**Contrastive PHRASEOLOGY (CPH)**

**Introductory notes.**

Comparing individual l. is of course nothing new. Comparative studies (Comp. st.) in L. have a long history with its zenith in nineteenth-century Germany. It was not possible to deduce the existence of Proto-Indo European which is thought to have been spoken before 300 BC and to have split into different l. during the subsequent millenium, until scholars became aware of the systematic resemblance which can be found between European l. and Sanskrit, the oldest attested l. of the Indian sub continent, the sacred l. of Hinduism, a scriptural L. of Buddhism, and the oldest known member of the Indo- European L. family. Its script runs from left to right All major modern Indian L. have a Sanskritized register, used in religious and secular contexts. When these were first noticed, in the 16th c., many people were of the opinion that Sanskrit was the parent of the European l.. But towards the end of the 18th c. the systematic studies showed conclusively that this was not the case. **Sir William Jones (1746-1794)**, a prominent British orientalist and Sanskrit scholar, was the first to point out in the form of rigorously founded scholarly hypothesis that Sanskrit, Greek, Latin, Gothic and some other l. of India and Europe had sprung from the same source which no longer existed. Thus the Foundation of Indo-European philology was laid.

Comp. historical L. deals with various stages in the development of a single lang. or different but related lang. at a certain stage of development to reconstruct a proto-lang. from which kindred l. are thought to have descended. To classify lang. into certain groups on the basis of the occurrence of one or more features linguists compare lang. as they are used today. The subdiscipline is Comparative typological L..

But 2 or more lang. can be compared to determine both the differences and similarities between them.

During the years at the end of the 19th & the beginning of the 20th c. Ferdinand de Saussure (1857-1913) was working out his ideas in Europe the so called “Saussurean linguistic theory". At the end of 1906 he was persuaded to take over responsibility for a course on "General linguistics and the history of comparison of the Indo-European l.” from a scholar who had had to give it up after 33 years. S. taught such a course for the remainder of that session and the sessions 1908-9 & 1910-11. In the first of these years S. limited himself to historical matters. Finally, a whole semester was devoted to theoretical synchronic linguistics with valeur as its crucial term. In 1913 he died. The value of each element ultimately depends directly or indirectly on the value of every other.

**Synchronic l**. was emerging independently & in a very different style in America under the leadership of the anthropologist **Franz Boas** who set a direction for American linguistics which turned out to be enormously fruitful and which was never seriously disputed until N. Chomsky in the late 50th. Boas (1858-1942) founded a school of **“descriptivist linguistics”**. He began his academic career as a student of physics and geography and through them he came to anthropology. From today’s point of view, **Anthropology** is a study of human beings from a biological, social & humanistic perspective. The field is usually divided into 2 areas: physical anthropology deals with the biological evolution and the physiological adaptations of humans; sociocultural one concerns the ways in which people live in the society - i.e., the ways in which their language, culture & customs develop. On his first field trip (to Baffin islands in 1883-1884) Boas realized that anthropology is not a branch of geography and that human sciences are quite distinct both in content and in methods from the physical sciences. Thus L. came to seem especially important to Boas. He realized that people were usually unconscious of the principles on which their l. operates.Boas was an organiser of a survey of the many indigenous l. of America north of Mexico. The "**Handbook of American Indian L. “ was published in 1911**. Boas’ introduction to it contains what is still a good summary of the Descriptivist approach to l.. The researcher was of the opinion that the grammatical pattern of a language (as opposed to its lexical stock) determines those aspects of each experience that must be expressed in a given language. While researching the Amerindian l. Boas and his colleagues had no need to worry about being misled by history, since neither they nor the speakers of these l. knew anything about the route by which the l. had reached their current state. The Descriptivists tended to think of abstract linguistic theorizing as a means to the end of successful practical description of particular l. rather than (as Chomsky does) thinking of individual l. as sources of data for the construction of a general theory of l.

Since the 40ies this type of activity is **CONTRASTIVE ANALYSIS or CONTRASTIVE STUDY**. The term was used for the first time by **B. L. Whorf** in his book "Languages and logic” (1941). B. L. Whorf was an American amateur linguist. In his thirtieth he was profoundly influenced by the work of E. Sapir and his own study of Hopi, an American Indian language of Arizona. From study and personal experience he shaped the opinion that the man's language profoundly affected his/her behaviour and moulds his/her perception of reality and world-view. This view is known as the **Whorfian hypothesis**, or m **THE SAPIR- WHORF HYPOTHESIS**. When they suggest that we are the helpless prisoners of the categorization scheme implied by our l., they underestimate the ability that individual men possess to break conceptual fetters which other men have forged.

**Sapir (1884-1939)** studied languages of the Pacific Coast of North America and began his career in charge of anthropological research at the Canadian National Museum; in 1925 he moved to the Univ. of Chicago and in 1931 to Yale. **Benjamin Lee Whorf (1897-1941)**, a descendant of 17th-century English emigrants to Massachusetts, was in his scholarly work an outstanding example of the brilliant amateur. After taking a degree in chemical engineering he began a successful career as a fire-prevention inspector with an insurance company in Hartford, Connecticut, and despite several offers of academic posts he continued to work for the same company until his death.

**CL and COMPARATIVE TYP.** L have different aims but share the comparative element and the interest in comparing lang. synchronically. They both belong to Comparative L.. Other terms for CL are konfrontative Linguistik, comparative descriptive l., linguistic confrontation. Two types of C. S.: l. theoretical C. S. provide an exhaustive account of the differences and similarities between the languages, provide a model for comparison, defining such notions as: **congruence, equivalence, correspondence, tertium comparationis.** They look for the realization of universal category X in both A and B.

**Applied contrastive studies (ACS)** are part of applied L.. They are preoccupied with the problem of how a universal category X, realized in L.. A as Y, is rendered In lang. B, and what may be the possible consequences.