibit a presence/absence (of colour) relationship.

The fact that some meanings are 'related' in a way that others are not disturbs the symmetry of the simple opposition between synonyms and homonyms. The question is: How different must the meanings associated with a given form be before we decide that they are sufficiently different to justify the recognition of two or more different words?

In their attempts to demonstrate the 'natural' origin of language, the Greeks introduced a number of principles to account for the extension of a word's range of meaning beyond its 'true' or 'original' meaning. The most important of these principles was metaphor ('transfer') based on the 'natural' connection between the primary referent and the secondary referent to which the word was applied. Examples of 'metaphorical' extension might be found in the application of such words as mouth,

56

eye, head, foot and leg to rivers, needles, persons in authority, mountains
and tables, respectively. In each instance there is discernible some
similarity of shape or function between the referents. Various types of
'extension' or 'transference' of meaning were recognized by the Greek
grammarians. Meanings that are more or less clearly 'related' in
accordance with such principles are not traditionally regarded as being
sufficiently different to justify the recognition of distinct words. The
traditional semanticist would not say that the mouth of a river and the
mouth as a part of the body are homonyms; but rather that the word
mouth has two related meanings. We have, therefore, in addition to
synonymy and homonymy, what has come to be called more recently
multiple meaning (sometimes called polysemy). The distinction between
homonymy and multiple meaning is evident in the organization of the
dictionaries we customarily use: what the lexicographer has classified as
homonyms will be listed as different words, whereas multiple meanings
will be given under one entry.

Also, some words can enter into relationship with other words to form
compounds or idioms; for example, sidewalk and kick the bucket. Some
of the most common idioms involve the particles on, off, in and out in
constructions with a variety of verbs, particularly in slang expressions
like tie one on, knock it off, sit in and freak out.

The meaning of a word is inherent in it in a subtle way that is difficult to
specify. However, the use of a word is a matter of record; it exists in
sentences that have been uttered. Dictionaries do not give the meanings
of words; they simply indicate the ways in which words are used.
Modern editors of dictionaries generally do not sit down, select a word,
and ask what it means. Instead, they glean sentences in which that word
occurs from the literature of the language, sort the sentences into groups
in which the word appears to be used the same way, and select the best
paraphrase to characterize each usage. From sentences-of-record, some
sort of intended meaning is inferred; and this meaning is further
described through paraphrases. Thus, a good dictionary will give at least
one example for each 'meaning' of a word; the chosen example was
actually used (among many others) to establish that 'meaning'.

One major problem in lexical representation is the multiplicity of
meanings of certain common words such as good and eat. Thus, in
expressions like good government, good apples, good time and good
upbringing, the meaning of good varies with the meaning of the noun
that it modifies. Similarly, the process of eating varies, depending on
whether one is eating soup, peanuts, oranges or steak, or whether one is
'eating his heart out' or 'eating his words'. This is one of the problems
that made the study of meaning seem futile to linguists for many years.
Hard-core philosophers even point out that the 'meaning' of a given

57

chair   is   different   at   any   point   in   time   because   the   actual structure of   the   chair   is   constantly   being   altered.   Nevertheless,   most linguists   feel   that   meaning   must   be   described,   and   so   they abstract basic   features inherent   in   the   meanings   of   words. Therefore, it may   be   true   that   a   word like   eat   will   vary   in   meaning   according   to a wide variety   of   conditions, but   there   is   a basic   sense   of   eating   that   is understood   to   involve taking   matter   into   the mouth and swallowing   it. Hence, one can isolate such basic notions as matter, mouth, and swallow as essential components of the meaning of the word eat.

SELF ASSESSMENT EXERCISE 2

1. Explain,   with   the   aid   of   examples,   what   you   understand   by
       lexical meaning and grammatical meaning.
2. Explain the following terms and provide two examples of each in
       English:

       (a) synonymy
       (b) homonymy
       (c) antonymy
       (d) polysemy

3.3 The Sentence in Traditional Grammar

(a) Definitions of the Sentence

Perhaps   the   most   familiar   definition   of   the   sentence   widely   used in grammar books is this one:

"A sentence is a group of words which expresses a complete thought".

It   will be   seen that   this depends entirely on the   meaning   of 'complete thought', and this is not as obvious as it might seem. If we take a group of words   like   The   boy   went   to   the   store,   we   might   all   agree   that   the thought is complete. The group of words makes a statement sufficient to itself,   not   depending   on   any   other group   of   words.   The   phrase   to the *store,   which   could   occur   quite   naturally   in   answer   to   the question, where did   he   go? is   not   regarded   as   a   sentence   because   it is* independent. That is, it cannot occur except as the answer to a question.

But   suppose   we   have   an   utterance   like   He   didn't   have   any. Is it complete or not? Presumably it is not, for if we were to hear it by itself we   would   get no sufficient meaning from it. we should have to ask who *is he? and   Any what?. The   utterance would be   altogether dependent on* other   utterances preceding or   following it. Yet, this stretch of words – *He didn't have any – is undoubtedly a sentence, in the sense that writers*

of English would have no hesitation in writing it with a capital letter at the beginning and a period at the end.

Thus, the words 'complete thought' in this definition cannot mean logically complete. For the logically complete thought will often turn out to be not the sentence but the paragraph, the essay, the chapter, or even the whole book. In the logical sense we do not complete the thought until we finish writing whatever we are writing. So, if this definition means anything at all, the words 'complete thought' must mean something quite special – something like 'grammatically complete thought'. But of course this begs the question, for we must still ask 'How do we know when a thought is grammatically complete?', 'What are the forms that make it so?'

Another common definition attempts to approach this problem. This is the one which defines a sentence as "a group of words containing a *subject and a predicate". This gives us something tangible; the only* trouble is that it isn't true.

If we look at the word groups that acceptable writers of English punctuate as sentences, we find that most of them, to be sure, contain subjects and predicates. Not all, but most. Imperative sentences, of course, like Take your shoes off your feet, have no subjects, and in dialogue writing, many sentences have neither subject nor predicate. Even in sober and conservative expository writing, you will find a considerable number of word groups without subject and predicate.

By the definition we are considering, He didn't have any is a sentence, for it has a subject (He) and a predicate (didn't have any). So if the student knows what a subject is and what a predicate is, this definition might be of moderate service to him. The trouble is that, whereas most sentences in expository writing have subjects and predicates, most word groups with subjects and predicates aren't sentences. We have seen that *He didn't have any is a sentence because it has a subject and a predicate.* But because he didn't have any is not a sentence although it has the same subject and predicate. For it to be regarded as a sentence it would ordinarily be attached to some other word group like: I didn't borrow *money from him because he didn't have any.*

We have seen above the hazards involved in seeking a philosophical definition of the sentence. Like most other language features, sentences are more easily illustrated than defined. The best we can do is to examine the make-up of these units, the structures that typically compose them, and then try to recognize them.

(b) Classification of Sentences According to Meaning and Word
      Order

It is generally agreed that sentences can express four basic kinds
of meaning:

(i) facts (declarative sentences)
(ii) commands (imperative sentences)
(iii) questions (interrogative sentences)
(iv) exclamations (exclamatory sentences)

There is less agreement, however, on whether we should apply these
labels according to the intent behind the sentence or according to the
word-order. For example, the sentence You will apologise immediately
to the Secretary would normally be felt as a command, though it has the
form of a declarative sentence. In the sections that follow, the
classification is chiefly formal, though some of the conflicts of form and
meaning are noted.

Declarative Sentences

The declarative sentence is used chiefly to make an assertion; usually it
states a fact, but sometimes a probability, a possibility, or
even an impossibility. Most of the sentences that we use are declarative
sentences. Examples:

(i) The ball rolled into the net
(ii) We may never have a trouble-free session again
(iii) They are all in the same class
(iv) The earth is round

The normal word-order of the declarative sentence is subject-verb or
subject-verb-complement. This order is usually changed, however, when
an adverbial modifier introduces the sentence as in: Beyond the school
lies the Aso Rock. Occasionally, the object is placed before subject and
verb as in: Azikiwe, we may never see again.

The declarative form is often used in commands as in the following:

(v) You will kindly do what you are told (the imperative form would
      be: kindly do what you are told).
(vi) You must report immediately to the police
      It is also used in questions:
(vii) She told you I could pay the bill?
(viii) He's waiting in the parking lot?

Imperative Sentences

An imperative sentence expresses a command or a request:

(i) Get out of here!
(ii) Have another drink!
(iii) Be ready at noon!

These   sentences illustrate   the   typical   imperative   form: the   imperative mood of the   verb,   with the   subject   omitted.   Sometimes, however,   the subject is expressed:

(iv) You get out of here!
(v) You be ready at noon!

There   is usually   no formal   difference   between an   imperative   sentence with expressed subject and a declarative sentence. Thus You sing out of context may be either a request that you do the singing (imperative) or a remark that you know how to sing (declarative). But sentences using the verb be can be distinguished by the form of the verb:

(vi) You be the singer (imperative
(vii) You are the singer (declarative)

Interrogative Sentences

The interrogative sentence usually asks a question:

(i) Have you seen Sam?
(ii) Do you know that John is sick?
(iii) Did the doctor say it will be twins?
(iv) Is the food good?

When no interrogative word is used, the typical word-order is auxiliary *verb – subject – principal verb as in sentences (i)-(iii) above. When the* verb be is used, the order is verb-subject. This latter order, once popular in English, occurs now only with the verb   be and sometimes with have: *Have you a pen? Even have commonly takes the auxiliary verb: Do you have a pen?*

Interrogative   sentences   are   also   introduced   by   interrogative   pronouns, adjectives, or adverbs:

(v) Who was the last to come out of the class?
(vi) What bus is this?
(vii) Where is it going?

61

When an interrogative adverb is used, as in the last example, the positions of subject and verb are the same as those in questions without the interrogative word. When interrogative pronouns or adjectives are used as subjects or modifiers of subjects, the order is *subject-verb- as in declarative sentences; but when they are used as complements* or modifiers of complements, the order is complement-*auxiliary verb – subject – principal verb:*

(viii) What did you eat?
(ix) What food did you eat?
        The interrogative form is sometimes used for exclamations:
(x) Did he run!
(xi) Did I like fresh corn!

Exclamatory Sentences

An exclamations sentence expresses feeling or emotion. Exclamatory sentences are often introduced by what or how, as a modifier of the complement:

(i) What a teacher the facilitator is!
(ii) What an impression he made!
(iii) How hot it is!

The order is thus complement-subject-verb. Note the difference between this and the interrogative sentence with be:

(iv) How hot it is!
(v) How hot is it?

Frequently we express feeling or emotion with the declarative form:

(vi) He is a rascal
(vii) He is a rascal!

The difference between these sentences can be indicated in writing only by punctuation, in speech only by intonation.

(c) Classification of Sentences According to Clause Structure

Sentences may be classified according to the number and kind of clauses they contain. Usually four types are named: simple sentences, compound *sentences, complex sentences and compound-complex sentences.*

(i) Simple Sentences

A   simple   sentence is a   sentence   containing   one   main   clause   and   no subordinate clause:

(i) He hit the referee with the ball
(ii) Students do assignments

When a sentence   contains two or more verbs joined by a   coordinating conjunction, we still describe it as a simple sentence:

(iii) The man got up and slowly walked away
(iv) The student   raced   the car, shot   out of the   driveway   and hurtled
        down the road

It is a simple sentence also if there are two coordinate subjects:

(v) Richard and Rose kissed and made up

Here the verbs share the subjects, and the subjects share the verbs. Only when   each   verb   has   its   separate   subject   do   we   have   more   than   one clause and hence a compound or complex sentence.

(ii) Compound Sentences

A compound sentence consists of two or more main clauses:

(i) John opened the gate and the dog ran out
(ii) The player got up but he was unable to continue
(iii) Give me the knife and then help me to hold the chicken
(iv) Jane   swept   the   room,   Mary   dusted   the   furniture   and   Alice
        mopped the floor

Two   main clauses in compound sentences are   most often connected by coordinating   conjunctions   as   above,   but   there   are   several   other possibilities:

(v) He   kept pressing the bell for several minutes; however, there was
        no answer (with conjunctive adverb)

(vi) The   class   ended   at   five,   and   consequently,   we   had   to   hurry   to
        catch the bus (coordinating conjunction plus conjunctive adverb)

(vii) I turned on the cold water; it was most refreshing (a semi-colon
        standing between the two clauses).

In the last sentence it is punctuation alone that indicates that we have one compound sentence rather than two simple sentences. The choice between a compound sentence and two simple sentences is governed purely by the demands of rhetoric and style.

(iii) Complex Sentences

A complex sentence is a sentence containing at least one subordinate clause:

(i) She handed the letter to James, who chuckled as he read it.
(ii) The businessman, who had much goods to clear, caused all his consignments to be conveyed by trucks as there is no railway

There are three kinds of subordinate clauses: Noun clause, Adjectival clause and Adverbial clause. A noun clause is one which does the work of a noun in relation to some word in some other clause; an adjective clause does the work of an adjectival in relation to some word in some other clause, and an adverbial clause does the work of an adverb in relation to some word in some other clause. Consider these examples:

(iii) Where Gen. Aguiyi Ironsi was buried is still unknown (Noun clause, subject to the verb is)

(iv) No one has seen the place where Gen. Aguiyi Ironsi was buried (Adjectival clause qualifying the noun place)

(v) Without knowing it the footballers camped where the battle was fought (Adverb clause qualifying the verb camped)

(iv) Compound-Complex Sentences

A sentence containing two or more main clauses and at least one subordinate clause is called a compound-complex sentence:

(i) Lawrence licked the envelope, which cut his tongue, and he bled profusely.

(ii) While Jane swept the room, Mary dusted the furniture and Alice mopped the floor.

(iii) The girl he loved couldn't be bothered with him; he therefore contemplated suicide.

(iv) I knew that Don was ill, but I didn't know that he suffered from measles.

64

4.0 CONCLUSION

We have tried in this unit to show how traditional grammarians handled
the meanings of words, how they treated words and word relationships,
and the way they categorized sentences. Words have both denotative
and connotative meaning. Relationships among words include
homophony, synonymy, antonymy and polysemy. Sentences could be
classified according to meaning and word-order, or according to clause
structure.

5.0 SUMMARY

You have learnt in this unit,

• what semantics is,
• what homophony, synonymy, polysemy and antonymy mean, and
• the types of sentences

6.0 TUTOR-MARKED ASSIGNMENT

Indicate in the space provided:

(a) whether the following sentences are   declarative, interrogative or
        imperative, and
(b) whether they are simple, compound, complex, or compound-
        complex:

(i) -   - -   Many believe that our survival depends upon our
            capacity to think independently and logically.
(ii) -   - -   She looked as if she was going to be ill; I became
            suspicious.
(iii) - - - You approve, don't you?
(iv) - - - Will you close the doors, please?
(v) - - - Everything she cooks smells like curry powder.
(vi) - - - Thanks for letting me share the day with you.
(vii) - - - To state the problem clearly is imperative.
(viii) - - - The means must be justified by the end.
(ix) - - - I wondered why he did that.
(x)   - - -   The class began to discuss ideas that were fairly
            profound.
(xi) - - - Continue from where you are and set an intermediate
            goal that you can reasonably expect to reach.
(xii) - - - Death always comes as the   best possible   solution in
            classical tragedy

7.0 REFERENCES/FURTHER READINGS

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UNIT 4 A CRITIQUE OF TRADITIONAL GRAMMAR

CONTENTS

In this unit, we   shall critically examine traditional grammar pointing all
its weaknesses and strengths. Attempts to   solve   the weaknesses gave
rise to the development of new approaches to the study of language. The
unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
       3.1 Weaknesses of the Traditional Grammar
       3.2 Strengths of the Traditional Grammar
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

We   have tried in this module to show what traditional grammar is, and
to demonstrate   the way   it analyses various aspects of language. In this
unit, we shall attempt to show the areas of weaknesses and strengths of
this model of grammar in the analysis of language.

2.0 OBJECTIVES

At the end of this unit, you will be expected to:

• identify the weaknesses of the traditional grammar
• identify the strengths of the traditional grammar.

3.0 MAIN CONTENT

3.1 Weaknesses of the Traditional Grammar

(a) The Parts of Speech

It is easy to get the impression from traditional grammar that parts of
speech are almost   god-given – neat pigeon-holes into   which the words
of a language   can be   sorted. There   is plenty of historical excuse   for this
feeling, of course, as people have adopted this attitude, with few
exceptions, since   the time   of the Stoics. But it is a   misleading attitude,
and in a linguistic approach we should try to avoid the distortions that an
inflexible grid of this kind can provide.

67

Traditional grammar classified words into parts of speech. Nouns and verbs were defined notionally, i.e. according to meaning (e.g. a noun is a word that names a person, place or thing; a verb is a word that makes an assertion, or indicates an action or being) and all the other parts of speech are defined syntactically, on the basis of the definition of noun and verb (e.g. an adjective is a word that modifies a noun; an adverb is a word that modifies a verb; a pronoun is a word that replaces a noun, etc). The double basis of definition – notional and syntactic – is apparently a logical weakness; for in order to make these definitions valid, we should have to define their terms (name, thing, assertion, *being, etc) which is not an easy task.*

A noun, we are told, is the name of a person, place, or thing. In the sentence: The car is red, car is a noun because it names a thing. But red must also be a noun, for it names a colour. If a colour isn't a thing, what is it? ; a verb, we learn, is a word that expresses action, being, or state of being. Then departure must be a verb because it expresses the action of departing. Indignation must be a verb, for it expresses the state of being indignant. But of course these are not verbs in English and no grammarian would wish to call them so. As with the noun, we are identifying the word class on the basis of features not stated in the definition.

And even if we grant that the notional definitions are sound, it is doubtful that they serve their intended purpose in the teaching of grammar. Young learners do not master the definition of noun and proceed from that to an identification of nouns. They learn what nouns are by having a great many nouns pointed out to them, and they learn verbs in the same way. Their recognition is based on formal and positional characteristics of nouns and verbs, though they may pay lip service to the notional definition. Perhaps the notional definition is best characterized as a useful fiction.

The whole description of the English 'parts of speech' rests on little more than guess, intuition, and accident. There is no particular reason why we should say that English has eight parts of speech. It just happened that early grammarians sorted out English words in this fashion and later grammarians imitated them.

(b) Syntactic Analysis

Some of the shortcomings of traditional grammar have to do with analysis of complex sentences. Traditional grammar has no problems with sentences like (1) below:

1. A child won the prize
      Sentences like (2)-(4), however, are less simply analysed:
2. It was a child who won the prize
3. What the child won was a prize
4. There was a child who won a prize

Traditional grammar introduced special terms for words like it, what, *there, as used in these sentences. Yet, these seem ad hoc, designed* rather to solve embarrassment encountered in treating the variants of simple sentences like (1) than to get at the heart of the language.

Subordinate clauses in traditional grammar are equated to parts of speech. The subordinate clause of sentence 5(b) below is comparable to a simple object, and accordingly, it is called an 'object clause':

(5) a. We expect their arrival at noon
      b. We expect that they will arrive at noon

Because of this treatment of syntax, parallel constructions are treated at different points in the grammar rather than under one heading. For example, consider the following:

(6) a. We expect them to arrive at noon
      b. We expect their arriving at noon

Since the verbal element in 6(a) is an infinitive, traditional grammar treats such patterns with other infinitive constructions. The verbal element in 6(b) is a gerund and this variant is treated under gerunds. Users of such grammars must track down the parallel constructions in several places instead of regarding sentences 5(b), 6(a) and 6(b) as embedded variants of the simple sentence 5(a).

A different kind of problem led to a departure from traditional grammar especially among American linguists in the first half of the twentieth century. Traditional grammar did not lend itself well to the treatment of many non-European languages. Some languages like Japanese do not have a separate part of speech corresponding to pronouns. Moreover, verbs and adjectives may fall into one class, as in Japanese. Other languages as Chinese and Vietnamese have no inflections, making it difficult to determine the parts of speech in traditional manner. Still others like Eskimo, combine constituents so that a sentence is equivalent to a word. To treat these languages suitably, linguists set out to develop a grammatical approach that would analyse any language in terms of its own structure.

69

Finally, traditional grammar devoted much of the syntactic discussion to uses of forms. For example, if nouns are inflected for case, uses of each case are described. It appears to assign the reason why certain grammatical features of a language occur, and how they must behave. The same procedure applies to verb forms and to other parts of speech. Syntax in this way is an extension of morphology.

(c) Reliance on Latin Grammatical Model

English grammar books that were produced by the traditional grammarians were not English grammars at all; they were Latin grammars disguised. This was not particularly surprising, in view of the millennium of concentration on Latin studies to the exclusion of almost everything else. The grammar that the early grammarians knew was Latin grammar, and when they decided to 'grammarise' English, they simply transposed the Latin structure and the Latin terminology and called it English grammar forgetting that English and Latin are strikingly different languages. They not only express their meanings in totally different ways with totally different structural features, but they don't always express the same meanings. Languages are not convertible into one another the way dollars are convertible into Naira and pounds, and the first mistake of the 18th century grammarians was that they didn't understand this.

This is why, for example, such English grammars describe six tenses. English doesn't have six tenses. It has two tenses if looked at in one way or several dozens if looked at in another way. But it happens that Latin does have six tenses, differentiated by inflectional endings, and the grammarians simply took the English translations of the six Latin tenses and called them the English tense system. In the same way, features as voice, mood, case, which are important in Latin as in other highly inflected languages, were sought out and emphasized in English. Some grammarians were so ingenious as to discern five or six cases in the English noun. Meanwhile the essential features of English grammar – the basic signals by which the language transmits its meanings – were largely ignored.

Let us illustrate this reliance on Latin framework with the case system. By case grammarians normally refer to a kind of variation in the actual form, or shape, of the noun, which shows the noun's relationship to other parts of speech, or its function in a sentence. This variation in the form of a noun is called inflection, and a language which displays it is called an inflected language. English has hardly any inflectional endings for its nouns; it has the genitive case (as in cat's) and a general case which is used everywhere else (cat, cats). To call cat in The cat came and I kicked the cat different cases, is simply to misuse the word case,

70

for there are clearly no differences between the endings of the two nouns. In examples like these, we know the difference between the doer and the receiver of the action by the position of the noun in relation to the verb.

The general point to be made here is that the description of a language must not be carried out using the descriptive framework originally devised for the specific study of some other language – even if there are strong cultural affiliations with this other language. When inflections are found in a language, parts of speech, for example, are most securely identified by them. Since Latin had characteristic inflections, it could be treated in accordance with the procedures of traditional grammar.

From the above discussion, we thus see that in traditional grammar, there is a tendency to treat Latin as a kind of authority to turn to when doubts arise about grammar.

(d) Reliance on the Written Form of Language

In traditional grammar, there was very little recognition of the extent of the difference between spoken and written forms of language. Many grammarians and lexicographers, particularly in the 17th century, were aware of the existence of such a difference but did little to analyse it. And most authors paid only lip service to the existence of the spoken language. In a way, this is not surprising, it is partly due to the way in which Latin was taught, almost solely as a written language. But more important than this, the neglect is due to the fact that it is extremely difficult to study speech without some mechanical aids to make the speech permanent and therefore more precisely analyzable.

The rules of written language must not be forced onto speech, as they so often were. Writing is a later and more sophisticated process than speech. Speech is the primary medium of linguistic expression: we begin to speak before we write, most of us speak far more than we write in everyday life, all natural languages were spoken before they were written, and there are many languages in the world today which have never been written down. All these go to show the superiority of the spoken form over the written form. To base our statements about language on writing rather than on speech is therefore a reversal of linguistic priorities, and leads to all kinds of confused thinking. The two media should be considered separate systems of communication.

A distinct but related aspect of the partial account of language given in traditional studies is that the material presented does not even cover the whole range of a language's written forms, but is restricted to specific kinds of writing – the formal styles, in particular. Anything which

71

smacks of informality tends to be carefully avoided, or if mentioned, castigated as 'slang' and labelled bad grammar – even though the formality may be in regular and widespread use among people. We do not, after all, use the same kind of formal language when at home or when writing letters to friends as we do when we are giving a speech or applying in writing for a job. A language can be used at many levels of formality, and it should be one of the tasks of a description to take account of these differences, and not to select some levels as 'right' and others as 'wrong'. For example, we are all familiar with the 'rule' in English which tells us that we should use whom and not who as the relative pronoun in a sentence like: The man – you were *talking to is a foreigner. But such rules simply distort the reality of* English. It is not a question of whom being correct usage, and who being incorrect: each is appropriate in certain circumstances and inappropriate in others.

In addition, areas of language structure other than grammar disregarded in most traditional accounts: the pronunciation system of languages is treated scrappily, usually only in connection with formulation of spelling rules or rules for elocution.

(e) Prescriptivism

We have noted earlier that the teaching of Latin grammar and the study of Latin literature contributed immensely in promoting misleading principles of analysis associated with traditional grammar. One of such principles was that the preservation of the classical tongues, which were perfect examples of eloquence, was the main task of literature. Thus, vernaculars were clearly inferior. Spanish and French, for example, were seen simply as "examples of much-decayed languages" (Crystal, 1971:53). Languages, it was felt, were corrupted by commoners and preserved by the educated. Dictionaries, moreover, were only to define words used by the best authors. Grammars came to be considered as preserving a language's purity. Their role was to tell people authoritatively how to speak and write. Only the best authors, the literary giants, were to be studied as examples of what a language was like. It assumed that language was a system embodied in the writings of the best authors, something to be sheltered from change. Where usage differed from books, usage was corrupt. So, traditional grammars drew farther and farther away from language as it was, and more and more it became a policeman of correctness. This blinded its advocates to the potential of language to renew itself from generation to generation.

And when English grammars came to be written, especially in the 18th century, the authors, steeped in these Latinate and literary traditions, regularly produced rules of 'correct' usage (normative rules, as they

were sometimes called) which bore little relation to the facts of everyday speech.

We have mentioned earlier Dryden's rule about not putting prepositions at the end of a sentence, though it is doubtful whether there has ever been a time in English when prepositions were so restricted in their placement in a sentence.

Here is what a noted traditional grammarian wrote against a construction that was being taken up by everyone: The bridge was being built replacing it with The bridge was building:

> As to the notion of introducing a new and more complex passive form of conjugation, as, The bridge is *being built, ... it is one of the most absurd* monstrous innovations ever thought of.... This is certainly no better English than The work was being *published, has been being published, had been being* *published, shall or will be being published, ... and so* on... what a language shall we have when our verbs are thus conjugated? (Goold Brown. 1884. The *Grammar of English Grammars. New York: William* Wood and Co. p.379).

Cardinal Richelieu of France had established an Academy to standardize and purify French language. In 1698, Daniel Defoe proposed a society similar to the French Academy,

> to encourage polite learning, to polish and refine the English tongue, and to advance the so much neglected faculty of correct language, to establish the purity and propriety of style, and to purge it from all the irregular additions that ignorance and affectation have introduced, and all those innovations in speech, if I may call them such, which some dogmatic writers have the confidence to foster upon their native language, as if their authority were sufficient to make their own fancy legitimate... (H. Morley. 1889 (Ed) *The Earlier Life and the Chief Earlier Works of Daniel* *Defoe. London pp.125-126)*

It is easy for us to laugh at these, and of course, normative grammarians have given a bad name to traditional grammar, which did not deserve it. To anyone who has gone through a language course since the early 1950s, 'traditional grammar' doubtless has a bad sound. Textbooks and teachers using supposedly up-to-date methods in teaching foreign

languages or English mention traditional grammar either unfavourably or not at all; it embodies, for them, all the outmoded practices of reciting grammatical paradigms, translating to English instead of learning to speak, and worrying about what language ought to do rather than what it does. Ferdinand de Saussure summarises the weaknesses thus:

> Traditional grammar neglects whole parts of language, such as word formation; it is normative and assumes the role of prescribing rules, not of recording facts; it lacks overall perspective; often it is unable to separate the written form from the spoken word (Ferdinand de Saussure. 1959. A Course in General Linguistics. Trans. Wade Baskin. New York: McGraw Hill, Inc. p. 82).

SELF ASSESSMENT EXERCISE 1

Discuss any two weaknesses of the Traditional Grammar.

3.2 Strengths of Traditional Grammar

It is easy to paint a picture in black and white in discussing traditional approaches to language study. And at the moment, the black has certainly been stressed, for the purposes of the argument. But we must not forget that linguistics has a great deal to be grateful for in the work of many early scholars. Any emphasis on weaknesses is, however, a useful one, as it has a chastening effect. It is easy to be smug about language, to rely on traditional grammar for all occasions, and when it does not work, to think that the problem lies with your understanding the principles. The purpose of the last section has been to show how inadequate traditional grammar and lay beliefs can be as a source of information to account for all we should know about the proper working of language. It has helped to emphasize how complex the reality of language is. In this section, we shall outline the main legacies of traditional grammar.

We are indebted to traditional grammar for the modern notion of sentence, the parts of speech and for numerous technical concepts, such as subject and predicate. For the most part, the traditional grammarians talked of categories which actually do exist in English. They got balled up not so much on the categories themselves as on the definition and description of them. The terminology of traditional grammar provides a useful framework for describing the outward structure of sentences and continues to serve as the point of departure for all schools of grammatical analysis. It is important to emphasise that the terminology is directed to outward structure rather than semantic content.

74

Moreover, we are indebted to traditional grammar for certain basic procedures that are an inescapable part of any approach to language analysis. One of the procedures involves diagramming. In this, they sought to develop a framework that would make possible the exhaustive description of every possible sentence by representing the structural relationship of sentence components graphically. Modern linguists still find this very useful though they differ with traditionalists primarily in the kind of diagrams they use and the claims they make about what the diagrams represent. A basic technique associated with traditional grammar and which continues to be used in all modern approaches to language is paradigm analysis, which involves the examination of related forms and the analysis of these forms into elements that are 'same' and 'different'. Thus, the paradigm walk, walked and walking can be analysed as consisting of a constant walk, to which may be added variables, the suffixes –ed, and ing. Traditional grammar was at its best in describing the inflections, idioms and sentence forms of particular languages, especially the differences from language to language. This had a practical purpose too, for it put the emphasis on what had to be learned if one already knew a language and wanted to study another. The same principles are expounded in 'contrast' grammars today.

In principle, traditional grammar is an analytical and descriptive science, but in practice it has often been associated with pedagogical approaches that stress the supposed correctness of certain constructions and incorrectness of others, often on the basis of Latin models. Many modern linguists have therefore criticized traditional grammarians for adopting a prescriptive rather than descriptive approach to language study. It would be a mistake, however, to downplay the importance of traditional grammar simply because it has sometimes been put to use in ways that are open to question. It is important to distinguish between the methodology and a resulting body of knowledge on the one hand and a totally extraneous attitude about 'correctness' on the other. The fact is that traditional grammar had much the same goals that are now proclaimed by modern linguists. Prescribing rules in language analysis enjoys renewed popularity in current theories of language as 'rule-governed behaviour'.

It would be wrong to censure authority in language simply because it is authoritarian. Every culture recognizes some styles of speech or writing as better than others, at least, under certain circumstances. In our culture, there is a standard, or prestige dialect that more or less coincides with the formal modes of expression used among persons who are not acquaintances, and who do not belong to the same social class, in short, who are not relaxed with one another when they speak. In writing, it more or less coincides with the style that must be used in a letter to a stranger. As this is not a dialect that is ordinarily learned in the home, it

has to be learned later, and its rules of usage are what we generally think of when someone mentions correct speech. Normative grammar is unassailable when it identifies itself with a prestige dialect and honestly recognizes its practical and esthetic aims. It goes wrong when it polishes correctness as a badge of superiority.

To put it simply, traditional grammar is the grammar that many of us learned in elementary school. Such notions and techniques as parts of speech, parsing, and the Read-Kellogg sentence diagrams provide a simple and accurate analysis for a sentence like *we do not have any money. The prescriptive tendencies of many traditional grammarians,* however, would hinder analysis of the semantically equivalent sentence *we ain't got no money, a variant that occurs with some frequency in* certain dialects. They would simply treat this sentence as ungrammatical. Thus, the traditional approach is viewed today as useful, but often incomplete. Thus, slang might be appropriate under some conditions, and a form of literary expression under others, but the appropriateness of slang is never viewed as a sign of quality, while that of literary expression frequently is. This, of course, is the linguistic side of social stratification: the speech of superior people is regarded as superior speech.

But at the moment, there is a renewed interest in traditional grammar, largely inspired by contemporary group of linguists who find in the traditional grammarians their spiritual predecessors. They hold that particular languages are individual forms taken by an underlying oneness common to the race. This notion of universality can be traced to the ancients, but it was encouraged by the linguistic situation prevailing in Western Europe throughout the Middle Ages: Latin was the vehicle of learning, the vernacular was the vehicle of commerce and daily living. Even after full dignity was accorded to each of the languages and Latin was no longer regarded as superior, the sense of community among European scholars persisted.

4.0 CONCLUSION

In this unit, we have discussed the weaknesses and strengths of the traditional grammar. It must be stated that the weaknesses and strengths mentioned above do not necessarily apply to the work of individual linguists since they are stated in extreme fashion. The strengths are those claimed by one group for itself, and the weaknesses are those pointed out by representatives of the opposing view.

76

5.0 SUMMARY

You have learnt in this unit:

• the weaknesses of traditional grammar
• the strengths of traditional grammar
• our debts to the traditional grammarians with regard to the study   of
   language.

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention and explain three issues that critics often raise against
      traditional grammar.
2. Do   you   think   that   traditional   grammar   left   any   legacies   for
      modern linguistics? Explain in detail with appropriate examples.
3. Are   the   methodologies   and   procedures   of   the   traditional
      grammarians   totally   useless   in   modern   grammatical   studies?
      Explain in detail.

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MODULE 3 ELEMENTS OF STRUCTURAL GRAMMAR

Unit 1 Origin of Structural Grammar and its Variants: Tagmemics and Scale and Category
Unit 2 The Practice of the Immediate Constituent Analysis
Unit 3 Elements of the Clause
Unit 4 A Critique of Structural Grammar

UNIT 1 ORIGIN OF STRUCTURAL GRAMMAR AND ITS VARIANTS

CONTENTS

In this unit, you will learn about Structural Grammar and how it originated. You will also know some of its variants – Tagmemics and Scale and Category (Systemic Grammar).

The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 Origin of Structural Grammar
        3.2 Tagmemics
        3.3 Scale and Category
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

In the previous module, we saw that traditional grammar was concerned largely with the analysis and classification of forms. These grammar followed the models of Latin grammars. However, when the importance of Latin diminished, and scholars began to observe the shortcomings of the Latin-based grammars, the search for a suitable grammatical model gave rise to what we now call Structural Grammar. This model views language as consisting of various layers or strata – phonological, morphological, etc, and each layer is treated separately. In this unit, we shall discuss the origin, and the aims and methods of Structural Grammar.

78

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• state what Structural Grammar is
• explain why Structural Grammar came into being and how it operates
• state what Tagmemics and Scale and Category are all about.

3.0 MAIN CONTENT

3.1 Origin of Structural Grammar

A combination of factors provided the impulse away from traditional grammar toward something both more objective and more accurately descriptive. We mentioned in the last unit of the last module that the techniques of traditional grammar were inadequate in handling, not only some syntactic constructions, but also the analysis of most non-European languages. Exploration and expansion of trade had brought about an increased awareness of the great variety in languages, and tentative comparisons of English and other languages were made. Throughout the late 18th and 19th centuries, scholars became interested in comparative linguistics, and the study of lexical and syntactic relationships among languages. Sir. William Jones had established a connection between Latin and Greek with Sanskrit, a language spoken in India. This observation prepared the way for the development of comparative linguistics as we know it today. The implicit or explicit identification of linguistics with the methods used in the historical and comparative study of the earliest stages of Indo-European languages was in part due to the success of this discipline (during the 19th century) in providing proof of the genetic relationships between Indo-European languages and in identifying precise rules which govern linguistic change. Comparative grammar attained such a degree of certainty and exactness that it came to be regarded as the linguistic study which is scientific par excellence. This 'scientific' appeal inspired scholars into finding ways of analyzing language scientifically.

With the wide appeal empiricist philosophy enjoyed in the intellectual community at this time, there was greater respect for the methods and results of science. Social scientists and philosophers, envious of the dramatic achievements in the 19th and early 20th century natural science, asked: 'Hw can we be scientific too?' The quest for this led to the advent of structural linguistics.

What is Structural Linguistics?

The exact time when the label 'structural linguistics' was first used is uncertain. But today, it designates those trends of linguistic thought which deliberately and explicitly try to gain insight into the systematic and structural character of language. In other words, any approach to the analysis of language that pays explicit attention to the way in which linguistic features can be described in terms of structures and systems is referred to as structural linguistics. In structural linguistics, the relationship between the corpus of data and the theoretical description had to be a direct one. Any linguistic statements about universals, or in fact any theoretical terms at all which were not directly related to observable phenomena were ruled out; the only useful generalizations about language were inductive generalizations.

The structuralist theory of language was the first major new approach to linguistics in the 20th century. Introduced probably by the Swiss linguist, Ferdinand de Saussure and pioneered in the United States by Leonard Bloomfield, structuralism flourished for about thirty years until early 1960's. In its emphasis on the investigation of concrete linguistic data, structuralism logically followed the late 19th century neo-grammarian school. But structuralism was geared toward descriptive linguistics.

Structural linguists analyse language in accordance with external form. This typically involves isolating, classifying, and segmenting the observed language data. For example, a structuralist encountering English for the first time would begin by collecting samples of English utterances and would then record the strings of sounds that constituted those utterances. The structuralist would find that sounds like [p] and [b] in English contrast because they distinguish words like pit and bit. Whether the [p] sound is produced with accompanying aspiration would be considered rather insignificant because it would not affect the meaning of what was being said.

After isolating and classifying significant sounds of a language, the structuralist would notice that certain sounds appear together in recurring segments that signal some form of meaning. Thus, the sounds *p,r,o would often be found in succession (pro-) to signal "in favour of".* The structuralist would then classify the larger units. For example, a word like child would be labelled a noun because it has inflections for the possessive and the plural: child, child's, children, children's. By contrast, I with the three additional forms: me, mine, my is a pronoun because it has forms characteristic of this morphological class. Book and *table would be placed in the same class because they could both* found in utterances like: The___ costs a lot of money, but utterances like: The man____ the house. In summary, structuralism

began with concrete language   data   and organized these data into levels
of structure for the purpose of description.

Structural linguists view languages as consisting of   various layers or
strata. Each layer is treated separately, you don't mix   levels. The   first
layer is the   phonological (analysis of the sound system of a language).
Thereupon   the   forms   are   analysed   in   a   morphological stratum.
Subsequently,   sentences   are   treated   in   a   syntactic   stratum   in   which
nominals (so-called) to distinguish them from the morphological class of
nouns),   verbals, and   so on, are   identified. Relationships   between   these
layers   are   described.   For   example,   the   representation   for   the
morphological   affix   indicating   the   genitive   is   labelled   {Z}   at   the
morphological   level.   This   corresponds   to   three   variants   at   the
phonological level: /s, z, Iz/. The precise distribution of these   and other
such phonological variants are   determined. The   study   of   relationships
between   layers   was   known   by   compound   terms   such   as
morphophonemics.

Structural grammars aimed to be   highly rigorous. The elements of any
one   language,   whether   at   the   phonological,   morphological,   or   other
levels, were solely identified by their form. Definitions based in part on
meaning   were   rejected.   Unlike   the   practice   of   traditional   grammar,
nouns were not to be identified as 'names of persons, places, or things'
but rather as elements identified by inflections. This approach was held
to   be   greatly superior to   that   of traditional   grammar, by   which   words
like fire, beauty, possibility did not fit the traditional definition, for none
of these is the name of a person, place or thing.

Structural   grammars   were   especially   successful   in   treating   exotic
languages at the phonological and morphological levels. In contrast with
earlier   grammars   for   exotic   languages,   these   were   not   presented   as
languages similar in some respects to Latin, different in others. Instead,
the elements were identified by their role in the various layers.

There are many variants of structural grammar, but here we shall discuss
only two: Tagmemics and Scale and Category grammars.

SELF ASSESSMENT EXERCISE 1

1. What   was   the   immediate   cause   of   the   emergence   of   Structural
    Grammar?
2. Explain what you understand by 'Structural Grammar'.

3.2 Tagmemic Theory

Kenneth L. Pike produced in his book Language in Relation to *Unified Theory of the Structure of Human Behaviour, published in 1950,* a wide-ranging discussion of current methods in linguistics and attempt to lay the foundation of a comprehensive interpretation of language within its cultural setting. Pike elaborated a theory which he called gram(m)emics, and later tagmemics, based on the notion that utterances can be analysed simultaneously according to three hierarchies: a lexical one (in which the minimum unit is the morpheme), a phonological one (in which the minimum unit is the phoneme, or the distinctive feature), and a grammatical one (in which the minimum unit is the tagmeme or gram(m)eme).

The tagmemic theory views language as a particular kind of behaviour. In this view, language data are patterned behaviour within a patterned context. The patterning extends to human behaviour in general, and the same kinds of pattern characterize both aspects of human behaviour – verbal and non-verbal. Such behaviour types (verbal and non-verbal) are equally meaningful.

Let us consider some patterns that are discoverable within the verbal portion of behaviour. These patterns will show sameness and recurrence in various ways. Consider the following examples:

1. Our boss asked us to leave
2. We asked John to leave
3. John asked us to leave
4. John was asked to leave by our boss
5. We elected John boss
6. We elected John to do the dirty work
7. We went

A patterning may be discovered in the above examples in that identities of sound features recur. In boss and asked we find two tokens of an identity of sound pattern; in to and asked there recurs a second identity pattern. In the above examples, certain words may be identified as same or similar in terms of sound pattern and as same in terms of meaning, e.g. boss in (1), (4) and (5). To express this second type of patterning, we must provide a framework for expressing this identity of items. We see that some items once identified may occur in the same positions with respect to some sequences of items. For example, our boss and we occur before asked just as John. Notice also that in these sentences the class of *our boss, we, and John may occur initially, and in that position they are* the 'subject' of the sentence.

Classes of words exist to perform functions. Some classes perform only one. For example, the class of correlative conjunctions and and or (perhaps including either, neither, nor and whether) serves just one purpose: to join together elements of equal rank. Usually the two things joined are themselves members of a single class: Mary and John (two nouns), to be or not to be (two verbs), it's slimy and wet (two adjectives).

More often, a class performs two or more functions. Then it becomes necessary to name the syntactic operations both in terms of the class that performs the function and the function that it performs. In sentences (1) and (2) above, our boss and we respectively exhibit a grammatical pattern: 'Subject-as-Actor'. Description of this pattern consists in (i) identifying a position or slot; (ii) associating a structural meaning with the slot; and (iii) correlating this slot with a morpheme class within the lexical level.

The combination of class and function is sometimes called a 'slot-class correlation', and the term for it is tagmeme, and the class of items grammatically acceptable in each slot is called fillers. Tagmemes are the particles of syntax. The adjective in: one sure thing, one thing sure and *the thing is sure occurs in three different tagmemes, since each of those* positions represents a different function – the meanings are not the same. The adverb clearly in clearly he can't see and He can't see *clearly occurs in two tagmemes: adverb-as-sentence-modifier and* adverb-as-verb-modifier.

As with other levels, particles are ranged in strings. A typical string in syntax is 'noun-as-subject plus verb plus noun-as-object': Monkeys love *bananas. Syntactic strings are called syntagmemes, that is, tagmemes* taken together. A number of other simple sentence syntagmemes can be mentioned: noun-as-subject plus linking verb plus adjective-as-complement (Lead is soft); interrogative-pronoun-as-complement plus linking verb plus noun-as-subject (who is that man?).

Syntagmemes are the different syntactic patterns that a language provides for. Besides sentence syntagmemes, there are subordinate syntagmemes, like noun phrases and prepositional phrases. In the prepositional phrase by the author, we find an additional noun tagmeme: noun-as-preposition-object. In the noun phrase: the visible stars we find adjective-as-premodifier, whereas in the noun phrase: the stars visible we find adjective-as-postmodifier: the functions are different because normally the first means 'stars whose magnitude is great enough to make them visible' while the second means 'stars that can be seen because conditions (the weather, for example) are favourable'.

Identical   tagmemes   can   be   arranged   in   different   syntagmemes.   The result then 'means the same' but the 'style' is different. I didn't see John and John I   didn't   see   contain   the   same   noun-as-direct-object,   but it occurs at the end of the first sentence and at the beginning of the second. *The gate is   straight   and   straight is the   gate   are different   syntagmemes* with identical tagmemes in reverse order.

We   have   tried   to   give   a   summary   of   the   kinds   of   patterning   that attributed   to   language in this theory   and examined briefly   some   of the formal ways of accounting for this patterning.

Tagmemic grammar is well suited for describing morphology, and it is adequate   for   describing   syntactic   patterns that   have   been   identified   in the data the   linguist has collected. But the scheme is incapable of going beyond the immediate corpus. Assume, for example, that in a   language the subject slot is filled by a noun. If an expanded corpus shows that this slot   can also   be filled by a pronoun, we must either revise   the original statement,   formulate   an   additional   statement,   or   somehow   redefine nouns and pronouns so that both are   members of some larger class that can be taken as filler for the subject-slot.

Because   of   the   great   variety   of   alternative   patterns   available   in syntax   of   most   languages,   any   stem   of   tagmemic   notation quickly   becomes   more   complex.   The   question   of   course   is   not   really the complexity   of   the   descriptive   system   as   such.   If   a   language has complexities,   a   description   of   it   will   also   have   complexities.   The problem therefore is to find a way to describe syntactic structures so that systematic patterns are discernible in the maze of variety that engulfs the investigator.

Although   many   structuralists   have   approached   syntax   in   terms   of tagmemic description, it has often   seemed just   as reasonable to offer a simple description   of a few typical sentence patterns. A few examples, often   in   the   form   of   a   sample   text,   have   served   to   illustrate   the   most common   sentence types. The   goal has been to   exemplify   the   typical rather   than   to   provide   an   exhaustive   account   of   all   possible   sentence types. The typical grammar has usually contained a listing of phonemes, an extensive discussion of morphology and a mere hint of syntax.

SELF ASSESSMENT EXERCISE 2

(a) What are the aims of Tagmemic Grammar?
(b) How useful is it in the analysis of language?

3.3 Scale and Category Grammar (Systemic Grammar)

National boundaries are usually insignificant in the development and propagation of scientific theories and methodologies. But clearly the first effects of new development will be felt in the immediate circle of a scholar's colleagues and pupils. Transformational-generative theory started in America but has now spread its influence to almost all centres of Linguistics in the world. Tagmemics, likewise American in origin, has found adherents in Europe and elsewhere. In Great Britain, the work of J.R. Firth and the theories of the context of situation and of prosodic analysis associated with him, represent a variant of structural linguistics. Since Firth's death in 1960, work in these fields has continued, along with work on other lines, but a body of linguistic theory stemming from Firth's teaching has been developed by Michael Halliday. It represents, in fact, an attempt to do what Firth never did, namely, to work out an explicit theory of language and of linguistic description on the basis of Firth's teaching and his published writings. For this reason it was first known as 'Neo-Firthian Linguistics'. To what extent Halliday's theory has actually developed what Firth would have worked out for himself or would acknowledge as his own, and how far Halliday has projected his own thinking on to Firth's is open to question.

Syntactic anaysis in the London style is commonly called 'systemic grammar' (other, less significant terms have also been used). The fundamental 'categories' of Halliday's linguistic description, introduced and explained in Categories of the Theory of Grammar, are four in number: unit, structure, class and system; additionally these categories are related to each other and to the phonic substance along three scales: rank, delicacy, and exponence. The prominence of the two terms, scale *and category, also led to the use of scale and category linguistics by* some commentators to refer to this development.

The general conception of language assumed in the theory contrasts linguistic form with substance (phonic or graphic representation) on the one side, and with situations (in relation to which linguistic form has meaning) on the other. Central in linguistic form are grammar and lexis (lexis being the vocabulary of a language, consisting of its individual lexical items). Grammar and lexis are related to their phonic representation through phonology (i.e. the distinctive sound units and sound features of the language), and to their graphic representation through orthography (the alphabet and spelling rules of the language). On the other side, the semantic functions, or meanings, of grammatical and lexical elements are stated in terms of contexts of situation abstracted by the linguist as descriptive and analytical frames within which to summarise the multiple relationships between linguistic forms and the world of human experience wherein they are meaningfully used.

Phonology serves to link grammar and lexis to their phonic representation. This envisages phonology very much as Firth envisaged. Within this framework, important work has been done relating the intonation of English sentences to their grammatical structures and to the various semantic distinctions.

Units in grammar are such entities as sentences, clauses, phrases, words and morphemes. They belong to the same level, and are related to each other in terms of size or inclusion: sentences include, or are made up of clauses; clauses are made up of phrases (or groups); phrases are made up of words; and words are made up of morphemes. Likewise at the phonological level, tone-groups are made up of feet, feet of syllables, and syllables of phonemes.

The interrelations of units in size or inclusion are referred to as the scale *of rank, and in moving within one level (grammatical or phonological)* up or down in size in a description, one is moving up or down the rank scale. Thus, broadly, Halliday's rank corresponds to tagmemic level.

Along the rank-scale, units, except the smallest at each level, exhibit structures, that is to say, an ordered internal composition of units next below on the rank-scale within the level; sentence structures consist of clauses, clause structures of phrases or groups, and so on. It is a tenet of systemic grammar that structures must always be regarded as comprising the units next below in rank. If a clause contains only one word, it must be analysed as a clause containing only one phrase containing one word. Tagmemic does not impose such a requirement, and clauses can be described directly as composed of word tagmemes.

Part of the recursive possibilities of linguistic structures are treated in terms of what is called rank-shift: a unit is shifted in rank when it occupies a structural place, not in the structure of the unit next above, but in the structure of a unit in the same rank-size as itself or below it. For example, adverbial phrases can occur as part of other adverbial (by the house in our garden), and in English, relative clause constructions shift sentences to the position of modifiers in nominal group structures (I admitted (him) to my house; the man *whom I admitted to my house was an exconvict*).

In conformity to what has been said, units other than the highest in rank (the largest or most inclusive) at each level are grouped into classes according to the functions they can fulfil in the structure of units next above them. For example, in English clause structure, nominal groups or phrases form a class in that they can (in general) function in the positions of subject and complement; and nouns form a class because they constitute the head, with or without a modifier, of noun groups.

86

Each class is either a closed class, to which new members cannot readily be added, like the class of English prepositions, or an open class, whose membership is freely extensible, like the English nouns and verbs. Classes consist of the units that comprise their membership; in the case of word classes the members are words.

Along the scale of 'delicacy' the subclasses of a class are said to form systems, and when the practicable limits of subclassifying have been reached in lexis, the individual lexical forms themselves constitute the terms of systems.

The scale of exponence relates form to substance, that is, the abstractions of grammar, lexis, and phonology to the actual phonic (or graphic) data, the exponents. Any descriptive move nearer the data is a move along the exponence scale. Thus, is passing from predicate as an element of clause structure to verb group, one is passing nearer to the actual data, and in passing from verb to enjoy as a lexical member of the subclass of transitive verbs, one comes nearer still to the data; and the limit on the scale of exponence is reached when the verb enjoy is finally referred to as an uttered sound sequence, or is narrowly transcribed as [en i] (or written in an actual letter sequence 'enjoy'). Logically, these three basic scales, rank, delicacy and exponence are independent in the theory, since they concern different sorts of relationships.

In order to grasp the rationale of systemic grammar, it is important to appreciate that its advocates do not normally suggest that it is more successful than transformational grammar at carrying out the task for which the latter was designed – namely, defining the range of grammatical sentences in a language. Systemic grammar aims rather to provide a taxonomy for sentences, a means of descriptively classifying particular sentences.

Systemic grammarians claim, with some justice, that their sort of theory is much more relevant than the generative approach to the needs of various groups of people who deal with langauge: while Chomskyan linguistics appeals to the psychologist, systemic linguistics appeals to the sociologist. The psychologist wants a theory that describes languages, so that he can see what kinds of languages human beings are capable of using; the sociologist wants to be able to describe any patterns that emerge in the particular choices that given types of individual make in given circumstances from the overall range provided by their language. Other purposes for which systemic grammar is held to be more relevant than transformational grammar are literary criticism and language teaching.

At the same time, there are problems about the assumptions underlying systemic theory. Alongside the notion of system, Halliday introduces into syntax the notions rank and delicacy. 'Rank' refers to a scale of sizes of grammatical unit, roughly speaking; the lowest-ranking unit is the morpheme, the highest-ranking is the sentence, and for any given language there will be a fixed number of intermediate ranks (English is said to have five ranks in all). Any grammatical system will operate at a specific rank. If we think in terms of Chomskyan hierarchical diagrams, Halliday is saying, as it were, that sentences can be represented not merely as trees but as trees which are regimented in such a way that along any branch there are the same number of intermediate nodes between the 'root' and the 'leaf'. For Chomskyan grammars, this is untrue; some morphemes are dominated immediately or almost immediately by the root S node, other morphemes are reached only via a long chain of intermediate nodes and branches representing the application of many rules. Halliday appears, with his notion of rank, to be putting forward a new universal of syntactic structure. It is likely that he did not appreciate what he was committing himself to in introducing the term.

As for delicacy, this is a scale of relative preciseness of grammatical statement. Thus, car will be distinguished from shiny at a very gross syntactic level, since there are few verbal contexts in which one of the words could be substituted for the other in a syntactically well-formed sentence; on the other hand, car and hovercraft will be distinguished only at a more delicate level – the two are largely syntactically alike, but hovercraft does not take –s in the plural. The notion of 'delicacy' might be harmless, except that Halliday's motive for introducing it is to argue that there is, in principle, no end to the process of increasing the delicacy of grammar: at a delicate enough level even the words boy and girl, for instance, would be syntactically distinct. Some scholars have refuted this, maintaining that boy and girl are syntactically equivalent at the most delicate level. What Halliday has in mind is that, for instance, the utterance This girl is pregnant is more probable than This boy is pregnant; but this is because of human physiology and because people do not often utter patent untruths, not because the latter sentence is in any way un-English.

4.0 CONCLUSION

In this unit, we have tried to present, in general outline, what structural grammar is and how it works. We have also discussed two variants of structural grammar – Tagmemics and Scale and Category Grammar (also called systemic grammar). Although there are several variants of structural grammar, the above represents, in general, the aims and objectives of the theory.

SELF ASSESSMENT EXERCISE 3

(a) What do you understand by Scale and Category Grammar?
(b) Explain the following terms:

> (i) rank-shift
> (ii) delicacy

5.0 SUMMARY

In this unit, you have learnt about:

• the origin of structural grammar;
• Tagmemics; and
• Scale and category grammar.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain what you consider to be the benefits of structural framework in the analysis of language.

2. (a) Compare and contrast Tagmemic model with Scale and *Category model*
   (b) Which do you consider more appropriate in language analysis?

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UNIT 2 THE   PRACTICE   OF   THE   IMMEDIATE
              CONSTITUENT ANALYSIS

CONTENTS

In their thorough revision of syntactic theory, the structuralists replaced
grammatical   rules   with   sentence   patterns,   and   the   Reed-Kellogg
diagrams   with   immediate   constituent   diagrams.   In   this   unit,   we   shall
discuss   the   practice   of   Immediate   Constituent   Analysis.   The   unit
is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 Immediate Constituent Analysis
        3.2 The Practice of Immediate Constituent Analysis
        3.3 Immediate Constituents of Noun Clusters
        3.4 Immediate Constituents of Verb Clusters
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

We   mentioned   in Unit 3   that   to   grasp   the real structure   of the   English
sentence, one must understand, not only the   words that occur, but also
the   principles   of   their   arrangement.   An   English   sentence   does
not consist   simply   of   a   string   of   words   in free   relation   to one   another.   It
consists of   groups of words arranged   in a   series of levels, each   word
group   being   made   up   of   subgroups,   until   we   get   down   to   the
single word. To   be   clearly   comprehensible,   the   immediate   constituents   of   a
sentence must be signaled strongly and clearly. That is, the   reader must
be able to know instantly what the   units are, what goes with what, and
what modifies what. If these are clear, then the analysis becomes easy.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• explain what 'Immediate Constituent' is
• apply the IC procedure in the analysis of English sentences
• show to what extent it can handle all sentences of English.

90

3.0 MAIN CONTENT

3.1 What is Immediate Constituent Analysis?

The term Immediate Constituent (IC) was introduced by Leonard Bloomfield, the pioneer of American structuralism, to refer to the major divisions that can be made within a syntactic construction at any level. The immediate constituents of a construction are the two or more units of which it is composed. They are constituents because they compose or constitute the structure. They are immediate because they act directly on one another.

There is an obvious parallelism between immediate constituent analysis and the traditional procedure of 'parsing' sentences into 'subject' and 'predicate', and each of these, where appropriate, into clauses, phrases and words. For example, in the sentence: Poor John ran away, the two immediate constituents are Poor John (subject) and ran away (predicate). The immediate constituents of each of these two complex forms are poor and John, and ran and away respectively. The simple sentence Poor John ran away whose subject is a noun phrase, made up of the noun John modified by the adjective poor has a predicate that is a verb phrase, consisting of the verb ran modified by the adverb away. In this way we have accounted for all the units at various levels.

One can distinguish three periods of development in the theory of constituent structure. Bloomfield himself did little more than introduce the notion and explain it by means of examples. He spoke of a 'proper analysis' of the sentence into constituents as 'one which takes account of the meanings'. His followers, notably R.J. Wells and Zellig S. Harris, formulated the principles of constituent analysis in greater detail and replaced Bloomfield's somewhat vague reference to 'taking account of the meanings' with explicitly distributional criteria. Finally, in the last century, the theory of constituent structure has been formalized and subjected to mathematical study by Chomsky and other scholars.

3.2 The Practice of Immediate Constituents Analysis

This technique, usually referred to as IC analysis, is like structural grammar's version of Traditional diagrams. The idea here is that sentences are constructed from groups of words, often paired, rather than from single words added one onto the next. These groups of words in turn cluster with other groups, layer upon layer of word pairs and pair groups, which eventually build a sentence. One can begin the IC analysis at the word level and work one's way up to the sentence, or one can begin with the sentence and work back to the word level.

Let us take the sentence: Poor John ran away. Using an immediate constituent diagram, we would represent the information thus:
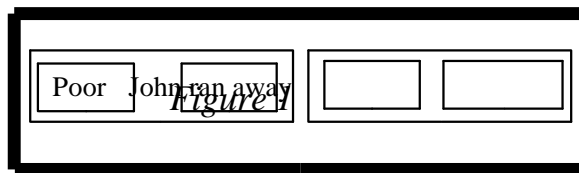
Figure 1

In this figure a box represents a unit or a constituent. The smallest boxes represent the smallest constituents, presented here as words. We thus see that the major division lies between the unit poor John and ran away in other words, between the traditionalists subject and predicate.

An analysis of the sentence: Poor John kicked his younger *sister ferociously would be represented thus:*
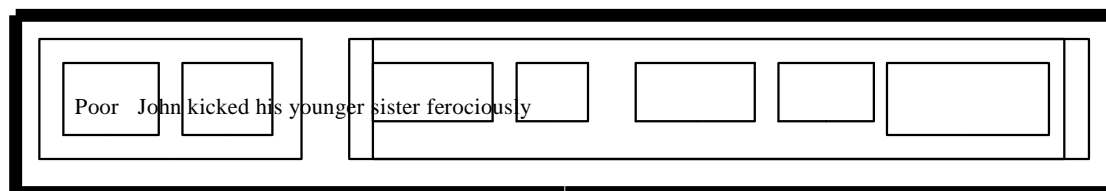

Fig. 2

We can discern from figure 2 that the major division in the sentence lies between the unit poor John and the unit kicked his younger *sister ferociously. The predicate is then broken down first, into kicked his younger sister, then his younger sister, then younger sister, and finally* into the individual words. The next division of the subject is into the individual words.

The structuralist's diagrams have several disadvantages. Although the word order of the sentence is preserved – an improvement on Reed-Kellogg diagrams – such diagrams are rather difficult to read. Furthermore, the categories of the individual words are not indicated, and the syntactic information given is often incomplete. For example, in the figures above, we are not given complete array of syntactic information that indicates which words can fit into which slots. The structural linguists realised this, hence they came up with Test Frames in an attempt to overcome this problem.

Test Frames

Test frames are blank spaces in simple sentences that may be filled in with any example of a particular class of word, such as a noun or an adjective. For example, noun test frames customarily set up any or all of three types of sentence structure as shown below:
1. The ____ laughs ('The' or 'A[n]'____ verb)

92

2. He   was riding a _____ rapidly (subject, predicate, 'the' or 'a[n]'
      ___ adverb)
3. Put   it   on   that   _____   (subject,   predicate,   preposition,
      [modifier]____)

Notice that each version of the above illustrates a different position, and
therefore a different function in the   sentence which a noun can fulfill.
The blank in (1) calls for a subject, the blank in (2) for a   direct object,
and the blank in (3) for an object of a preposition. Note that nouns can
also serve other functions in a sentence but these three will illustrate the
technique.

A test   frame exercise demonstrates two important points about English
syntax. The first, of course, is that speakers of English know what goes
where; they are competent in the   use of the language. Even very small
children can put the right kind of words into the blanks. Speakers may
not know that it is nouns they are inserting – that is, they may not know
the jargon of grammatical analysis – but they know what belongs in the
noun slots.

The second point   is that the   English   language is quite   regular   in   its
signaling of nouns. This signaling is accomplished in two ways; first, by
position   in   the   order   of   words in   the   sentence (the   subject   noun,   for
instance, nearly   always comes at the   beginning of the sentence), and
second, by the use of function words called determiners, words like the,
a, an, this,   those,   my, etc. Determiners will   only   work   with   noun test
frames, but other kinds of function words can help identify verbs: these
are the auxiliary, or helping verb forms be and have, and the modal verb
forms like may, will or can.

Let us show further how IC works in the analysis of English.

Immediate Constituents of Whole Sentences

If there   are   no sentence modifiers, the IC's of a sentence consist of the
subject as   one   and   the   verb   or   verb   cluster as   the   other. The   sign   '/'
marks the division between the IC in the following sentences:

1. My friends/were waiting for me at the station.
2. He/hardly knew what he was doing
3. The mountains to the north/were covered with snow
4. The people upstairs/complained

The subject is most likely to be a noun or noun cluster or a pronoun, but
it doesn't have to be as in the following:
5. Climbing the steps/took a lot out of her

6. What she did/can now be told
7. Now/is the time to make plans for next year.

Now look at this sentence:

8. Usually the boys in the family milked the goats in the morning

If we divided this sentence between subject and verb, we would get a meaningless unit: usually the boys in the family. Clearly this is wrong, for usually does not go just with the noun cluster but with everything that follows. Therefore, this sentence must be divided thus:

Usually/the boys in the family milked the goats in the morning
That is to say, the IC's of this sentence are the adverb usually as one and the whole following sentence pattern as the other. The meaning of *usually applies to the whole meaning of what follows, not just to the* noun cluster alone. Usually in this sentence is called a sentence modifier – an element which modifies a whole sentence pattern. Here are other examples of sentence modifiers:

9. Sometimes/we had yam for breakfast
10. Last night/the cat got out
11. In the afternoon/John fell from the tree
12. When we had finished eating/he washed the dishes

In all of these examples, the sentence modifiers precede the sentences they modify. This is not the only possible position for them. Sometimes, with special signals operating, they come after the modified sentence or within it.

In sum, then, the IC division of whole sentences may be stated thus: if there is no sentence modifier, the IC's are the subject as one and the verb cluster as the other; if there is a sentence modifier, the IC's are the sentence modifier as one and the sentence pattern as the other. With the sentence modifier cut off, the sentence pattern may then be divided into subject and verb cluster:

Usually/the boys/milked the goats in the morning

     (mod.)   (subj) (pred.)

3.3 Immediate Constituents of Noun Clusters

Noun clusters in English are also arranged in a series of layers, and again the arrangement is perfectly regular. Consider this sentence:

The young bronze artist from Lagos won the prize

Since there is no sentence modifier, this sentence consists of a subject and a verb cluster:

The young bronze artist from Lagos/won the prize

Now, we have a noun cluster on the left. It consists of a headword artist, with three modifiers before it and one after it. In dividing a noun cluster into its IC's, we first cut off the modifier after the headword. If there is more than one, we cut off the last one first and work back to the headword:

The young bronze artist/from Lagos

Then, we cut off the first modifier before the headword and work in to the headword:

The/young bronze artist/from Lagos

That is to say, the IC's of the cluster are the young bronze artist as one and the P-group from Lagos as the other. The P-group does not modify the headword alone; it modifies the headword plus the other modifiers. The first modifier before the headword doesn't just modify artist alone; it modifies young bronze artist. Young modifies bronze artist, and of course, bronze modifies artist. So all the cuts shall go like this:

1. The young bronze artist from Lagos/won the prize
2. The young bronze artist/from Lagos
3. The/young bronze artist
4. Young/bronze artist
5. Bronze/artist

Now, suppose the noun cluster were this: the young bronze artist from *Lagos who was standing with one leg. We have two modifiers after the* headword, a P-group and an S-group. We cut off the last one first:

The young bronze artist from Lagos/who was standing on one leg
The last modifier modifies everything that precedes. The rest of the cluster is cut as before.

3.4 Immediate Constituents of Verb Clusters

The arrangement   of IC's in   verb   clusters is similar to those in noun clusters except that the   direction is reversed. In   a noun cluster, we cut off the modifiers after the headword first, then those before it. In a   verb cluster, we   cut   off   those   before   the   headword first, then those   after it. Take this sentence:

1. The boys/usually answered rudely when they were questioned.

The verb cluster has the headword answered with one modifier before it and two after it. We cut off the one before the headword first:

Usually/answered rudely when they were questioned

Usually modifies not just the verb but all the   rest of the cluster. 'What did they do usually?': 'Answered rudely when they were questioned'.

Now, we cut off the last modifier after the headword:

Answered rudely/when they were questioned.

The S-group modifies answered rudely not just answered. But it doesn't *usually,   it   is   part   of   the   construction   modified   by   usually. Rudely modifies answered:*

     answered/rudely

Auxiliaries before the verb are treated just like any other modifiers:

2. Rev Sam/was waiting impatiently in the church
3. was/waiting impatiently in the church

The   auxiliary   was   modifies   all   the   rest   of   the   cluster,   giving   waiting *patiently   in   the   church   a   particular   meaning   of   time.   The   rest   of sentence will be cut off like this:*

     waiting impatiently/in the church
     waiting/impatiently

*In the church modifies, not just waiting but waiting impatiently.*

Objects, adjectives, etc, in the   verb cluster are   simply treated   as units and are cut off in turn:

4. She/cooked the stew in the morning

96

5. Cooked the stew/in the morning
6. Cooked/the stew

Immediate constituent   analysis does not seem to be an improvement in
the   art   of   understanding   organization   within   sentences.   Generally
speaking, immediate constituents are successive words that form a unit.
Given   a   string   of three   words,   such   as   in the   eye, the   problem to the
structuralists   would   be   to determine   which   word   is   the   more   closely
associated with –in or eye? The   obvious answer, in this case, is eye and
the   unit   formed   by   the   eye   goes   with   in.   An   immediate   constituent
diagram would present the information thus:

in the eye
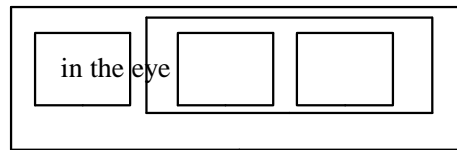
However, IC analysis demonstrates two important points about English
syntax.   The   first   reinforces   what   we   already   knew   from   using   test
frames: English syntax is highly   positional   in structure   –   English   is a
word-order language,   and words placed   next to each other   are usually
semantically   connected.   The   second   point   is that   groups   of   words   in
English   do indeed function as single   units of syntax. In   our examples,
the   word   group   poor John   functions as subject; the   groups   kicked   his
sister ferociously functions as predicate.

4.0 CONCLUSION

In this unit, we have   given the major details of constituent analysis and
how it works. As an alternative   to traditional grammar, we   have tried to
show the areas where it operates differently both in aims and functions.

5.0 SUMMARY

You have learnt in this unit:

• what structural linguistics is;
• what Immediate Constituent Analysis is; and
• how   Immediate   Constituent   Analysis   works   in   the   analysis   of
    English

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by the term 'Structural   grammar'? Use examples to illustrate your answer.
2. Explain   each   of   the   following   techniques   and   evaluate   its importance:

   (a) Test frames
   (b) Immediate Constituent analysis

3. Cut the following constructions into their immediate constituents:

   (i) Both the boys live near us
   (ii) Fortunately, it was a lovely examination
   (iii) The robbers attacked the house near us that was built last year
   (iv) He went to the store in his motorcycle
   (v) When the facilitator gets here, we can start the exam.

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UNIT 3 ELEMENTS OF THE CLAUSE

CONTENTS

Syntax, rather than parts of speech, gave structural grammarians the most trouble in the realm of practical analysis. To the structuralists, the business of the grammarian was to determine the sentence patterns of English and, if possible list them. In this unit, we shall look at the elements of the clause.

The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
   3.1 Sentence Formulas and Sentence Patterns
   3.2 Summary of Sentence Types
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

It is true that if we carefully look at the English we speak and hear and read and write, it seems to be made up of utterances infinite in variety. But if we look into the structure of the language, we find that our expressions are reducible into relatively few structures repeated endlessly. Structuralists recognized this and also recognized that units of language are more easily illustrated than defined.

In this unit, we shall see how the structuralists perceived the units of language.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• explain what is meant by sentence patterns
• state what sentence formulas are.

3.0 MAIN CONTENT

3.1 Sentence Formulas and Sentence Patterns

Syntax, rather than parts of speech, gave structural grammarians the most trouble in the realm of practical analysis. Working with detailed IC analyses, the structuralists nevertheless derived six basic syntactic patterns, which they called sentence formulas. A sentence pattern was a sequence of word classes and word group. According to the Structuralists, the business of the grammarian was to determine the sentence patterns of English and, if possible, to list them.

The following types of sentence patterns were identified:

Type 1: Noun/Pronoun + Verb
Type 2: Noun/Pronoun + Verb + Adjective
Type 3: Noun/Pronoun + Verb + Noun/Pronoun
Type 4: Noun/Pronoun + Linking Verb + (D) + N
Type 5: Noun/Pronoun + Verb + Noun/Pronoun + Noun/Pronoun
Type 6: Noun/Pronoun + OVerb + Noun/Pronoun + Noun/Pronoun

Type One

The first pattern is basically a Noun (or Pronoun) tied to a Verb. When a noun and a verb occur in a sentence in such a way that the form of one is affected by the form of the other, we say that the noun and the verb are *tied. We further say that a noun tied to a verb is the subject of the verb.* That is what a subject is: a noun (or equivalent) tied to a verb by concurrence or agreement of forms.

If we use the symbol N for Noun, P for Pronoun and V for Verb and a two-ended arrow to show the tie, we can write the formula for this pattern as N   V. Examples of pattern of this type are:

1. He left
2. Dogs bite
3. It hurts
4. They won

Actually, the pattern occurs rather infrequently in this minimal form. Usually there is some kind of expansion. For instance, the noun may be preceded by a determiner (D) or some other modifier as in:

5. The lion roared
6. My car knocked
7. The boys won

Or   the verb may have an auxiliary. In this case, the tie   is between the
noun and the auxiliary (D + N   Aux + V):   D   N   Aux

8. The lions were roaring
9. He had left
10. The car may knock

Or   the   verb   may   be   modified   by   an   adverb   or   other   modifier   (D
N Aux + V + Adv.):   D   N   Aux   Adv

11. The lions were roaring loudly
12. Agnes has gone away
13. My brother may visit unexpectedly

All   of   these   are   variations of pattern one: N N.   The   pattern may   be
very considerably expanded and still be basically the same.

Type Two

This   pattern   is   basically   a   noun   tied   to   a   verb   with   an
adjective. This may be written as: N V + Adj. Only a limited number
of verbs occur in this pattern. By far the most common is the verb be:

                    N   V   Adj

1. Agnes was unhappy
2. He seems better
3. Students are comfortable
4. John looked foolish

As   in   pattern one, all the usual   kinds of expansion can occur without
altering the pattern:

                    D   N (Aux) V   Adj

5. The boys were unhappy
6. The boys had been unhappy
7. The food tasted terrible
8. I am getting sick

Type Three

The third pattern consists of a   noun tied to a   verb with a   second noun
following: N V   +   N.   The   second   noun   in   this   pattern   is   what   is
traditionally called an object or a direct object. The verb in the pattern is
sometimes called a transitive verb. The following are examples:

N   V   N

1. She plays soccer
2. Cows eat grass
3. He slapped her

With expansion, we could have:

(D) N Aux V (D) N

4. She was playing soccer
5. He was washing the car
6. My brother likes the girl
7. Nobody has seen the thief

Type Four

The fourth pattern also consists of a noun tied to a verb with another
noun following. The difference is that in pattern three the two nouns
refer to different people or different things, whereas in this pattern they
refer to the same person or the same thing as in the following:

> *Type Three: That man killed my father*
> *Type Four: That man is my father*

In Type three man and brother are different people; in Type four they
are the same person. The signal differentiating the two patterns is of
course in the verb. The verb of Type four is what is called a linking
verb. We shall write this as LV, and thus the formula for the pattern will
be: N LV + N. By far, the most common linking verb is be, though
become and remain occur in this pattern sometimes. Various other verbs
may equally occur.

(D)   N LV   D   N

1. That chief is her husband
2. He is a lawyer
3. Her father became my teacher
4. We remained friends
5. John looked a fool

Type Five

The fifth pattern consists of a noun tied to a verb with two other nouns
(or noun equivalents) following. In traditional usage, the first of
the

following nouns is what is called an   indirect object, the second a direct *object. The following are examples:*

<div align="center">D N V D   N   D   N</div>

1. My father gave my brother a beating
2. She sent me her picture
3. Henry told us a lie
4. Mr. Fred taught his children French
5. The student asked him a question

Type Six

The   sixth   pattern   has   the   components   noun-verb-noun-noun.   The difference between five and six is that in five the second and third nouns refer to different people or different things, whereas in six they refer to the same person or the same thing:

> *Pattern Five: John gave my uncle a car*
> *Pattern Six: John thought my uncle a genius*

In five above, uncle and car refer to different things; in six uncle and *genius refer to the same individual.*

The signal differentiating patterns five and six – like that distinguishing three   and   four   –   is   the   verb.   Some   verbs,   like give and send will ordinarily make the   two following nouns refer to   different people   or things; others, like   think and elect, will make the two nouns refer to the same person or thing. Oddly enough, traditional grammar has no special terms for these verbs, though it does have terms for the nouns involved. The nouns in five, as we have seen, are called, respectively, indirect *object and direct object.   Those   in   six   are   called object   and   object complement.   Thus, in John thought my uncle a genius, uncle is an object* and genius is an object complement.

Just to give it a tag, let us call the verb in type six an object complement *verb   and abbreviate   it   OV. Then we can distinguish the   two types like* this:

> Type Five: N V+N + N
> Type Six: N OV + N + N

Here are more examples of Type Six:

<div align="center">(D)   N   OV   N (D)   N</div>

1. His teacher made him the captain
2. We elected Umaru President
3. Nobody considered him a pastor

There are a few verbs which occur in both type five and type six. Usually, there is then some additional signal telling which pattern is meant. If not, the sentence will be ambiguous, since part of understanding English is being able to tell these types apart. A verb occurring in both patterns is the verb call. It occurs in five in He called *me a taxi and in six in He called me a slave where it might mean 'The* chief summoned a slave to wait on me' (type five) or 'The chief said I was a slave' (type six).

3.2 Summary of Sentence Types

Let us summarize our six main sentence patterns:

Type 1: N V Mothers cook
Type 2: N V + Adj Students are noisy
Type 3: N V + N John eats apples
Type 4: N LV + N My son is a doctor
Type 5: N V + N + N James gave him a pen
Type 6: N OV + N + N He called her a whore

As we mentioned at the beginning of this unit, the structural grammarians believed the work of a grammarian was to determine the sentence types or patterns that exist in a language and to list them. It is rather difficult to determine all the sentence types that exist in language. Apart from being a boring adventure, usually at the end of the exercise, nothing new is said. Sentence formulas can generate a limited number of simple sentences without accounting for some important distinctions. For example, the formula can generate The boy *showed me his car but it cannot explain the underlying connection that* holds between it and The car was shown to me by the boy.

4.0 CONCLUSION

We have tried in this unit to show how structural grammarians accounts for the sentences of English. With the use of formulas many simple sentence patterns of English can be generated although this could not answer all the questions one could ask about English.

5.0 SUMMARY

You have learnt in this unit:

• what is meant by sentence formulas;
• sentence patterns of English that are derivable from sentence formulas; and
• the limitations of this procedure in deriving English sentences.

6.0 TUTOR-MARKED ASSIGNMENT

1. Provide three sentences each from the following formulas:

    (a) N V
    (b) N V + N
    (c) N LV + N
    (d) N OV + N + N

2. Write the formula for each of the following sentences:

    (a) The best student made the speech
    (b) The Governor appointed him chairman
    (c) Helen laughed
    (d) The assembly was quiet
    (e) His daughter is an engineer
    (f) The principal awarded him a scholarship

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UNIT 4 A CRITIQUE OF STRUCTURAL GRAMMAR

CONTENTS

In the preceding units of this module, we discussed the principles and methods of structural linguistics. In this unit, we shall appraise these principles and methods.

The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 Strengths of Structural Grammar
        3.2 Weaknesses of Structural Grammar
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

We noted above that Structural linguistics developed in an independent way in two places at once-Europe and America. But the two approaches were radically different, each being very much the product of its own history, and each taking advantage of the kind of linguistic material which it found immediately available. The Europeans had a continuous tradition of philosophical thought which from classical times, and an immediate background of historical study of language which came from 19th century 'comparative philology'. Thus, most of the data about language concerned the development of classical and, to a lesser extent, modern European tongues. Based entirely on written records, their discussion of language had usually been from the viewpoint of textual interpretation – for example, in biblical studies, literary criticism, or history. Work on living languages had been considered secondary, and limited to the activities of a few attempted to plot the differences between regional dialects and to construct 'dialect atlases'.

The tradition which the early European linguists grew up with reacted to was very different from that available to American scholars, who had had relatively little direct contact with the European situation. Here, linguistic research began by turning to sources most readily available, the American Indian languages, and their orientation was completely different. There was no written records in the case of these languages, and there were no earlier descriptions – hence it was

106

impossible to develop a purely historical interest or to use writing as the basis of linguistic analysis. These languages were also so different from European languages that it was obvious that classical procedures and terminology were going to be of little value; and in any case, many of the scholars involved had developed a strong distrust of the distortions which they were aware Latinate descriptions could impose. There was also a reaction against the use of meaning as the basis of an analysis of a language – again a contrast with the way in which considerations of meaning, logic, and so on, had been used for the definition of grammatical categories in the European philosophical orientation. The first task of the linguist, it was felt, was to describe the physical forms that the language had. The emphasis was therefore on a meticulous description of the individuality of each language's structure, based on the only available source – the living speech activity of the users.

There was thus a simultaneous development in linguistic studies on both sides of the Atlantic, with neither side in the early days knowing much about what the other was doing. However, the subject we now call linguistics took its present form from the contributions of scholars from the two places. In this unit, we shall give some general strengths and weaknesses of structural grammar without distinguishing from which approaches they are derived.

2.0 OBJECTIVES

At the end of this unit, you should know:

• the merits or strengths of Structural Grammar
• the demerits or weaknesses of Structural Grammar.

3.0 MAIN CONTENT

3.1 The Strengths of Structural Grammar

The contribution of the 19th century towards the development of a scientific approach to language cannot be underestimated, even though the preoccupation throughout this period was almost totally historical. Earlier study of language history was haphazard and vague. There was little objective, systematic analysis of similarities and differences between language forms, or of the chronological changes in a language. If similarities were noted, it was often to dismiss them as coincidental; differences were dismissed as unimportant, or reinterpreted to suit the presuppositions of a particular original theory. If the changing nature of language was considered at all, it was part of a natural process of corruption, measured against the changeless status of Latin. The first to point out objectively the fact of a systematic language similarity was a

107

French Jesuit missionary named Coeurdoux, who showed in 1767, with many examples, that Latin and Sanskrit had definite grammatical and lexical correspondences; but his suggestion was not published until later, and by that time, Sir William Jones had said the same thing more emphatically, and included Greek and Celtic in his observations. Most scholars agree that the scientific study of language originated from these observations.

Structural grammars made many contributions to our understanding and description of language, especially in dealing with morphology. Because of these contributions, and because many grammars and other handbooks apply their findings, the approach of structural grammar cannot be disregarded. The morphological classifications as well as the terminology of these grammars are used generally in linguistic study.

Structural grammars were especially successful in treating exotic languages at the phonological and morphological levels. In contrast with earlier grammars, exotic languages were not presented as languages similar in some respects to Latin and different in others. Instead, the elements were identified by their role in the various layers. Languages were described according to their characteristics, with regard for those of other languages.

The 'phonemic principle' is the most obvious and typical acquisition of structural linguistics. Not only has some of the earliest and most influential work in structural linguistics been devoted to phonemic analysis, but the methods of phonemic analysis have been transferred (not always for the better) to other areas of linguistics.

In spite of differences between traditional and structural grammars, they are alike in maintaining an analytic approach to language. Both approaches aim to determine the constituents of words and sentences, concentrating, as we have noted, on forms. Structural grammars also concentrate on analysis, but give special attention to intonational patterns. Such presentations of syntax are in keeping with the theoretical bases of analytic grammars. They start with a selected corpus, identify the forms in the corpus and describe how they are used. Syntax, in this way, is an extension of morphology.

Analytic grammars and dictionaries (based on the presentation of analytic grammars) are especially useful to native speakers. These have an intuitive understanding of their language. In using grammars, dictionaries, and other handbooks, they may simply be interested in verifying details. Non-native speakers may, however, find such works less helpful; for they must learn how to express themselves, for example, to master the possible ways of producing particular

constructions. Non-native speakers find grammars treating these several ways under one heading more helpful than one that treats them separately under their morphological elements.

Between the years 1933 and 1957, structural grammar placed great emphasis on analyzing the sound systems of language. This emphasis developed primarily for three reasons: (i) interest in descriptive rather than historical studies, (ii) the accessibility of sounds and the avoidability of techniques for analyzing and describing them, and (iii) practical applications of linguistics.

In opposition of the totally historical view of language of the previous century, Saussure emphasized the importance of seeing language from two distinct and largely exclusive points of view, which he called *synchronic and diachronic. The distinction was one which comparative* philologists had often confused, but for Saussure –and, subsequently for linguistics – it was essential. Synchronic linguistics sees language as a living whole, existing as a 'state' at a particular point in time. We can imagine this state as the accumulation of all the linguistic activities that a language community (or some section of it) engages in during a specific period, for example, the language of the present-day working class in Lagos. In order to study this, the linguist will collect samples within the stated period, describing them regardless of any historical considerations which might have influenced the state of the language up to that time. To consider historical materials is to enter the domain of diachronic linguistics. This deals with the evolution of a language through time, as a continually changing medium – a never-ending succession of language states. Thus, we may wish to study the clause from old English to Middle English, or the way in which Shakespeare's style changes from youth to maturity: both would be examples of diachronic study. These two points of view were often not clearly distinguished before Saussure; that they must be distinguished is denied by few linguists today. Giving due emphasis to the synchronic (which had been the neglected dimension before Saussure) helps to clarify the important point that a diachronic investigation always presupposes, to some extent, a synchronic study. It is impossible to consider the way a language has changed from one state to another without first knowing something about the two states to be compared. As a result, the living language received more attention than it ever had before, and speech, in particular, came into the ascendant.

The second Saussurean dichotomy which has endured till today, though with modifications, is that between langue and parole. The problem which Saussure was trying to solve arises out of the intolerable ambiguities which surround language. Saussure made a distinction among three main senses of language, and then concentrated on two of

them. He envisaged langage (human speech as a whole) to be composed
of two aspects, which he called langue (the language system) and parole
(the act of speaking). Briefly, the division is as follows. Langage is that
faculty of human speech present in all normal human beings due to
heredity, but which requires the correct environmental stimuli for proper
development. Langue was considered by Saussure to be the   totality (the
'collective   fact',   as   he   put   it)   of a language, deducible   from
an examination of   the   memories   of   all   the   language   users.   It   was
a storehouse: 'the sum of word-images stored in the minds of individuals'.
The idea is very similar in principle to the notion of competence as later
defined   by   Chomsky,   though   it   differs   in   its   cumulative
emphasis. Ultimately, langue has to be related to the   actual usage of individuals.
This leads to   parole, the actual, concrete   act of speaking on the part of
an individual. It is a personal, dynamic, social activity, which exists at a
particular time and place and in a particular situation – as opposed to
langue, which   exists apart from any particular manifestation in speech.
Parole is, of course, the only object available for direct observation by
the linguist. It is identical with the Chomskyan notion of performance.

Making a conceptual distinction of this kind is certainly an aid to clear
thinking   on   the   subject   of   language,   and   linguistics   as   a   whole
has benefited. The two concepts have also been modified over the years, as
different   schools   of   thought   have   taken   them   up   and   built
conceptual structures on their basis.

In   summary,   structural   grammar   is   empirical;   it   makes   exactness
a methodological   requirement   and   insists   that   all definitions be publicly
verifiable   or   refutable.   It   examines   all   language   in   terms   of
phonological   and   grammatical   systems,   which   can   be   determined
by empirical methods. Because its description is structural, the   uniqueness
of each   language   is recognized and done justice; but it   also   facilitates
comparison,   since   the   method   also   reveals   what   languages   have
in common. It describes the minimum required contrasts that underlie any
construction   or   conceivable   use   of   a   language   and   not   just
those discoverable in some particular use.

3.2 Weaknesses of Structural Grammar

We   have   tried   above to highlight   the strengths of Structural Grammar.
Here, we shall discuss some of the weaknesses of structuralist approach
to language analysis.

While   structural   grammars   were   successful   in   their   phonological   and
morphological   analyses, they   treated complex syntactic   strings poorly.
For   example, relationships among   sentences like   1(a)   and   1(b)   below
were not well handled.

110

1. (a) A child won the prize
        (b) The prize was won by a child

Although 1(b) is a   variant of 1(a), structural grammars would treat this variant as a different form. Capable   treatment of such sentence variants was   produced   only   by   a   further   grammatical   approach,   the transformational – generative grammar.

In principle, the item-and-arrangement model of structural grammar can provide   a   comprehensive   description   of   any   language.   Phones   are classified into phonemes. These basic units are arranged to form words. Once words are described, it is a simple matter, in principle, to state the rules   for   arranging   words   to   form   sentences.   This   is   the   structuralist stand. But when you start to do the description you will discover that it is   no   simple   matter.   In   practice,   the   variety   of   sentence   patterns occurring in any language has seemed to defy exhaustive description.

Recourse to introspection or to the notion of the mind (or intuition) was rejected by structuralists based on the   notion of   verifiability. To them, the sole proper object of study was thought to be a corpus of utterances; it was held that linguistics had the purpose of providing procedures for cutting   up   the   utterances,   and   for   grouping   together   the   resulting segments. The classes and categories which were set up in the process of these operations were considered to be scientific   constructs, conceptual fiction which   were   useful in the   course   of   the description, but   did not correspond   to   any   psychological   reality.   Thus,   structural   grammar prescinds from psychological factors that are important to all speakers.

One of the most obvious casualties in this approach was semantic study. Semantics was traditionally the   section of linguistics in which the   least degree   of   precision   had   been   reached,   and   in   which   recourse   to 'mentalist' notions appeared to be the least dispensable. Consequently, an   attempt   was   made   to   achieve   linguistic   description   without considering   meaning. The attempt to eliminate meaning   was made   not only in the field of phonology and morphology, but even in the field of semantics   itself!   In   their   situational   description   of   meaning,   the assumption that the 'relevant' linguistic facts can be correlated with the 'relevant'   non-linguistic   items   in   a   completely   objective   manner   has concealed many non-linguistic assumptions.

Some   of   the   problems   connected with   the   treatment   of the   morpheme depended   on   the   way   the   notion   of   meaning   was   employed.   The definition of the morpheme as a minimum meaningful unit was in many ways   misleading.   Besides,   lacking   a   workable   method   to   deal   with meaning,   a   confusing   use   of   terms   like   'zero'   elements   and   of '*portmanteau' morphs   was   introduced.   In,   for   example,   cats   two*

111

morphemes were identified: cat, meaning 'cat', and –s, meaning 'plural'. *The way in which cat also meant 'singular' was not clearly* explained, and the same analysis was imposed on languages for which it was intuitively less satisfactory. Artificial solutions were suggested for cases like foot, feet or sing, sang to make them match mechanically the cases cat, cats and love, loved.

Structural grammar has not produced any complete grammars comparable to the exhaustive treatments by traditional methods, concentrating on critical studies of how grammars should be written, partial sketches of exotic languages, and partial structural analysis of familiar languages. Structural grammar devotes attention to surface structures and has no regard for deep structure. For many linguists, grammar's goal is the description of language, and not its explanation. In attempts to comprehend language, structural grammar does not enjoy the attention of modern scholars, but anyone concerned with the facts of language finds it useful.

4.0 CONCLUSION

We have tried in this unit to point out some of the strengths and weaknesses of structural grammars. It must be mentioned that this discussion of strengths and weaknesses by no means applies to the work of individual linguists, since they are stated in extreme fashion. Strengths are those claimed by structuralists, and the weaknesses are those pointed out by representatives of the opposing views.

5.0 SUMMARY

You have learnt in this unit:

• the strengths of structural grammar, and
• the weaknesses of structural grammar

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention and discuss three areas where structuralist principles and methods are still employed in the analysis of language.
2. Mention any two weaknesses of structural grammar and discuss their effects on linguistic analysis

7.0 REFERENCES/FURTHER READINGS

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113

MODULE 4 EARLIER   VERSIONS   OF
TRANSFORMATIONAL GRAMMAR

Unit 1 Finite State Grammar and Phrase Structure Grammar
Unit 2 Popular Models of Transformational Grammar – Syntactic
           Structure and Aspects Models
Unit 3 A Critique of these Early Models

UNIT 1 FINITE   STATE   GRAMMAR   AND   PHRASE
STRUCTURE GRAMMAR

CONTENTS

In   this   unit,   we   shall   examine   two   theoretical   models   of
linguistic proposed by Chomsky in Syntactic Structures (1957). Both are
presented   in   a   formalized   way   as   generative   models.   The   first,   finite
state   grammar,   corresponds   to   a   communication   theory   conception   of
language   as a   Markov   process, employed in statistical linguistics. The
second and more powerful model, the   phrase structure grammar, is not
limited   to   the   consideration   of   the   transitions   from   one   word   to
the following   in   a sentence, but   uses symbols like NP (Noun Phrase), VP
(Verb Phrase) (which may contain more than one   word); it incorporates
an analysis in terms of parsing which had been elaborated by structural
linguistics as Immediate Constituent Analysis. Both models start with a
finite   amount   of   apparatus   and   can   generate   an   infinite   number
of sentences of a language.

The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 Finite State Grammar
        3.2 Phrase Structure Grammar
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

Structural   grammar   was   the   major   theoretical   model   of   language
analysis   in   the   early   1950's.   The   Immediate   Constituent   Structure
provides   an   analysis   of   sentences   which   in   some   respects   gives
an intuitively   satisfactory   account   of   syntactic   structure.   However,

114

structural grammatical framework was regarded as semi-explicit in a number of ways. Chomsky's objective of a generative grammar represents the first thorough-going attempt to come to grips with the problem of grammatical explicitness.

The innovative idea of a generative grammar in language amounted to a furthering of the ideas of European structuralism and also to an outgrowth of Harris's ideas from his "Co-occurrence and Transformations in Linguistic Structure" (Language, 1957:33). Specifically influential in the development of generative model of the theory of linguistic structure was Harris's observation that morphemes which occur together may share a component, just as phonemes which occur together may. Much of Chomsky's early work, especially his *Syntactic Structures, advanced there ideas. Mathematics was at a stage* to be most helpful to the linguists wishing to explore Harris's suggestion. During the 1950's, automata theory received much attention. Many scholars saw the great breakthroughs in language translation through the use of computers. The possible theoretic models for a formalized description of language examined by Chomsky in his *Syntactic Structures reflect appeal of mathematical principles for the* linguist in the 1950's.

For the linguist wishing to describe the structural relationships among morphemes in a formal way, the grammar must be finite even though the number of possible morpheme sequences is infinite. The communication theoretic view is as follows:

> Suppose that we have a machine that can be in any one of a finite number of different internal states, and suppose that this machine switches from one state to another by producing a certain symbol (let us say an English word). One of these states is an initial state; another is a final state. Suppose that the machine begins in the initial state, runs through a sequence of states (producing a word with each transition), and ends in the final state. Then we call the sequence of words that has been produced "a sentence". (Chomsky, *Syntactic Structures, 1957:18-19).*

This view gave rise to finite state grammar, and subsequently to phrase *structure grammar.*

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• state what finite state grammar is and how it works
• explain what phrase structure grammar is and how it works.

3.0 MAIN CONTENT

3.1 Finite State Grammar

In   Syntactic Structures (1957:24), Chomsky suggests that "the simplest
type of grammar which, with a finite amount of apparatus, can generate
an infinite number of sentences" is a finite state (or Markov-process)
grammar. While finite-state grammar is not a serious candidate for an
adequate   grammar   and   has   rarely   been   proposed   as   a   model
for describing a syntactic system, it does merit some consideration.

A finite-state grammar is a   grammar that is an   abstract   device but one
that may be viewed as a kind of machine. Such a machine defines a
language   as the   set of sentences produced from the   initial   state to   the
final state. The   machine has a finite number of states and the capacity to
change   from   one   state   to   another   as   it   registers   different
(symbols) words. A machine   defining a language   this way automatically follows
a   sequence   of   operations   programmed   into   it.   The   set   of
sentences produced by the machine defines a finite state language and the machine
producing   that set of sentences is called finite   state grammar. A   finite
state grammar may   be extended by altering the operations the machine
is programmed to carry out. These are based on the view that sentences
are generated by means of a series of choices made from 'left-to-right':
that is to say, after the first, or leftmost element has been chosen, every
subsequent   choice   is   determined   by   the   immediately   preceding
elements. According to this conception of syntactic structure, a sentence
like:

1. This man has brought some bread.

Might be generated as follows: The word this would be selected for the
first   position from a list   of all the words capable of occurring at the
beginning of English sentences. Then, man would be selected as one of
the words possible after this; has as one of the words that can occur after
this and man; and so on. If we   had selected   that instead of this   for the
first position, the subsequent choices would have been unaffected:

That man has brought some bread.

Is an equally acceptable sentence. On the other hand, if we had first
selected those or these, we should then have to select words like men for
the second position, followed by words like have for the third position –
the possibilities for the fourth and subsequent positions being as before.
And if we had selected   the   initially, we could continue with either man
and has or men and have.

One way of representing graphically what has just been said in words is
by means of the state   diagram shown below. (This   is   slightly   more
complicated   than   the   one   Chomsky   gives   on   p.19   of Syntactic
Structures).
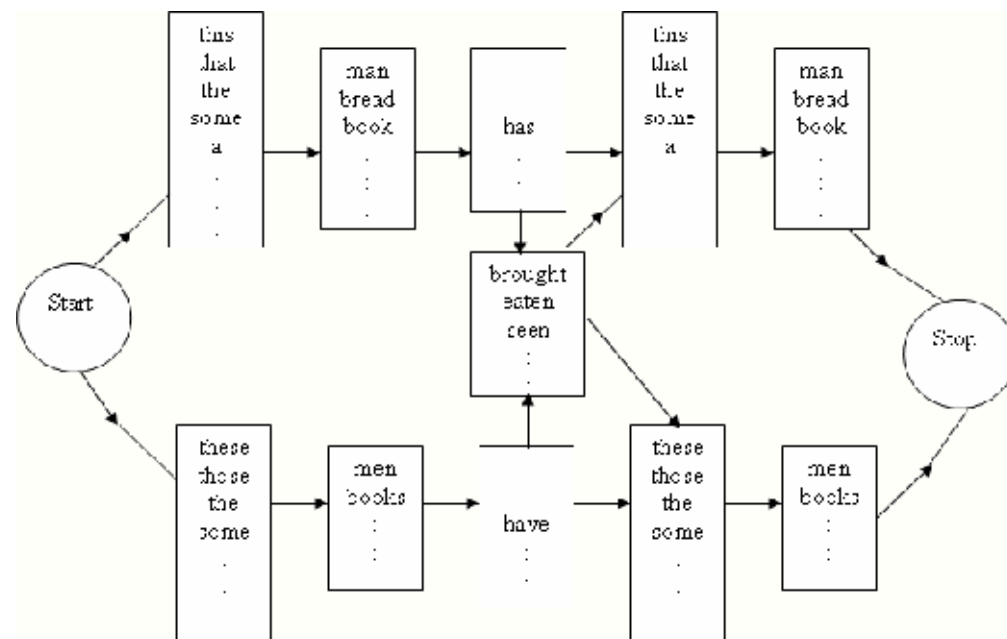
Fig.1: State Diagram

The   diagram   may   be   interpreted   as   follows: we   can   think   of   the
grammar as a machine, or device, which moves through a finite number
of internal 'states' as it passes from the initial state ('start') to the final
state   ('stop')   in   the   generation   of   sentences.   When   it   has   produced   a
word   (from   the   set   of   words   given   as   possible   for   that   'state')
the grammar then   'switches'   to   a   new   state   as determined   by the   arrows.
Any   sequence   of   words that   can   be   generated   in   this way   is   thereby
defined to be   grammatical (in terms of the grammar represented by the
diagram).

The   grammar   illustrated   in   the   diagram   above   will   generate   of course
only   a   finite   number   of   sentences.   It   can   be   extended,   however,   by
allowing the device to 'loop' back to the same or some previous state   at

117

particular points of choice. For example, we could add 'loops' between {this, that, the, same, a,…} and {man, bread, book,…} and between {these, those, the, some,…} and {men, books…} making possible the selection of one or more elements from the set {awful, fat, big,…}, and thus the generation of sentences beginning:

> That awful man…
> That big fat man…
> Some big fat awful men…

The grammar could also be extended in an obvious way to allow for the generation of compound sentences like (3):

2. That man has brought us some bread and this beautiful girl has
        eaten the cheese.

Sentences such as this are still very simple in structure; and it would clearly be a complicated matter, even if it were possible, to construct a finite state grammar capable of generating a large and representative sample of the sentences of English. It would be observed, for example, that we had to put the both with this, that, etc., and with these, those, etc. We should also have to put {awful, fat, big, etc.} in several different places because this awful man and these awful men but not *these awful *man and *this awful* *men* *are acceptable. Problems of this kind* *would* multiply very quickly if we seriously set about the task of writing finite state grammar for English; and the conception of syntactic structure that underlies this model of description has little to recommend it other than its formal simplicity. But Chomsky proved that rejection of finite state grammar as a satisfactory model for the description of a natural language is more solidly based than it would be if it rested solely upon considerations of practical complexity and our intuitions as to how certain grammatical phenomena ought to be described. He demonstrated the inadequacy of finite state grammars by pointing out that there are certain regular processes of sentence formation in English that cannot be accounted for at all, no matter how clumsy or counter-intuitive an analysis we are prepared to tolerate within the framework of finite state grammar.

SELF ASSESSMENT EXERCISE 1

1. Define 'finite state' grammar.
2. To what extent is finite state grammar adequate in accounting for
        all and only the sentences of English?

3.2 Phrase Structure Grammar

This is a type of grammar discussed by Chomsky in Syntactic Strutures (1957). Phrase structure grammars contain rules which are capable, not only of generating strings of linguistic elements, but also of providing a constituent analysis of the strings, and hence more information than finite state grammars. They are not, however, as powerful as transformational grammars, as the latter are more capable of displaying certain types of intuitive relationship between sentences.

Phrase structure grammars are currently looked upon as a bit old-fashioned by some linguists, but they remain a practical tool for the teacher and are a substantial part of the available literature, so they cannot be ignored.

A phrase structure grammar is a series of rewrite rules. These rules break down sentences, establishing their basic structures, regardless of the final form the sentences may take after transformational rules have applied. Each rule in a phrase structure grammar has the form:

$$X \; Y + Z$$

which means 'X consists of Y an Z'. The first phrase structure rule, for instance, is:

$$S \; NP + Aux + VP$$

Which means that a sentence consists of a noun phrase (NP) followed by an auxiliary element (Aux) like tense that in turn is followed by a verb phrase (VP). Successive phrase structure rules indicate what NP, Aux, VP, and other constituents consist of, until there are no more constituents in the sentence to account for.

No complete phrase structure grammar for English has yet been fully accepted. It is possible that none ever will be; for the phrase structure rules depend in part on the theories that underlie them, and these change with the linguist and the year.

The phrase structure grammar (PSG) has two specific functions to fulfil. First, it must indicate what chunks can be combined in a given language to form constituents of one or more such chunks. For example, if a native speaker of English is asked to look at sentence (3) below and make some kind of logical division of that sentence into parts, he or she will come up with something like the arrangement in number (4). Every speaker of English, including the most linguistically unsophisticated, will reject number (5) as a possible division:

119

3. The baby kicked over the lantern
4. The/baby
      The baby/kicked over
      kicked over/the lantern
      the/lantern
      the baby/kicked over the lantern
5. The baby kicked
      baby kicked over the/lantern
      the/elephant kicked

That is, the native speaker has some kind of intuitive feeling that the *baby is a constituent, and that the individual words are constituents, and* that kicked over the lantern is a constituent. He has no such feelings about possible combinations like kicked over the or baby kicked.

The second function of the PSG is to tell us in what basic order the constituents are to be arranged. Native speakers of English will accept number (6) below, but not any of the other examples:

6. The elephant went stumbling through the orchard.
7. *Stumbling elephant the through the orchard went.
8. *Through stumbling elephant the orchard went
9. *The orchard went through stumbling the elephant

It is customary in Transformational grammar to put an asterisk in front of sentences that would not be considered grammatical by native speakers.

Having explained the two functions of PSG, it is time to bring in the actual rules:

1. S NP + VP
2. NP (Det) + N
3. VP V + (NP)

This is a partial set of PSG rules for English. The first one tells us that S (sentence) is composed of NP (Noun Phrase), and a VP (Verb Phrase) in that order. The second rule says that a Noun Phrase – an NP is composed of a Noun (N) which may be preceded by a Det (Determiner). The parenthesis around an element indicates that it is optional. The third rule says that a VP (Verb Phrase) is composed of a V (Verb), which may optionally be followed by an NP (Noun Phrase).

This set of rules will permit all of the sequences in examples (10)-(13), but will not allow any of (14)-(17):

120

10. Ngozi screamed
11. The boy left
12. The girl drank a milkshake
13. Some boys saw Elizabeth
14. *Screamed Ngozi
15. *Boy the left
16. *Milkshake a drank girl the
17. *Boys some Elizabeth saw

The acceptable sentences above are made up of words arranged in a particular order. We shall refer to words out of which sentences are composed as its ultimate constituents (they are not further analyzable at the syntactic level). The order in which the ultimate constituents occur relative to one another may be described as linear structure of the sentence.

But how does this system assign to sentences the appropriate phrase structure? The answer to this question is given by a convention associated with the operation of 'rewriting'. We can use the partial phrase structure grammar above to generate the deep structure of some sentences. To illustrate how the deep structure is generated, we can use a *tree diagram. The relationship between the phrase structure rules and a* tree diagram is quite strict; a phrase structure rule of the form X Y + Z matches the tree:
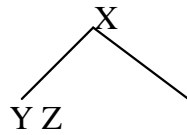
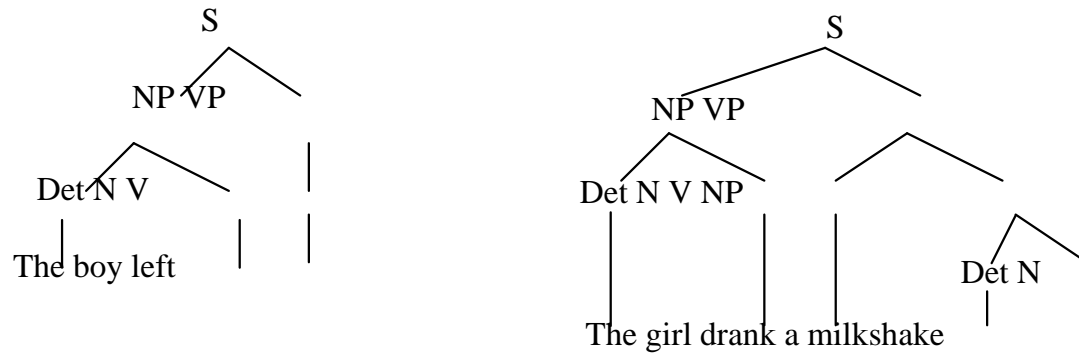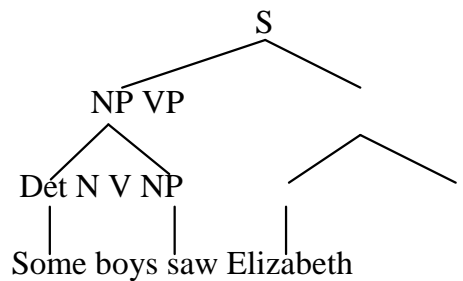Let us generate the deep structure underlying sentences (10)-(13):

10. Ngozi screamed
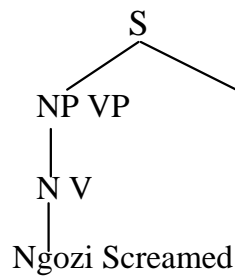
11. The boy left 12. The girl drank a milkshake

13. Some boys saw Elizabeth

It is obvious that the phrase   markers given above convey the   following information: in (10),   the terminal elements Ngozi + screamed is an S which consists of two constituents, NP (Ngozi) and a VP (screamed). In (11), the terminal elements the + boy + left is an S which consists of NP (the boy) and a VP (left); the NP consists of two constituents, Det (the) and   N   (boy).   In   (12)   the   terminal elements   the   +   girl   +   drank   + *milkshake   is an   S   which   consists of NP (the   girl)   and   a   VP   (drank   a* milkshake). The NP to the   left   of VP consists of two constituents, Det (the)   and   N   (girl);   the   VP   consists   of   V   (drank)   and   an NP (a milkshake), and the NP to the   right   of VP consists of two constituents, Det (a) and N (milkshake). We can account for (13) in the same way.

We thus see that the phrase structure grammar is much more satisfactory than the finite state grammar. Any set of sentences that can be generated by   a   finite   state   grammar   can   be   generated   by   a   phrase structure grammar, but the converse does not hold: there are sets of sentences that can be generated by a phrase structure grammar, but not by a finite state grammar.   Phrase   structure   grammars   are   intrinsically   more   powerful than   finite   state   grammars   –   they   can   do   everything   that   finite state grammars can do – and more. Phrase   structure   grammars contain rules which are   capable not only of generating strings of linguistic elements, but also of providing   a constituent analysis of strings, and hence   more information than finite state grammars.

122

SELF ASSESSMENT EXERCISE 2

1. Define 'phrase structure grammar'
2. State two functions of phrase structure grammars
3. Using the partial PSG rules discussed above, generate the deep structure of the following sentences with the aid of tree diagrams:

    (a) The student passed the exam.
    (b) Some scholars received their pensions.
    (c) Students drive flashy cars.

4.0 CONCLUSION

In   this   unit,   we   have   tried   to   present   in   an   outline, what finite state grammars and phrase structure grammars are. Neither the traditionalists nor   the   structuralists   provided   an   adequate   account   of   the   syntax of natural languages. Although the grammars we have discussed are not without problems in syntactic analysis, they recognize that language is creative, if not infinite. Therefore, grammars must be generative.

5.0 SUMMARY

You have learnt in this unit:

• what finite grammars are;
• what phrase structure grammars are; and
• how to use tree diagrams to generate deep structures of sentences.

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by a tree diagram?
2. Compare and contrast finite state grammar and phrase structure *grammar.*
3. Draw the deep structure trees for the following sentences:

    (a) The Vice Chancellor attended the party
    (b) She wept
    (c) Most lawyers are Senior Advocates
    (d) The musician performed

123

7.0 REFERENCES/FURTHER READINGS

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UNIT 2 POPULAR   MODELS   OF
TRANSFORMATIONAL   GRAMMAR   –
SYNTACTIC   STRUCTURES   AND   THE
ASPECTS MODELS

CONTENTS

In   this   unit,   we   shall   discuss the   popular   models   of   Transformational
Grammar – Syntactic   Structures   and   the   Aspects   of   the   Theory   of
Syntax models.

This unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
        3.1 'Syntactic   Structures'   Model   of   Transformational
             Grammar
        3.2 'Aspects   of   the   Theory   of   Syntax'   Model   of
             Transformational Grammar
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

In the previous unit, we considered two models of grammar proposed by
Chomsky: the   finite state grammar and   the phrase structure   grammar.
From   our   discussions,   it   is   immediately   obvious   that   it   would   be
impossible to account for all the sentences of a language in terms of the
rules   of   any   of   the   grammars.   For   example,   the   rules   of   phoneme
succession   cannot account for sentences, and   it   was also   shown in the
previous   unit   that   a   left-to-right   generation,   unit   by   unit,   in   terms of
morphemes   or   words   also   cannot   account   for   all   the   sentences   of   a
language.

There are processes, as for instance, grammatical conjunction, which are
not satisfactorily described in terms of phrase structure (John and Peter
is neither John/Peter nor John and/Peter). There   are   cases, like the one
of   the   active-passive   relation   (which   exists   between   John   admires
sincerity   and   sincerity   is   admired   by   John)   which,   in   spite   of   being
grammatical   rather   than   semantic   relations,   cannot   be   expressed   by   a
phrase   structure grammar. Difficulties of this kind are eliminated if the
phrase   structure   grammar   is   limited   to   the   sentence   constituting   the
kernel of the language: a set of simple, declarative, active sentences (in

125

fact, probably a finite number of these), while all other sentences, considered transforms of the kernel sentences, are derived from these through the application of transformational rules. In fact, transformations do not operate on actual sentences but on more abstract structures, or strings of symbols underlying the sentences.

In this unit, we shall discuss the transformational grammars propounded n Syntactic Structures (1957) and Aspects of the Theory of Syntax (1965).

2.0 OBJECTIVES

At the end of this unit, you should be able to:

• state what transformational grammar is
• discuss the transformational grammar suggested in Syntactic *Structures*
• describe the transformational grammar as improved and expanded in *Aspects.*

3.0 MAIN CONTENT

3.1 'Syntactic Structures' Model of Transformational Grammar

The first point that must be made is terminological. Whereas a phrase structure grammar is one which consists solely of phrase structure rules, a transformational grammar (as originally conceived by Chomsky) does not consist only of transformational rules. It includes a set of phrase structure rules as well. The transformational rules depend upon the previous application of the phrase structure rules and have the effect, not only of converting one string of elements into another, but, in principle, of changing the associated phrase marker. Furthermore, they are formally more heterogeneous and more complex than phrase structure rules. We shall go on to give some examples of transformational rules, but we first need to introduce an appropriate set of phrase structure rules. We will use those given by Chomsky in Syntactic Structures (p. 111) – with one or two minor changes – as follows:

1. Sentence   NP + VP
2. VP   verb + NP
3. NP   NPsing
          NPpl
4. NPsing   D + N
5. NPpl   D + N + s

126

6. T   the
7. N   {man, ball, door, dog, book,...}
8. Verb   Aux + V
9. V   {hit, take, bite, eat, walk, open, ...}
10. Aux   Tense (+N) (+ have + en) (+ be + ing)
11. Tense   present
                    past
12. N   {will, can, may, shall, must}

It   will   be   observed   that   this set   of   rules   allows   for   a   wider range   of
choices. Both singular and plural noun phrases are accounted for by rule
(3); and a large number of tenses and moods are introduced (instead of
just   the   simple   past   tense   of,   for   example,   The   man   hit   the   ball)   by
means   of   the   element   Aux   and   its subsequent   development.   Rule   (10)
implies that every string generated by it must contain the element   Tense
and   may   contain,   in   addition,   one   or   more   of   the   other   strings
elements in brackets. (Elements like   s   in rule   (5), and en or ing   in rule
(10) are morphemes rather than words. In fact, have, be, the, and all the
elements listed on the right hand side of rules (7), (9) and (12) may also
be   regarded   as   morphemes.   But   we   need   not   dwell   here   upon   the
difference between a 'word' and a 'morpheme'.

Assuming   that   the   lists   given   in   rules   (7)   and   (9)   are   considerably
extended, this system of phrase structure rules will generate a large (but
finite)   number   of   what   we   may   call   underlying   strings.   It   should be
emphasized   that   an   underlying   string   is   not   a   sentence.   The
transformational   rules   have   yet   to   be   applied.   One   of   the   strings
generated by these rules is:

the + man + present + may + have + en + open + the + door

(which,   given   the   transformational   rules   of   Syntactic   Structures,
underlies both the   active sentence: The   man may have opened the   door
and the   corresponding passive: The door may   have   been opened by   the
man). Try to verify that this string is indeed generated by the rules and
construct the associated phrase marker.

Chomsky derived passive sentences from underlying strings in Syntactic
Structures by   means   of   an   optional   rule   which   we   may   give,   rather
informally, as follows:

13. NP1 + Aux + V + NP2   NP2 + Aux + be + en + V + by + NP1

This rule   differs in various   represents   from the   phrase   structure   rules.
Not just one element, but a string of four elements, appears to the left of
the   arrow;   and   the   operation   that   is   carried   out   by   the   rule   is   quite

127

complex – involving the   permutation of the two NP's (this is indicated by the subscripts) and the insertion of the   elements be, en and by at particular points.

There   is,   however,   an   even   more   important   difference   between phrase structure rules (1)-(2) and the transformational rule (13); and this has to do with the way in which we interpret the symbols which occur in the rules. In a phrase   structure rule, a single   symbol designates one and only   one   element   in   the   string   to   which   the   rule   applies.   But   in a transformational rule, a single symbol may refer to a string of more than one   element, provided that   the string   in   question   is   dominated   by (i.e. derived from) this symbol in   the associated phrase marker. It   is in this sense that transformational rules are said to operate upon phrase markers rather than simply upon strings of elements.

We   will   first   of   all   illustrate   what   is   meant   by   this   statement with reference to a purely abstract example. Given that the string a + d + e + *b + f +   c + g + h has been generated by a set of phrase   structure rules* which   assign   to   it   the   phrase   marker   illustrated   in   Fig.   3   below (the reader can easily reconstruct these rules for himself), this string
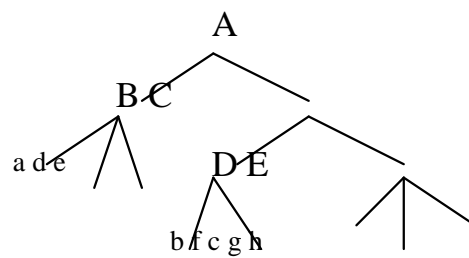

Fig.3

will be   converted by means of the transformational rule B + D + E   E + *B into the   string   c +   g + h   + a +   d + e   with the associated phrase* marker shown in Fig. 4 below:
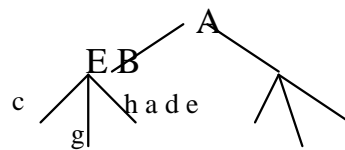

Fig. 4

In   other   words,   since   the   string of terminal   symbols itself   constitutes part of the phrase marker, we can say that the   rule converts one phrase marker into another; and this is the defining property of transformational rules. The   rule we   have just given has the effect of deleting everything dominated   by D   (including D   itself) and permuting   B   and   E,   keeping their internal structure intact. The   phrase   marker given in Fig.3 and the

128

phrase   marker   given   in   Fig.4   may   be   described,   respectively,   as *underlying and derived, with respect to the transformation in question.*

If   we   now   look   at   our   illustrative   underlying   string   (the   +   man *present + may +   have + en + open + the + door) and at the associated* phrase   marker (which I have left   the reader to reconstruct for himself), we   shall see that   the + man is wholly dominated by NP, Present + may + *have + en   by   Aux, V by   V (this is an instance of 'self domination')* and the + door by NP. This means that the   transformational rule (13) is applicable   and, if applied   (for   it   is   an   optional   rule), will   convert   the underlying string into 13(a) with the appropriate derived phrase marker:

13. (a) the +   door +   present + may + have + en + be + en + *open + by + the +* *man*

But   what is the   appropriate   derived   phrase   marker?   This   is   a difficult question. Granted that NP2 becomes the subject of the passive sentence, that be + en becomes part of Aux in the same way that have + en or may is, (this,   as we   shall   see,   is   necessary   for   the   operation   of subsequent rules) and that   by is attached   to   NP2   to   form a phrase, there   are still   a number   of points about the structure of the derived phrase marker that remain unclear. Two possible phrase markers are given in Figures 5 and 6. It will be observed that they
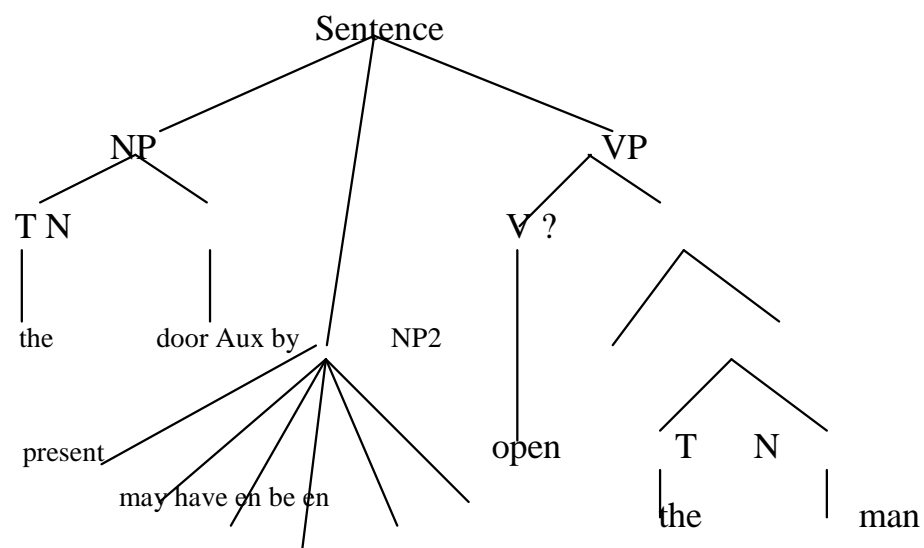

Fig. 5

differ in that one takes by + NP1 to be a part of the verb phrase whereas the other treats it as an immediate constituent of the sentence, equivalent in 'status', as it were, to NP2 and VP. (It will also be noticed that I have put a question mark where   the label for the bracketed phrase   by + NP1 should be).
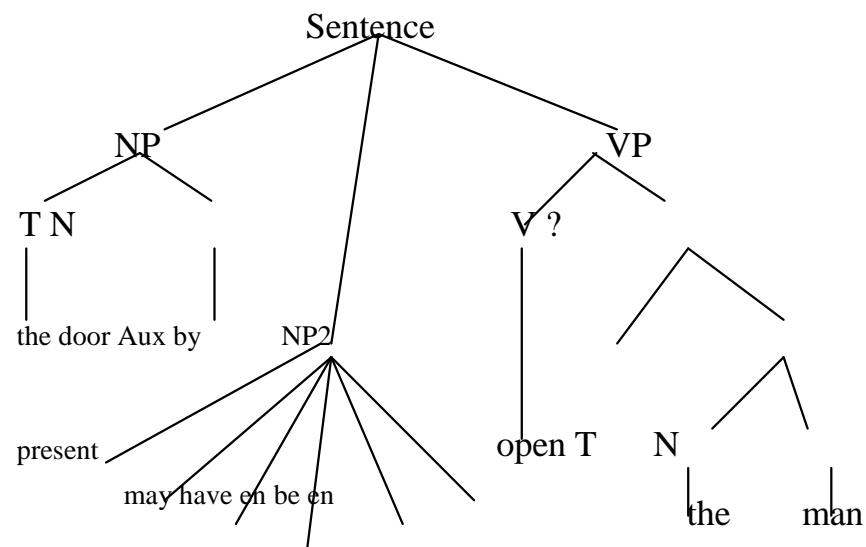
129

Fig.6

We have touched here, on an important theoretical problem. The derived string produced by one transformational rule may serve as the underlying string for the operation of a subsequent transformational rule, and will therefore need to have associated with it the appropriate derived phrase marker. Chomsky and his followers have worked on this problem and have tried to establish a set of conventions according to which a particular kind of formal operation (e.g. deletion, permutation or substitution) is defined to have a particular effect upon the typology of the phrase marker it transforms; and we have followed these conventions when we decided that the effect of rule B + D + E   E + B operating upon the underlying phrase marker shown in Fig.3 was the derived phrase marker in Fig.4. But this was a very simple example point of view of the operations involved and the shape of the phrase marker to which they applied; and furthermore it was a purely abstract example unaffected by any empirical considerations.

For want of space, we will introduce and briefly discuss transformational rule in Syntactic structures. This is the obligatory 'number trnasformation'.

14. Present S/NPsing- $\left[\begin{array}{c} \\ /elsewhere \end{array}\right]$

This is a context-sensitive rule, which says that present is to be rewritten as s if and only if it is immediately preceded in the underlying string by a sequence of one or more elements dominated by NPsing in the associated phrase marker, but is to be rewritten in all other contexts as 'zero' (i.e. as the absence of a suffix). It is this rule which accounts for the 'agreement' between subject and verb manifest in such sentences as

130

*The man goes vs *The man go or The man is tall vs *The man are tall. If*
it applied to 13(a) it yields.

14. (a) the + door + s + may + have +en + be + en + open + by +
       the + man

It will be observed that what we might call the 'abstract' verbal suffix s
is here introduced in front of the element to which it is subsequently
attached (in the same way that en and ing are introduced by phrase
structure rule (10) in front of the element to which they are
attached). We have called these 'abstract' suffixes because, as we shall
see, they assume a variety of forms, including 'zero', in various
contexts.

The rule by which these 'abstract' suffixes are placed after the
appropriate stems (the 'auxiliary transformation') may be given as
follows:

15. Tense M | M Tense
   { en + have | have + en
   { ing be | be ing
              V V

This rule says that any pair of elements the first of which is tense, en and
ing and the second of which is M, have, be or V are to be (obligatorily)
permuted, the rest of the string to the left and the rest of the string to the
right remaining unchanged. If the rule is applied to 14(a) it will permute
s + may (i.e. Tense + M), en + be and en + open (en + V), successively
from left to right, yielding:

15 (a) the + door + may + s + have + be + en + open + en + by
 + *the + man*

One more transformational rule has yet to apply, which puts a word-
boundary symbol (we shall use a space) between every pair of elements,
the first of which is not M, have, be or V and the second of which is not
Tense, en or ing. Applied to 15(a), this yields:

16. (a) the door may + s have be +en open + en by the man

And this is the form that our illustrative string would have after all the
relevant transformational rules have operated.

Finally, in a grammar of the kind outlined by Chomsky in Syntactic
Structures, there is a set of 'morphophonemic' rules, which will convert
the string of words and morphemes into a string of phonemes. These

would rewrite may + s as the phonemic representation of what is spelled *may, open + en as what is spelled opened (be + s as what is spelled   is, run + en as what is spelled ran and so on). We end up therefore, as we* should, with the   phonemic representation of The   door may have been *opened by the man.*

Most   of   you   who   are   unfamiliar   with   Chomsky's   system   of transformational   grammar may have   found it rather tedious following this step-by-step derivation of a   single sentence. But you will now have acquired a sufficient understanding of the way the grammar is designed and operates for you to appreciate the significance of some of the more general points made in this unit and what will be discussed in later units. At   this stage in our discussion   of transformational grammar, it may be helpful to introduce a diagram showing how the grammar outlined in *Syntactic   Structures   was   organized   (see   Fig.7).   The   input   to   the* grammar is
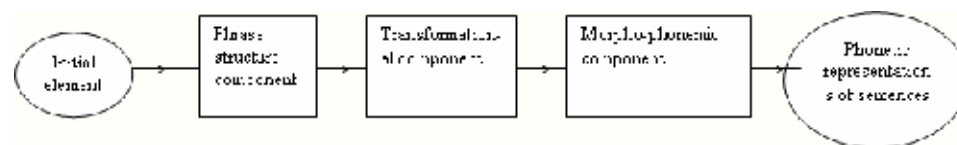

Fig.7

the initial element which generates a set of underlying strings by means of the phrase structure rules in the first 'box' of the diagram. The second 'box' comprises the transformational rules, of which some   are   optional and   others   obligatory.   These   rules   take,   as   their   'input',   single underlying strings, or pairs of underlying strings, and by successively modifying these strings and their associated phrase markers, generate as their 'output' all and only the sentences of the language, represented as strings of words and morphemes, and assign to each sentence its derived constituent structure. The third 'box' of rules then converts each of these sentences   from   its   syntactic   representation   as   a   string   of   words andmorphemes to its phonological representation as a string of phonemes.

According   to   this   model   of   generative   grammar,   different   types ofsimple   sentences   are   accounted   for   by   means   of   optional transformational   rules.   For   example,   all   the   following   sentences related in that they derive from the same underlying string:

(i) The man opened the door
(ii) The man did not open the door
(iii) Did the man open the door?
(iv) Didn't the man open the door?
(v) The door was opened by the man
(vi) The door was not opened by the man
(vii) Was the door opened by the man?

132

(viii) Wasn't the door opened by the man?

They differ in that: (i) has had no optional transformation applied to the underlying string; (ii) has had the Negative transformation applied; (iii) the Interrogative; (iv) the Negative and Interrogative; (v) the Passive; (vi) the Passive and Negative; (vii) the Passive and Interrogative; and (viii) the Passive, Negative and Interrogative. Of these eight sentences, the first (a simple, active, declarative sentence) is defined by Chomsky in Syntactic Structures, as a kernel sentence. It should be emphasized that non-kernel sentences, such as (ii)-(viii), are not derived from kernel sentences, such as (i), but from a common underlying string. That is to say, there are no sentences generated without the application of at least a small number of obligatory transformations, including rules comparable in effect with rules (14) and (15) above.

Compound sentences in which two clauses are coordinated (e.g. The *man opened the door and switched on the light), are generated by means* of conjoining and embedding transformations, respectively, which take as 'input' a pair of underlying strings (e.g. the + man + past + open + *the + door and the + man + past + switch + on + the + light) and* combine them in various ways. Conjoining and embedding transformations constitute the class of generalized transformations in *Syntactic Structures; and it is the repeated application of these rules* which accounts for the existence of such recursive structures as: This is *the… that lived in the house that Jack built or… a big, black, three-foot long… wooden box (p.48). All the generalized transformations are of* course optional.

So much, then, by way of a general summary of the earlier version of transformational grammar, presented in Syntactic Structures. Chomsky claimed that one of the advantages of this system, the third and most powerful of his 'models for the description of language' was that it could account more satisfactorily than phrase structure grammar for certain types of structural ambiguity. To take one of Chomsky's famous examples: a sentence like Flying planes can be dangerous is ambiguous (cf. To fly planes can be dangerous and Planes which are flying can be *dangerous); and yet, under both interpretation, the immediate* constituent analysis would generate both interpretations the same way. But it would be possible to generate a sentence like Flying planes can *be dangerous within a phrase structure grammar and to assign to it two* different phrase markers – differing with respect to the labels assigned to the node dominating flying. But this would not be an intuitively satisfying account of the ambiguity; and it would fail to relate the phrase *flying planes, on the one hand, to planes which are flying, and, on the* other, to someone flies planes. The transformational analysis accounts for the ambiguity by relating two different underlying strings to the

133

same derived string. Many other examples could be given of structurally ambiguous sentences which can be accounted for rather nicely in terms of transformational grammar.

In a similar way, sentences with similar surface structures can be assigned different deep structures. Consider the following sentences:

(i) John is anxious to help
(ii) John is difficult to help

Here, we are dealing with sentences which have similar surface structure, but different deep structures. The first would have a deep structure like:

> *John pres + be anxious for John to help*

and the second a deep structure like:

> *For someone to help John pres + be difficult*

For now, we shall not go into details as we shall go into the derivation of these sentences in subsequent units. Let us highlight the features of the transformational grammar propounded in Aspects (1965).

SELF ASSESSMENT EXERCISE 1

1. Generate five sentences from the following rules:

   (a) S NP + Aux + VP
   (b) NP Det + N
   (c) Aux Tense (N) + (have + en) (be + ing)
   (d) VP V + NP
   (e) N man, ball, etc
   (f) V bit, took, kick, etc.

2. Write out five sentences of your own and generate phrase structure rules for each.

3.2 'Aspects' Model of Transformational Grammar

In the last section, we presented a summary of Chomsky's transformational grammar as contained in Syntactic Structures (1957). In 1965, in Aspects of the Theory of Syntax, Chomsky put forward a more comprehensive theory of transformational grammar, which differed from the earlier theory in a number of important respects. For our purpose, it will be sufficient to mention only the most general differences between the Syntactic Structures grammar and what we may

call   an   Aspect – type grammar. Once   again, a diagram may   be   helpful
(cf. Figure 8 below).

The most striking difference   between the two grammars, as represented
in Figures 7 (previous section) and 8, is the   additional 'box' of rules in
the   Aspects-type   grammar labeled 'Semantic Component'. In   Syntactic
Structures, it was argued that,
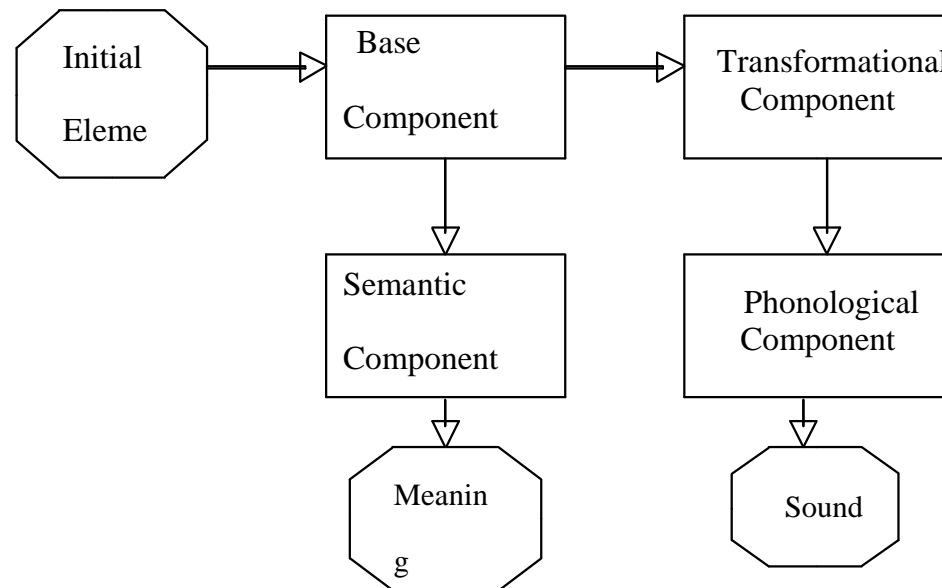

Fig.8

although   semantic   considerations   are   not   directly   relevant   to   the
syntactic   description of sentences,   there   are   'striking   correspondences
between   the   structures   and   elements   that   are   discovered   in   formal,
grammatical   analysis   and   specific   semantic   functions' (p.10)   and   that
'having determined the syntactic structure of the language, we can study
the   way   in   which   this   syntactic   structure   is   put   to   use   in   the   actual
functioning   of   the   language'   (p.100). In   the   years   that   followed   the
publication of Syntactic Structures, Chomsky and his collaborators came
to the   conclusion that   the   meaning of sentences could, and   should, be
submitted to the same kind of precise, formal analysis as their syntactic
structure, and that semantics should be included as an integral part of the
grammatical analysis of languages. The discussion of sentences such as:
Colourless   green   ideas   sleep   furiously pointed   out   a   sense   in   which
grammar   is   independent   of   meaning.   The   subsequent   distinctions
concerning degrees of grammaticalness point   out   the   need for a formal
specification of how these degrees are to be judged. There are sentences
that   we   would call   ungrammatical   yet   acceptable,   and   there   are   other
sentences that   are   grammatical   but   unacceptable. It   is where   semantic
and   grammatical   criteria   overlap   that   this   problem   is   raised.   The
grammar of   a language   is now   seen   by Chomsky as a system of rules

relating the   meaning (or meanings) of each sentence it   generates to the physical manifestation of the sentence in the medium of sound.

In Aspects, as in Syntactic Structures, the syntax falls into two parts. But the two syntactic components operate somewhat differently. It is now the base of the grammar (which is roughly comparable   with the phrase structure   part   of   the   earlier   system)   rather   than   the transformational accounts for the semantically relevant options, including the   possibility   of   forming   recursive   constructions.   The   difference between   a   declarative   and   an   interrogative   sentence,   or   between an active and a passive sentence, is no longer described in terms of optional transformations, but   in   terms   of   a   choice   made   in the   base   rules.   For example, there might be a base rule of the following form:

1. (a) VP Verb + NP (+Agentive)

and the   selection   of the element Agentive   would distinguish the   strings underlying   passive   sentences   from   the   strings   underlying   the corresponding   active   sentences.   There   would   then   be   an   obligatory transformational rule corresponding to rule   (13) above, operating if and only if the 'input' string contained the   element   Agentive. This proposal has   the   advantage   that,   if   we   formulate   the   transformational   rule correctly, it   gives us   a label for   the node   dominating   by   +   NP2   in the derived phrase markers associated with passive sentences.

The base rules generate   an   indefinitely   large   set   of   underlying phrase markers   (which   represent   the   deep   structures   of   all   the   sentences characterized   by   the   system);   and   these   are   converted   into phrased markers (which represent the   surface structures of the sentences) by the transformational rules, most of which (apart from 'stylistic' rules) are now obligatory. The meaning of each sentence   is derived, mainly if not wholly, from its deep structure, by means of the rules of semantic interpretation;   and   the   phonetic   interpretation   of   each   sentence   – physical description as an acoustic 'signal' – is derived from its surface structure by means of the phonological rules.

We   need   not   go   into   the   more   technical   details   which   distinguish   an *Aspects-type   grammar   from   the   conceptually   simpler   system   of Syntactic Structures. All that remains to be added to this account of the* general characteristics of the later version of transformational grammar is   that   various   semantically   relevant   grammatical   notions   are   now explicitly defined in terms of deep structure relations. (This was merely hinted   at   in   Syntactic   Structures).   We   may   note,   in   particular, the distinction   between   the   'logical'   (deep   structure)   and 'grammatical'   (surface   structure)   subject   of   a   sentence.   The   'logical' subject is that NP which is immediately dominated by S (= sentence) in

136

the   deep structure; the 'grammatical' subject is the left-most   NP which
is   immediately dominated by   (the   top-most) S in   the surface   structure.
For example, in a sentence like:

Jane was persuaded by Ann to take up teaching

the grammatical   subject   is   Jane   (it is this notion   of   'subject' which   is
relevant   to the   statement of the agreement holding between the subject
and the   verb in English: Jane was persuaded vs They were persuaded,
etc). But the deep structure of this sentence as shown below, consists of
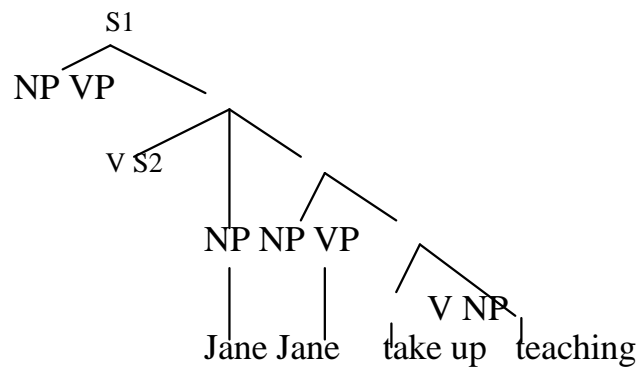one sentence (S2)

Fig.9

embedded   within   another   (S1);   and   each   sentence   has   its   own   logical
subject. Figure   9   shows   a   representation of   the   deep   structure   of   the
above   sentence. It will be seen that the logical subject of S1 (the matrix
sentence)   is   Ann,   and   that   of   S2 (the   embedded   sentence)   is   Jane.
Furthermore, the deep structure subject   of S2 is identical with the   deep
structure object of S1 (that NP which is immediately dominated by VP).
As   Chomsky   points   out,   it   is   these   deep   structure   relations   that   are
essential for the correct semantic interpretation of the sentence.

Another   feature   that   seems   to   distinguish Aspects from Syntactic
Structures is the   more   explicit   recognition   that traditional grammatical
concepts are, in the   main, quite correct, as is the   traditional   concept of
universal grammar. There were   obvious gaps in the   traditional account
of   syntax,   as   well   as   some   inconsistencies   in   the   distinction   of
substantial   versus   formal   universals.   Chomsky   believes   that   the
distinction   between   deep   structure   and   surface   structure   enables us to
appreciate   the   lasting   contribution   of   traditional   grammar,   and   to   see
why the structural linguist rejects universal grammar.
The   original   form   of   the   transformational   grammar   was   tripartite;   it
involved:

(i) a phrase-structure grammar that produced terminal strings;

(ii) a transformational component that, through obligatory and optional additions, deletions, and rearrangements, produced the final grammatical representation of all sentences in the language, and

(iii) a morphophonemic component that rewrote these sentences into the proper sequence of phonemes.

The distinction between the phrase structure component (the base) and the transformational component suggests the difference between deep *structure (what the base produces) and surface structure (the* grammatical representation effected by transformations, and the phonological representation produced by the morphophonemic component). Chomsky finds that this distinction, though variously formulated, is as old as syntactic theory itself (Aspects, p.199).

The foregoing represents the major innovations in Aspects. In subsequent units we shall discuss other modifications since the advent of *Aspects.*

4.0 CONCLUSION

We have tried in this unit to present the popular models of Chomsky's transformational generative grammar as propounded in Syntactic *Structures and Aspects of the Theory of Syntax. The two grammars differ* in some respects. However, the original proposals of Chomsky have continued to be modified ever since the publication of Aspects.

5.0 SUMMARY

You have learnt in this unit,

• the Transformational Grammar as proposed in Syntactic Structures;
• the Transformational Grammar as proposed in Aspects; and
• the differences between the two grammars.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss two differences between the Transformational Grammar of Syntactic Structures and that of Aspects.
2. What were the main reasons for the introduction of the Semantic component into the grammar?
3. Provide deep structure trees for the following sentences:

   (a) The child was bitten by the ant.
   (b) Flying planes can be dangerous.
   (c) He asked her to visit Lagos.

138

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UNIT 3 A CRITIQUE OF THESE EARLY MODELS

CONTENTS

In this unit, we shall present a critique of these early models of Transformational grammar.

The unit is arranged as follows:

1.0 Introduction
2.0 Objectives
3.0 Main Content
      3.1 A Critique of the Early Models of Transformational
           Grammar
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment
7.0 References/Further Readings

1.0 INTRODUCTION

In addition to the insights it has given rise to and the revealing studies it has engendered, Transformational Grammar has engaged the attention of many of the leading intellects in linguistics in the United States, it originated, and to a lesser, though an increasing, extent in Britain and on the continent of Europe and elsewhere around the world. Chomsky's work is animated by interests in the history of psychology, philosophy, and scientific methodology. They are, he would claim, legitimate aspects of linguistic research; indeed, aspects which it is necessary to take into account if linguistics is to provide a meaningful and interesting insight into language. Thus the progress of Chomsky's research has corresponded to a widening of horizons for linguistics, to a re-establishment of links with other fields which had been severed in the search for 'language considered in and for itself' (Sassure, 1949:317) to a reintegration of linguistics as a branch of psychology after the attempt to establish it as a completely autonomous science. The rapid spread of transformational ideas among linguists not only in the United States but throughout the world, and the readiness to throw aside traditional views have brought into the open a widely-felt dissatisfaction with the narrowness of purpose and method imposed on itself by linguistics.

Is Transformational Grammar therefore a 'revolution' in linguistics? Many scholars, especially of the London School don't think it is. In this unit we shall discuss the impact of Transformational grammar in linguistic study as well as the lapses that have been highlighted by its critics.

2.0 OBJECTIVES

At the end of this unit, you should be able to explain:

• how transformational grammar reshaped linguistic study
• the areas where scholars feel dissatisfied with transformational grammar.

3.0 MAIN CONTENT

3.1 A Critique of the Early Models of Transformational Grammar

Generative transformational grammar strongly affected theoretical studies of language. Linguists holding the theory explored syntactic problems, attempting to clarify relationships between syntactic patterns as traditional grammars had clarified morphological relationships. Patterns like passivization, 'raising', and so on, were scrutinized; if grammars were to account for the total structure of language economically, they might hope to solve, for example, with one set of rules the process involved in raising subjects equivalent to the subject of the matrix verb as in (1) below, and those differing from it, as in (2) and (3).

1. I expect to come
2. I expect him to come
3. I expect that he will come

Intensive investigations of such problems led not only to various solutions but also to great concern with syntax. That concern is a major contribution of transformational grammar.

Moreover, the emphasis placed on syntax has brought this segment of language greater prominence. A new large-scale handbook on English places far more emphasis on syntax than on morphology or phonology. Yet this grammar does not adhere closely to the theory proposed by Chomsky. The effect of transformational theory may, then, be indirect, in focusing emphasis on syntax without determining the procedures used in presenting syntactic patterns.

Transformational grammar has also exerted an influence on the teaching of language. An example is the use of 'sentence combining'. In learning to write, students often set down one simple sentence after another, without using devices like cleft sentences to indicate emphasis, without subordinating matters that are less essential, and so on. 'Sentence combining' instruct such students in understanding such relationships.

141

As we have noted, transformational grammar treats cleft sentences as variants of simple sentences. Similarly, relative clauses and other subordinate clauses are embedded through transformational rules. By applying this view of such complex sentences, teachers of rhetoric have been successful in improving the writing skills of such students.

A major impact of generative transformational grammar has had to do with psychological investigations involving language. Earlier psychological study of language was often limited to external, in keeping with the attention linguists gave to surface forms. Investigations were carried out on possible recall of lists of words. These yielded little information on language or on its control by the brain. The deep structures proposed by transformational grammar, on the other hand, offered possibilities of studying patterns of far greater interest. Cognitive psychology thereupon undertook to determine the reality of such constructs as subjects and predicates of clauses. Investigators of language acquisition examined the sequence of mastering complex structures, such as passive as opposed to active sentences. Such investigations are continuing, not only on language acquisition, but also on language loss, as in speakers with brain injuries, on language difficulties, as with neurotic and psychotic speakers. Investigations of all these kinds are carried out to determine the common features of language.

Features and characteristics common to all languages have come to be known as universals. They receive support from such observations as the ability of all infants to acquire any language. That ability must rest on basic features underlying all languages. One readily observed universal is the existence of sentences in all languages. Another is the universal use of consonants. But investigators seek more specific universals. The interest in universals has been heightened by better understanding of control of language by the brain, especially by greater knowledge of areas that control semantic, syntactic, and phonological functions. As such understanding has been increased, further problems have been disclosed, among them the modifications of sentences in longer sequences, known as discourse, or text. These problems will not be examined here.

Having mentioned some of the insights of transformational grammar, let us look at those central concepts of grammatical theory for which generativists have received the most criticism over the years. I hope clarifying them will at least remove whatever share of the resistance to the theory is based on misunderstanding.

142

Competence and Performance

Probably no notion within transformational-generative grammatical theory has aroused more controversy than the competence/performance distinction. Criticisms of the distinction ranges from the assertion that it is 'almost incoherent' (Labov, 1972:110) to the conclusion that it is coherent enough, yet 'too confining' (Clark & Haviland, 1974:92), since so many systematic aspects of language do not fall under the generativists' conception of competence. It might be pertinent to give this quotation in full:

> many linguistics have come to find the study of linguistics competence … too confining. There are simply too many interesting linguistic phenomena that do not fit under this rather small umbrella, yet are amenable to linguistic investigation… problems such as the structure of conversations…, the relation of meaning to context…, the perceptual difficulty of surface structures… the production of speech errors and speech hesitations..., and other similar phenomena.
> (Clark and Haviland, 1974:92)

If we bear in mind that 'linguistic competence' is no more than the name for the non-reducible core of language – those aspects of language that form the autonomous purely linguistic system characterized by a formal grammar, it becomes clear that many things we 'know' about language do not fall under the generativist's competence as defined by Chomsky. Our competence is our tacit knowledge of the structure of our language. For example, we know that saying 'I'm hungry' can convey a request to be fed, and we know that we should devoice our consonants and vowels when speaking in the library or in the church. This sort of knowledge is *not competence, because it is not strictly linguistic. The generalizations* underlying this knowledge undoubtedly fall within the domain of cooperative communication and proper social behaviour.

'Linguistic performance' refers to 'the actual use of language in concrete situation'. There hardly exists an aspect of performance to which competence does not contribute. One could not describe fully (much less explain) a particular instance of whispering in a library or a church without reference to the social convention of silence in libraries or churches. Just as all non-marginal linguistic phenomena demand a theory of performance for their explanation, it seems inconceivable that any aspect of language use could owe its explanation only to competence. Competence simply represents the speaker's knowledge of linguistic structure. Explaining speech production therefore requires a model of language in which the competence model is supplemented with

other explanatory devices. Even in interpreting metaphorical explanations, if our competence did not supply a 'normal' reading, we wouldn't even recognize it as metaphorical.

Another common dissatisfaction with the competence/performance distinction is that, for any given linguistic phenomenon, no hard-and-fast criterion exists to decide which aspects of that phenomenon should fall under competence. Some linguists have explicitly avoided referring to the distinction for that reason (e.g. 'communicative competence' has become fashionable). But still, enough is known about the systems interacting in language that the role competence plays in a particular phenomenon is often clear. For example, it hardly seems likely that the fact that in most English dialects two modal auxiliaries do not follow each other pertains to anything but competence, or that the fact that one does not normally shout obscene expletives in church has any explanation but a performance one. Although there are borderline cases, clear cases where the distinction between competence and performance are undoubtful are many, and they are enough to rely on.

Linguistic Universals

Another area of criticism of transformational grammar concerns linguistic universals. Scholars have argued that there is nothing 'universal' about generative transformational grammar since grammatical properties differ from language to language, especially as gleaned from the study of child language acquisition. Some scholars even attempt to overthrow the notion of 'linguistic universal' by hypothesizing the common origin of all languages. They argue that description of individual languages is more rewarding than searching for universals. However, these critics miss the mark.

The term 'universal grammar' is used to refer to that which is true of language by biological necessity. Hence universal grammar is "taken to be the set of properties, conditions, or whatever that constitutes the 'initial state' of the language learner, hence the basis on which knowledge of language develops" (Chomsky, 1980:69). Particular aspects of universal grammar have typically been motivated by reference to the lack of the stimulus available to the child language learner. Why is it, for example, that a child born of Nigerian parents in England acquires English language the same way as English children? Take, for example, the way children form correct questions from declarative sentences. How are children trained to form them? The principle is not learned, but forms part of the conditions for language learning. Whether languages have one ancestor or not, the problem for the child is the same – to construct a grammar on the basis of limited input available. Universal grammar studies the conditions that must be

144

satisfied by the grammar of all languages. In other words, it characterizes human language as a whole. It should be noted that not all features common to all languages of the world are properties of universal grammar. There may be universals which arise independently of innate principles: it may be a universal that every language has a word for arm or that no language has more than thirty vowels, but it would be wrong to attribute these universals to properties of Universal Grammar. Also, it does not follow that every putative universal must be instantiated in every language. For example, for each type of grammar rule (transformations, deletions, filters, etc) there may well be universal properties governing the behaviour of rules of that type. Yet, it may be that not all languages manifest all rule types. If a language had no deletion rules, one would hardly wish to conclude that the facts of that language 'falsify' some claim about the universal properties of such rules.

Simplicity and Evaluation

Another criticism concerns the 'simplicity' measure as a way of evaluating grammars. The criticism is that Chomsky, in insisting on simplicity of grammars has implied that exceptions to grammatical rules should be very 'costly', and therefore, rules should be constructed so as to yield the smallest number of exceptions possible. They argue that transformational grammarians have implied, by so saying, that actual language can be wholly generated by rules. Many schools of linguistics, as a result, have rejected Chomsky's 'cost-benefit' analysis of language.

However, this criticism of the simplicity measure turns out to be a rejection of scientific linguistics itself. Science, by definition, is the search for order in nature. Scientists take it for granted that their goal is to formulate the most elegant (i.e. the most order-reflecting) hypothesis possible, consistent with data, about the particular area under investigation. Although philosophers extensively debate scientific methods and the ontological status of constructs, this general point has hardly been questioned.

Linguistics, then, is the search for order in language. The goal of linguistics is to formulate the most elegant hypotheses possible about how language works, consistent with data. No formula exists for how to do this, nor is there an automatic decision procedure for picking out one of several competing theories as more elegant than the others. Yet, certain points are uncontroversial. One is that given two theories that cover the same range of facts, the one in which the facts follow from a small number of general principles is better than the one that embodies myriad separate statements and auxiliary hypotheses. Another is that it is methodologically correct to reduce redundancy within a theory; to

reduce the number of postulates while preserving the scope of predications. Scientists (including linguists) often talk about 'simplifying' a theory or about constructing a theory with greater simplicity. Generally, they mean a less redundant theory as described above. It becomes obvious then that the simplicity criticism is unscientific.

Psychological Reality

The last criticism we shall discuss concerns introspection or the use of intuitions in grammaticality judgments. Critics claim that a concept is labeled 'psychologically real' only if it plays a particular kind of role in a particular kind of experimental procedure. They based their arguments on processing studies. More recently, other sorts of experimental data have been cited as evidence that grammatical theory is at odds with processing facts and hence lacks psychological reality.

It seems to me that negative conclusions based on processing studies about psychological reality of grammatical theory are not compelling. Any theory that is based on psychological data and has as its principal goal the explanation of those data is ipso facto a psychological theory. A theory that does this correctly is a theory with 'psychological reality'; a theory that fails to accomplish this lacks psychological reality.

Now, where does grammatical theory fit into this picture? Largely, but not exclusively, its data base has been speaker introspections about the well-formedness and interpretation of sentences. Surely, introspections count as psychological data if anything does. If that were all there were to it, then the constructs of grammatical theory could be considered psychologically real to the extent that they correctly explained such data.

But that is not all there is to it. Introspections are only one of many potential sources of psychological data about language. Data from studies of speech perception and sentence processing also count as psychological data. So do data gleaned from observations of aphasic speech, speech errors, and the acquisition of language by native and non-native speakers. A psychologically real theory of grammar must therefore be judged on more than its ability to explain intuitions; it must be shown to be compatible with all these sources of data.

4.0 CONCLUSION

We have tried in this unit to present a critique of Chomsky's transformational-generative grammar. In spite of the criticisms discussed above, transformational generative grammar remains the most popular grammatical model in use today in the analysis of language.

5.0 SUMMARY

In this unit, you have learnt about:

• the merits of transformational generative grammar, and
• the criticisms of some concepts of transformational generative grammar

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss three ways by which Transformational Generative grammar has influenced language analysis since the early sixties.
2. Discuss three criticisms against Transformational Generative grammar.
3. How sustainable are the criticisms you discussed?

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