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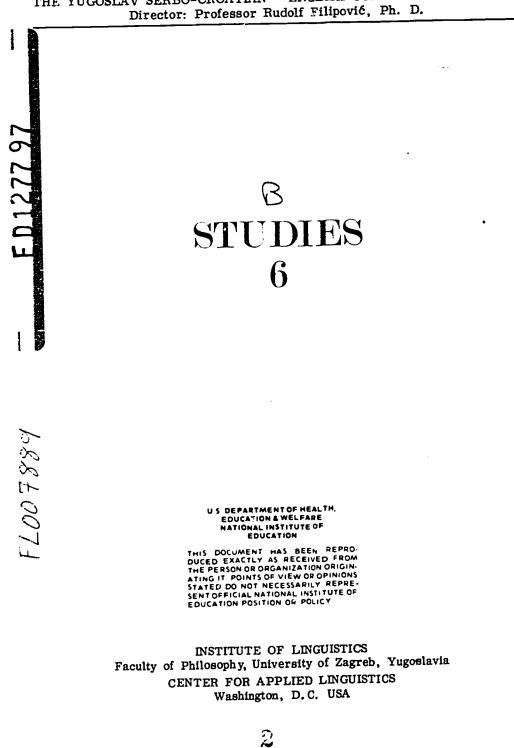
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ABSTRACT
            Articles in this volume relate to the Yugoslav
Serbo-Croatian-English Contrastive Project: (1) "The Yugoslav
Serbo-Croatian-English Contrastive Project at the End of its Second
Phase (1971-1975)," Rudolf Pilipovic: Pedagogical goals and
application of contrastive analysis are best achieved when
accompanied by error analysis. Reports, papers and pedagogical
materials resulting from the second phase are discussed and a thrid
phase projected. (2) Dora Macek's "Relatives in English and their
Serbo-Croatian Equivalents": Discusses relatives in both languages
through contrastive analysis and notes implications for a
Serbo-Croatian learner of English. (3) "On Compiling Pedagogical
Materials," Mirjana Vilke: Describes procedures used to test theories
and the steps in constructing pedagogical materials. (4) Ralph E.
Weber's "Critical Response to the Project": Examines comments made
about the study. (5) This section presents biographical and
bibliographical data on contributors to the project. (6) Zeljko
Bujas, "On Translational Conversion in English: Serbo-Croat
Contrastive Analysis": Outlines the problems of a contrastive study
of conversion patterns in the two languages. (7) "On Serbo-Croatian
Complement Sentences," Collette Craig: Classifies verbs in complement
sentences and discusses tenses of embedded verbs. (8) Gordana Opacic,
"On Psycholinguistics and its Assumed Relevance to Contrastive
Analysis": Discusses theories of language acquisition. (CHK)

THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT
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STUDIES

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B. STUDIES
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Edited by

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Contents

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Rudolf Filipović (University of Zagreb)

THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT

AT THE END OF ITS SECOND PHASE (1971-1975)

1.o Introduction. At the Zagreb Conference on English
Contrastive Projects[1] (held 7-9 December 197o) I reviewed
the work of the Yugoslav Serbo-Croatian - English Con-
trastive Project in its first phase[2] (1967-197o). During
that phase, besides the basic work on the organization of
the project, (1) questions on the approach to the con-
trastive analysis and on its application were decided;
(2) the aim of the project was determined (it would be
twofold: general linguistic and pedagogical); (3) the re-
lationship of the project to linguistic theory and to
individual linguistic models was established; (4) the
question of the method and the methodology of work was
settled; (5) the translation method was accepted and it
was decided to work with a corpus and its translation
into Serbo-Croatian; (6) the topics to be analyzed con-
trastively were adopted and it was decided to analyze
them on three levels: a) phonological, b) morphological,
and c) syntactic; (7) the decision was made to use the
American Brown corpus (the Standard Sample of Present-Day
Edited American English); (8) this corpus was purposely
shortened to half and translated into Serbo-Croatian, and
this shortened and translated version of the Brown Corpus
was termed the Zagreb version of the Brown Corpus; (9)
this shortened version was coded so that all those mor-
phological and syntactic elements which the analysis would
need in their work could be obtained; (lo) with the help
of a computer contrastive concordances were obtained in
which each coded grammatical unit is noted in its English
or Serbo-Croatian context.[3]

1.1. The First Phase of the Project. After all this pre-
paratory work was completed, the contrastive analysis and
error analysis themselves were begun. In my report given

at the Zagreb Conference I presented the results of that
period. All these results were made available to the
scientific public in the publications of the project:
Studies[4], Reports[5], and Pedagogical Materials[6].

1.1.1. By the time of the Zagreb Conference three volumes of
Studies[7] had been published, containing 12 contributions which
discussed questions of the contrastive approach in our
project. In the Reports series of publications were pub-
lished the first analyses of individual grammatical units
on the morphological and syntactic levels, 26 contribu-
tions in three volumes[8]. In that phase the first volume[9]
of the third series, Pedagogical Materials, was also pub-
lished, containing six articles. The significance of this
last volume is twofold: first, we showed the pedagogical
application of the results of the contrastive analysis
and how we came to accept the final form and method of
working with those materials; second, we published, in
that volume of Pedagogical Materials (in lengthy
résumés of three M. A. theses) the results of the error
analysis[10] which we were working on at the same time that
we were working on the contrastive analysis.

     In "The Use of Contrastive and Error Analyses..."[11]
I emphasized our viewpoint that contrastive analysis can-
not be successfully applied without error analysis and
that only on the basis of both kinds of results (CA and
EA) could good teaching materials be compiled. It is thus
our belief that such materials must be based on: a) the
results of contrastive investigation, b) the findings of
error analysis, c) the experience of analysts with
errors which students of a foreign language make, and d)
methodologists' knowledge of which method to apply
and how to apply it.[12]

     A detailed investigation of errors made by those
learning a foreign language offers material for a compro-
mise system[13] which we can construct to give the teacher a
systematic list of errors, their nature and their causes.
Such a list serves the teacher as a handbook whenever he
wants to identify and eliminate some error. Errors arise
as a result of language transfer or for some other reason
which has no connection with transfer. Therefore the
teacher must know not only the causes of errors based on
interference from the mother tongue but also causes such
as false analogy, the study or knowledge of another
foreign language, taking up another grammatical unit be-
fore the first has been fully mastered, a student's aban-
doning of the system of his native language before he has

mastered the new system of the foreign language and thus, under the influence of the stimulus "this is new, this is different from my native language", he creates his own transitional systems which have no connection with transference.

1.1.2. On the basis of the results attained in the first phase of work on contrastive and error analysis, we came to the very convincing conclusion that the general linguistic goals of CA can be attained by conducting CA alone, but that the pedagogical goals and the application of the results of CA cannot be realized without conducting error analysis. Thus both analyses (CA and EA) must be conducted parallelly so that on the basis of their results the planned final products of our project could be obtained: a contrastive grammar, a compromise system, and teaching materials.

To check the applicability of the results of CA we began already in the first phase to test the results of CA completed up to that time, and we came up with some very interesting findings.[14] We used two types of tests: the first served to test the applicability of the pedagogical materials in classroom teaching and thus to ascertain how much and when they could be used in the teaching process, while the second kind of test actually represents a continuation and completion of the error analysis (done earlier mainly on a spoken corpus), because the tests were compiled separately for just those areas which we wished to investigate more carefully and which would thus give supplementary information on the types and causes of mistakes. This second type of test served also to check the results obtained in CA as they represent areas of interference. Occasionally those results were of particular interest for establishing the relation of CA and EA.

2.o. <u>The Second Phase of the Project - Results, Plans, and Goals</u>. The work that we reviewed in the preceding sections (Introduction, 1.o. - 1.1.2.) was not all completed in the first phase (1967-7o) and is continuing in the second. This holds especially for the analysis of individual grammatical units and the publication of results in the <u>Reports</u>, for testing those results and compiling pedagogical materials. In the second phase of the project two main goals were set: a) to determine the way in which the studies, the final result of the contrastive analysis, would be written, and b) to establish the form of pedagogical materials intended for the teacher of English.

Even at the very beginning of the project (which I reviewed at the AILA Congress at Cambridge[15], Aug 1969)

the difference between articles printed in the Reports
and those in the Studies series was defined. Later the
aim and method were defined more precisely for both kinds
of articles, those in Reports and those in Studies. At
the Zagreb Conference (December 1970) I developed the
methodology for preparing reports. All contributions
printed in Reports up to the end of 1970 were done ac-
cording to this much more developed concept, and the
results were presented by me in my report at the Zagreb
Conference.

In the second phase of the project (YSCECP) we fol-
lowed the same concept, i.e. each article for the Reports
is to be written on the basis of the literature available,
existing descriptive grammars and other sources, as well
as the intuition and experience cf the analyzer, but
without the use or documentation of the corpus. Reports
were used as a place for project workers to publish the
results of their work in progress and to discuss openly
questions which appear during their work. Although dis-
cussion on the results of analyzing individual grammati-
cal units was carried on in regular Project meetings,
some discussion appeared in the publications as well.[16]

Whatever differences concievably exist between
reports from the first phase and those done during the
second phase, these differences are the result of greater
experience on the part of project workers and of wider
acquaintance with the material and aims of the project.
Sometimes the difference represents a step closer to a
study. This is especially true for those reports which
were done after we developed in a more detailed fashion
the concept of a study. The best example of this is an
article on adjective comparison[17] in which the author
prepared a theoretical introduction on the basis of the
latest literature. This introduction will serve the
author well when he is writing the chapter on comparison
in his study on adjectives.

In the Studies series of publications we foresaw
publication of two types of contributions: (a) articles
which would treat questions and problems of contrastive
linguistics directly or indirectly connected with the
organization and work of our project; (b) articles repre-
senting the final product of the contrastive analysis of
some grammatical unit, written on the basis of an analy-
sis completed with the Zagreb version of the Brown Corpus,
i.e. an analysis supplemented by material from the corpus
and, with the aid of the contrastive concordances, to

revise or complete the results from the "Report" stage.

In the first phase of the Project we published four volumes of Studies and in the second phase one volume with articles of the first type. In the second phase we worked on articles of the second type, i.e. project workers reworked their reports into studies with the help of material from the Corpus. Several such studies are still in progress, and the first such study to be completed is being published in this volume.

At the end of the first phase we solved, after lengthy experimentation, the question of how to write pedagogical materials as we intended them to be written at the conception of our project, i. e. that the results of pedagogical materials should be applied in practical teaching. Two contributions printed in the first volume of Pedagogical Materials[18] reveal our path: the first contribution was written before the substance of my article "The Role of Linguistics in the Development of Modern Language Teaching"[19] was put into practice and reveals our search for the best solution; in the second the application of my teaching scheme consisting of two stages and five phases was detailed. This approach has proved to be very suitable for classifying teaching material. The pedagogical justification of my scheme and the proper method for its application in compiling teaching materials were given by Mirjana Vilke in her contribution in this volume "On Compiling Pedagogical Materials". Thus we obtained practical directions for compiling teaching materials as this project's immediate practical results to be used directly in teaching. In this way we continued work on pedagogical materials in the second phase as well.

2.1. Analysis Completed and Results Published. In the second phase, since the Zagreb Conference 59 contributions have been published: 45 in six volumes[21] of Reports (Nos. 4,5,6,7,8,9), seven contributions in one Studies volume[22] (No. 5) and seven in one volume[23] of Pedagogical Materials (No. 2). By the same system (which I described at the Zagreb Conference) project workers have continued contrastive analysis of other previously determined topics. In the fifth volume of Studies the publication of theoretically oriented contributions giving further treatment to theoretical questions of CA was continued. The second volume of Pedagogical Materials contains, in addition to an introductory article which shows synthetically the pedagogical application of CA and EA, articles with teaching materials for practical treatment of the

individual units theoretically detailed in the Reports.

2.1.1. Reports. In this second phase of work the analysis of
verbal forms was continued. Dr. Leonardo Spalatin[24] dis-
tinguished among the various uses of the English preterit
and pluperfect which in Serbo-Croatian very often have
the perfect as an equivalent. This then leads to diffi-
culties for Serbo-Croatian speaking students. Dr. Damir
Kalogjera[25] took up various methods of studying the
future tense in both languages (English and Serbo-Croa-
tian), comparing their meanings and restrictions in
usage.

Verbal aspect, a finely developed grammatical cat-
egory in Serbo-Croatian, was the subject of two articles.
Dr. Midhat Ridjanović[26] in a lengthy article gave a uni-
versal classification of verbs and showed that the same
categories are important in both languages but in differ-
ent ways. Mira Vlatković[27], in an article dealing with
both aspect and verbal tense, showed how to express sim-
ultaneous actions.

The remaining contributions on verbal forms and
their use discussed the passive. Dr. Ljiljana Mihailović[28]
published the first part of a detailed analysis of passive
constructions, and Dr. Leonardo Spalatin[29] treated the
English passive and its various translations into Serbo-
Croatian by both passive and active as well as reflexive
constructions, third person plural, etc. Mira Vlatković[30]
analyzed the English imperative and its corresponding
forms in Serbo-Croatian.

Linking verbs formed a topic of discussion between
Dr. Vladimir Ivir[31] and Dr. Midhat Ridjanović[32]. In addi-
tion, in a separate article Dr. Ridjanović[33] analyzed the
uses of linking verbs in exclamatory sentences.

Dr. Vladimir Ivir carried on a syntactic analysis of
adjectives in four contributions. The first article deals
with the use of prenominal and postnominal adjectival
constructions[34]. Comparative adjectives were the topics of
the second[35] and third articles[36]; they were shown to be
very similar in both languages. The fourth contribution
discussed the superlative[37]. Wayles Browne contributed two
notes to the articles on adjectives cited above: one exam-
ined the accentuation of adjective + noun groups[38], and
the second, modifiers of the comparative[39].

Several articles dealt with pronouns. Maja Dubravčić[40]
analyzed personal pronouns in English and Serbo-Croatian;
Dr. Leonardo Spalatin[41] examined the use of the pronoun it
and its equivalents in Serbo-Croatian; Vjekoslav Suzanić

in one article described the different uses of English
one and its equivalents (or lack of equivalents) in
Serbo-Croatian[42], and in a second article treated indefi-
nite adjectives and pronouns and their use in the noun
phrase[43]; Dr. Željko Bujas[44] discussed demonstrative pro-
nouns and their translation equivalents, viewing them as
a problem of translational conversion; Dr. Ljiljana
Mihailović[45] analyzed demonstratives and other elements
of the structure of the noun phrase.

The distinctions, formerly quite elusive, among the
English prepositions over, under, above, and below were
analyzed by Dr. Ranko Bugarski[46]. He concluded that they
correspond fairly well to the distinctions in Serbo-
Croatian among nad, pod, iznad and ispod.

In the field of derivational morphology only one
contribution has appeared. Here Dr. Željko Bujas[47] exam-
ined translational conversion, showing that a typical
feature of English words - that they are used in func-
tions outside those of their basic part of speech - is
not as rare in Serbo-Croatian as was previously thought.

A large number of articles was devoted to the syntax
of the simple sentence. Dr. Vladimir Ivir[48] examined
number agreement between subject and verb and between
members of the noun phrase. Ljubica Vojnović[49] analyzed
the types of intransitive sentences and the distribution
of adverbial modifiers. Radmila Šević[50] detailed the use
of adverbial modifiers in transitive sentences. Dr. Dra-
gica Pervaz[51] studied verbs which take one object, and
Radmila Šević[52], verbs with two objects. Mladen Mihajlo-
vić[53] contrastively analyzed a general syntactic problem
in an article on elliptic sentences. Dr. Ljiljana
Bibović[54] showed in her discussion of word order that the
theme-rheme structure is an important determinant in word
order, especially in Serbo-Croatian.

The structure of complements or the use of "trans-
formed clauses" as parts of other clauses was examined in
several articles: Omer Hadžiselimović[55] studied a series
of English constructions with non-finite verbal forms
after the main verb and their various equivalents
(clauses or lexical units) in Serbo-Croatian. Dr. Dragica
Pervaz[56] in one contribution distinguished among several
types of English structures which have a direct object
followed by a non-finite verbal form. Dr. Ljiljana Bibo-
vić[57] analyzed the English gerund used as subject and its
equivalents in Serbo-Croatian (clause, infinitive, verbal
noun).

Four contributions treat complex sentences: Zorica Grdanički[58] examined the use of clauses as subject of a second clause; Gordana Gavrilović[59] analyzed three types of adverbial clauses; Mladen Vitezić[60], in a lengthy condensation of his MA thesis, treated relative clauses from a practical standpoint; and an article by Dr. Lji-ljana Mihailović[61] on relative clauses was of a theoretical or general syntactic character.

An article by the tree authors Ivir, McMillan and Merz described S-relators[62] (conjunctions, adverbs, pre-positional phrases, etc.) as the means by which various logical relations between clauses and sentences may be studied. The article contains a comprehensive list of relations and S-relators, with examples.

2.1.2. Studies. In this time period only one volume of Studies (Studies 5, Zagreb 1972) has been published. It contains, as did earlier volumes, articles which have more of a theoretical value for contrastive linguistics and are not directly connected to work on our project (YSCECP). Four of these articles were written by members of the project and the other three by foreign linguists.

The members of the project contributed the following studies: Dr. Midhat Ridjanović[63] took up the question of verbal aspect as a grammatical category and presents part of the results of his research into that question. This article represents part of his as yet unpublished Ph.D. dissertation. Dr. Vladimir Ivir[64] analyzed adjectives with that-complements, e.g., happy that you can come, and classified them according to the various transformations thta the complement can undergo. Dr. Ljiljana Mihailović[65] studied existential sentences and contributed to the study of word order as well as to general and contrastive syntax. In his theoretically-oriented article, Dr. Rudolf Filipović[66] sought to draw a parallel between compromise systems which a student unconsciously forms while study-ing a foreign language and systems which appear when one language adopts elements of another.

The articles written by non-members of the project treat several questions. The value of R.L. Allen's notion of sector analysis to contrastive syntactic studies was shown by T.K. Adeyanju[67]. Dr. Carl James[68] pits CA against error analysis and throws light on two problems: (a) interference which arises in studying a foreign lan-guage which is similar or typologically different from the native language of the student, and b) interference caused by a foreign language which the student has previ-ously studied. Dr. W.R.Lee[69] stressed the use of language

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in communicative situations; his opinion is that con-
trastive studies are useful to foreign-language teaching
but they should not lead to exaggerated emphasis, during
classroom work, of the differences between two languages.
Dr. Olga Tomić[70] proposed a classification of definite
determiners and wh-words in English and Serbo-Croatian.

Although during the first phase of our project
intensive work was being done on the "first" studies, the
final products of the analysis of individual grammatical
units, thus far only one has been completed and we are
publishing it in this volume.[71] This study by Dr. Dora
Maček, entitled "Relatives in English and their Serbo-
Croatian Equivalents", was written on the basis of her
article "Relative Pronouns in English and Serbo-Croatian",
published in Reports 3 [72] (Zagreb 1970) and completed with
the help of the bilingual contrastive concordances from
the Brown Corpus. This study serves as a pilot study, as
a model for other project workers in writing their
studies.

The discussion of this study led to many method-
ological questions which had to be formulated in that
last phase of work. The discussion also offered some sol-
utions on which project members can rely when they are
writing other studies. The genesis and structure of a
study is discussed in section 3.

2.1.2. Pedagogical Materials. In the second phase, work
on pedagogical materials was continued according to the
principles we established at the end of the first phase.
In this second phase one volume of Pedagogical Materials
was published. Drawing on the experience of the YSCECP,
Dr. Rudolf Filipović details in the paper "The Use of
Contrastive and Error Analysis to Practicing Teachers"[73]
how both contrastive and error analysis can help the
practicing teacher: first, they can lead to the creation
of a compromise system comprising a list of errors typi-
cal for the language he is teaching and a list of reasons
for these errors; second, CA and EA can aid in compiling
pedagogical materials so that teaching and learning
efficacy are maximized.

The basis for writing pedagogical materials is formed
around my five-step scheme which consists of two stages ..
(habit formation and cognitive) and five phases in ac-
cordance with which the exercises are built. Both analyses,
CA and EA, lead to the establishment of a compromise
system[74] showing the stages through which the student goes
in the process of learning a foreign language when he
gives up using his native language's system as a model but

hasn't yet mastered the system of the target language.

In this second phase one volume of _Pedagogical Materials_[75] was published with seven contributions. Besides the above-noted introductory article in six contributions on practical materials, exercises for mastering individual units, based on tests taken in Zagreb schools, are given. Radmila Djordjević wrote three contributions to the Pedagogical materials following the Filipović scheme. One analyzes the types of errors which occur in the use of noun phrases as subject in English[76] and suggests a three-step review of the problems met in this area: from the most common ("yes/no questions" and their answers) to the less common and harder (agreement of subject and verb, inversion of subject and verb). In the second, making use of the results of the tests, she suggests stages through which the student of English can be led so that he meets the fewest possible difficulties in mastering English constructions, noun phrases as subject[77], where one finds demonstratives, personal pronouns, a proper noun in the genitive, or _all_, _both_ and _half_. In the third contribution she discusses questions of pronominalization in English[78] creating problems for the student of English - especially the use of the indefinite pronoun _one_ and certain personal pronouns. The areas in which these difficulties occur are treated so that they can be easily handled in the classroom: from the less difficult to the most complicated questions.

In three articles, Dr. Mirjana Vilke follows the structure of the Filipović scheme: in the first stage, consisting of three phases, the approach is toward habit formation, and in the second stage of two phases the approach is cognitive. For every phase not only what needs to be worked on is shown but examples of exercises, drills and dialogs for classwork are given. M. Vilke developed materials in this way for covering modals[79], the perfect tense[80], and the imperative.[81]

3.o. New Studies. The main reason that the studies, which we envisioned as the final product of analysis of each unit, couldn't be published in the first five volumes of the series of our publications was that the reworking of the corpus took a long time and we wished to and had to work without a corpus in the first phase of CA, using a method explained in several other papers. This is apparent from the methodology we followed, which sought to do CA on the basis of other sources and not a corpus.

Only after getting bilingual "contrastive concord-
ances" through computer treatment of the corpus did we
fulfill the basic conditions for work on the studies as
the final products of our project's CA. In addition,
experience gained in writing articles (anticipated for
publication in the Reports) and discussions carried on
during the work on them and after their publication
in the Reports gave us some new ideas and knowledge which
we incorporated into the conception of writing studies.
Thus when we started to work on the studies with the
help of computer concordances we could formulate the goal
of the studies-writer more concretely and precisely than
earlier when we decided (theoretically) that the final
product of the CA of each unit would be a study.

3.1. The first and fundamental principle was that each
unit for which we completed CA ought to have its own
study based on the results obtained from work on the Re-
ports article and should be further documented with
examples from the corpus. The transformation of a Reports
article into a study does not have just the formal char-
acter of supplementing it with the help of examples from the
corpus. By our principle the analyst reworks the report
into a study so that it includes all new findings and
later results of the analysis obtained in researching the
corpus. Thus a study shows which results the analyst has
incorporated into it from existing literature and from
his own experience and knowledge of English, and which he
included on the basis of his analysis of the corpus. The
examples from the corpus are designated with computer
numbers and the rest are not. Thus the study does not
toss aside the article; rather, the article is supple-
mented and all its results are tested with the help of
the corpus since the study must be the full-circle total-
ity of our work on one topic.
In this totality all accessible literature on the
subject is reviewed so that the reader-teacher or student
gets an overview of the linguistic knowledge on the
grammatical unit. This overview covers the approaches to
the problem from the oldest to the most modern. In this
way supplemental information is obtained on the linguis-
tic approach to some unit through all the main trends in
linguistics (from classical through structural to trans-
formational-generative).
One of the reasons for such an approach is that we
will in this way introduce the reader (who frequently has

gotten his linguistic knowledge through a classical or perhaps structural approach) to the most modern linguistic approach to language, that of transformational-generative linguistics.

3.2. Of the five studies which are in progress one has been completed and published in this volume of Studies[82] as a pattern for producing the rest of the studies. Discussion held on this study at the sixth working meeting of YSCECP showed that it can be taken as a basis for further work but that there are still possibilities for improving its form and content. The other studies which are in progress will certainly profit from the discussion at the meeting, but since they each have their own problems, they will present some other difficulties which will manifest themselves during the writing of a study.

One group of studies contains contributions, each of which is tied to an article published in the Reports; each of these treats one single theme. Included here are the above-mentioned study by Dora Maček on relatives and two others, one by Maja Dubravčić[83] on the present perfect tense and the second by Mira Vlatković[84] on the imperative. Another group of studies grew out of several articles on one theme and presents a sort of synthesis of a project member's work up to the present supplemented by the results of corpus analysis. Vladimir Ivir is writing such a study on adjectives on the basis of his six articles[85] and Damir Kalogjera on modals based on his three articles.[86]

Project works have one more valuable and useful source of information for the analysis of some units: senior theses for the B.A. degree, as well as M.A. theses of students doing Master's degree work in linguistics at the Faculty of Philosophy in Zagreb. Thus far we have tried whenever possible to publish lengthy condensations of these works in our publications. Those which are unpublished are frequently cited in project members' articles as having been used. Although these works with one exception are not based on our corpus, they occasionally give data on the topics they treat which are useful from a contrastive standpoint, because they approach the topic from the opposite angle, i.e., from Serbo-Croatian.

The publication of studies in the series bearing that name has as its aim their presentation of the work to the linguistic community and their improvement on the basis of the principles and criticism of the studies. These

studies, discussed and evaluated in this way, will help,
first, in writing the final monograph "A Contrastive
Analysis of Serbo-Croatian and English" and, second, in
applying the results of these studies to practical aims
in writing a contrastive grammar of English for the
Serbo-Croatian speaking area.

4.o. Perspectives. The Project will continue into a
third phase (1976-1980), since several studies and the
remaining pedagogical materials must be completed yet,
in order to obtain all necessary analytic material for
writing the synthetic monograph "A Contrastive Analysis
of Serbo-Croatian and English". The monograph will be
written on the basis of a detailed plan that Professor
Charles Fillmore (University of California, Berkeley)
and I have been working on.
      In addition to a two-volume monograph, we shall
also publish a series of smaller books, each of which
will treat a separate grammatical topic which had been
previously discussed and analyzed in the Project. Each
book will consist of an informative introduction to the
Project, a study on the grammatical topic, and pedagogi-
cal materials compiled on the basis of the study, with
the aim of applying them in teaching. These books will
serve the teacher as a source of information on individ-
ual grammatical topics and as a collection of exercises
and drills for applying the topics in teaching.
      In the third phase two new aspects of contrastive
analysis will be studied, the psycholinguistic and
sociolinguistic. Present-day research in psycholinguis-
tics is opening new possibilities and directions for
studying the process of foreign-language teaching. Dr.
Gordana Opačić, a perspective member of the Project,
suggests that "in order to shed some light on the psy-
cholinguistic nature of contrastive factors in second-
language teaching and learning, the existing studies -
e.g. those based on error-analysis - be examined for
possible correlations of the nature and frequency of
errors and the degree of remoteness of particular lin-
guistic sequences from underlying semantically-based
cognitive structures."[87] New research in sociolinguistics
shows that the spheres of our contrastive analysis,
pronunciation and grammar, must be widened and that the
study of the sociolinguistic aspect of contrastive
analysis promises new and very interesting results.

17

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RELATIVES IN ENGLISH AND THEIR SERBO-CROATIAN EQUIVALENTS

1.   The present paper has been planned as part of a more comprehensive study of relativization in English and Serbo-Croatian for the Yugoslav Serbo-Croatian - English Contrastive Project. It is based on a previous paper[1] and on analysis of a representative sample of the corpus used in the Project.[2] The sample includes every tenth sentence containing one or more relative clauses. The statistical data presented here, however, are meant only to (roughly) indicate distributional traits of the relatives that might be useful for teaching purposes.

1.1.   The sample numbered 1,724 relative clauses, of which 1,549 (90%) were linked to the main clause by a relative word, while the relative word was deleted in only 177 (10%) relative clauses. Of all the relative words there were 876 (49%) occurrences of relative pronouns who, which and what, 200 (12%) clauses linked by the relative that, and 472 (27%) by various other relatives, like relative adverbs when, where, wherein, why, how, while, whereby, whence, and the relatives such as and whatever.

1.2.   The English relatives to be primarily discussed in this paper, in order of frequency, include:[3] WHICH (496 occurrences in the sample, i.e. 29% of all relatives), WHO (242 occurrences, 14%), THAT (200 occurrences, 12%), deletion of the relative, or ZERO-RELATIVE (177 occurrences, 10%), and WHAT (29 occurrences, 2%). Their SC equivalents are mostly: KOJI (1,189 occurrences, 69%), ŠTO$_1$ (139 occurrences, 9%), ČIJI (61 occurrences, 3%), GDJE (51 occurrences, 3%), KADA (34 occurrences, 2%), TKO (18 occurrences, 1%), ŠTO$_2$ (16 occurrences, 1%).

2.   <u>Relatives in English</u>

2.1.   Relative clauses are a type of nominal modifier, subordinated to a noun phrase. The subordination takes place when a sentence is adjoined to another sentence with which it shares a nominal element.

Relativization is realized through a series of processes:

a)   The relative marker R^4 is placed at the beginning of the sentence that is to become a relative clause. Either of the two sentences can undergo relativization.
He saw the suitcase. R Julia was holding the suitcase.
(R He saw the suitcase. Julia was holding the suitcase.)

b)   The shared nominal constituent is pronominalized, i.e. the noun is replaced by an appropriate (personal) pronoun:
         animate - he, she, it, they
         inanimate - it, that, they

         R Julia was holding it.

c)   The pronominal is next marked for case if its position in the sentence (i.e. object of verb or preposition) requires such marking:

         he - him, his
         she - her
         it - its
         they - them, their

d)   The constituents are reordered so that the pronominal is attached to the relative marker at the beginning of the clause, thus giving a "relative":

         R - he, she, they = who
         R - him, her, them = whom
         R - his, her, its, their = whose
         R - it, that, they = which, what

         R it Julia was holding.
         which Julia was holding.

e)   When whom is in clause initial position[5] its case marking may be optionally deleted in the colloquial style:

         The leader whom/who I saw left. [6]

f)   Thus rearranged, the sentence is adjoined to the noun phrase it is to modify:

         49326 He saw the suitcase, which Julia was holding.

Depending on the definiteness or indefiniteness of the antecedent
noun phrase[7], indicated by its determiners, the relative clause
can be appositive (with unique noun phrases, e.g. proper names,
and those with specified determiners: a, the, $\emptyset$) or restrictive
(with specified determiners or unspecified determiners: any, all,
some, each etc.). Appositive (also called non-restrictive) relative
clauses are in writing separated from the main clause by commas,
in speech by a pause and intonation. The choice of relative depends
on the kind of relative clause it occurs in: who and which are used
both in appositive and restrictive relative clauses, that and $\emptyset$ in
restrictive clauses only.

Who and which, but not what, are in fact reduced to the relative
that (which coincides with the conjunction that in form, and partly
in its function as a link between the subordinate clause and the
main clause):

> He saw the suitcase that Julia was holding.
> from: He saw the suitcase which Julia was holding.

The reduction can be carried even farther by deleting the relative,
unless the relative precedes a verb:

> He saw the suitcase Julia was holding.

but not:

> * It is sex obsesses them, sex is at the basis of their
>   aesthetic creed.

from:

> 19348 It is sex that obsesses them, sex that is at the
>   basis of their aesthetic creed.

If the relative is reduced along with the copula (is, was), the rela-
tive clause becomes a postnominal modifier:

> 24030 Religion and the churches are institutions which
>   had been created by men.

> Religion and the churches are institutions created
> by men.

2.1.1.   Prepositional phrases in the process of relativization can
be treated in two ways:

a) The pronoun of the relative clause is attached to the relative
marker together with the preposition preceding it.
48360 It requires an omniscient eye to select those on whom
we can now rely.

which has been derived from:

R we can now rely on them.

b) The second possibility is for the preposition to remain
("stranded") in the place it occupied before the pronoun was
moved to the initial position.

43800 It's not the kind of thing that a man would be proud of.

from:
A man would be proud of it.
It a man would be proud of.
That a man would be proud of.

In relative clauses with that or with deleted (zero) relatives
prepositional phrases cannot be brought to the front in the same
way as with other relatives. This is accounted for by a rule that
does not permit the reduction of who or which to that, nor the
deletion of the relative, if it is preceded by a preposition. The
reduction, or deletion, is possible only when the preposition is
left in its original position in the clause. This position, though
verified by grammars and informants for all relative constructions,
was not found in the present sample with other relatives than that
or zero. In the entire corpus even, it was difficult to find such
cases:

29872 It was predicted that those who shifted in their
Kohnstamm reactivity would differ significantly from
those who did not on the factor, which the investigators
refer to as the "inferiority" factor.

With relatives marked for case required by the preposition, the
case marking may be optionally deleted, as with the object of a
verb (see 2. 1. e):

The leader with whom he spoke left.
The leader whom/who he spoke with left. [6]

2.1.2.   Several relative clauses can be linked by coordinate conjunctions, but the relative clause itself still begins with a relative:

   24101   Then I spoke at the ninetieth birthday party of W.E. Burghardt Du Bois, who embarked on a fictional trilogy at eighty-nine and who, ... had created a Negro intelligentsia...

2.1.3.   If the noun in the relative clause is preceded by certain determiners such as each, two, any, the noun phrase must first · be turned into a prepositional phrase with of, and then pronominalized. The determiners are placed initially together with the pronoun (pronominalized noun) they determine.

   24091   There were several men of ninety ... all of whom were still productive...

can be derived from:

       There were several men of ninety. All the men were still productive.

       All of the men were still productive.

       All of them were still productive.
       ... all of whom were still productive. [8]

2.1.4.   If the nominal element common to the main and relative clauses is an adverbial or a noun denoting time, place, direction etc., in the relative clause it can be reflected either as a prepositional phrase with a relative pronoun, or as a relative adverb (sometimes preposition + adverb), e.g.

       time at which - time when
       place at which - place where, in which - wherein
       direction from which - from where, from whence
       duration at which - during which - while·
       means by which - by which - whereby

   13810   ...the time has now come (in which) when the gardens produce delicious long-keeping vegetables...

   13558   His esoteric chartings of the voice alert the therapist to areas where (in which) deeper probing may bring to light underlying psychological difficulties...

18801   They threatened constantly to give the British a hold
on this region, (from which, from where) from whence
they could move easily down the rivers to the French
settlements.

2.1.5.   A comparison between the two nominal phrase referents
can be expressed by the relative such as, meaning something like
"the same kind of":

19950   "P" can be justified as a habitable site only on the
basis of unusual productivity such as (the kind of
productivity which) is made available by a waterfall
for milling purposes.

Such may be attached to the nominal in the main clause, as
remaining at the beginning of the relative clause:

21432   such matters as appear to us to be relevant
(or: matters such as appear to us to be relevant)

2.2.   The nominal element common to the conjoined sentences
and expressed in the main clause as the antecedent of the relative,
can be a noun (1,518 occurrences, 88%), pronoun (155 = 9%), or
a clause (22 = 1%). Relative clauses introduced by what (29 = 2%)
do not have an antecedent.

2.2.1.   If the antecedent has a human referent, the relative
referring to it can be:

a) who

47500   From the man who had leaped in from the high bank...

22718   Yet General Suvorov - who had never forgotten hearing
his adored Czarina declare that all truly great men
had oddities - was mad.

23623   To people who didn't know her she was a gawky, badly
dressed kid...

b) whom in object position and prepositional phrases:

23810   I say the late seventeenth century because Racine
(whom Lessing did not really know) stands on the far
side of the chasm.

22078   Its truth is illustrated by the skill... of the English
professor with whom one attends the theatre.

c) __whose__ in possessive constructions:

4272　These are, of course, the same __people whose__ support he has only now rejected to seek the independent vote.

d) __which__, when the antecedent is superficially inanimate, but actually refers to a group of people, like __navy__, __community__, __society__ etc. The verb is in the singular (see however, 2.2.2.b):

1896　The __jury__, __which__ was locked up in a motel overnight, was canvassed...

e) __which__ when the quality or status of the referent is thought of rather than the person:

36506　He knows me as your __niece__, __which__ of course I am.

f) __that__ as a reduction of __who__, __whom__, __which__:

46326　... four Eromonga women are more than a match for the strongest __male that__ (who) ever lived.

6284　The party that (which) won used to say something about a new frontier.

g) __that__ when quality of character rather than the person is meant:

Fool __that__ I am.[9]

h) deleted, as a further reduction:

17968　Mrs. Hosaka is one of the Japanese __women__ ∅ (about whom) one __reads about__.

2.2.2.　Non-human antecedents are referred to by:

a) __which__

23008　At the __trial which__ took place later, the Pomham matter was completely omitted.

43080　She had reached a __point at which__ she didn't even care how she looked.[10]

b) __who__ with non-human surface antecedents such as __neighbourhood__, __number__ etc., i.e. antecedents used for human referents in the plural (see also 2.2.1.d):

7530　... an audience of at least __a couple of thousands who__ came to Newport...

c) <u>that</u>, as a reduction of <u>which</u>:

  23625 And she had the kind of crossed <u>eyes</u> <u>that</u> (which) shocked.

d) deletion, as a further reduction:

  6740 I am interested to know he is getting mail from all over the country about the "abuse" ∅ (which, that) he is being subjected to.

e) <u>whose</u> for the possessive construction:

  20802 ... celestial bodies will be of a subtle, quickened ethereal <u>existence</u>, in <u>whose</u> embodiment pure form will be absent...

2.2.3.   With antecedents that denote time, manner, place, etc. (see 2.1.4.) and are definite or unique, the preferred constructions are:

a) <u>that</u> as a relative (as a reduction of preposition + <u>which</u>):

  15170 Thus at <u>the same</u> <u>time</u> <u>that</u> (when, at which) William Henry Harrison was preparing...

  19089 We are not now afraid of atomic bombs <u>in the same way</u> that (in which, as) people once feared comets.

b) the relative is deleted as a reduction of <u>that</u>:

  24769 It was <u>the last time in history</u> (that, when, at which) anybody could do something gloriously like that.

c) relative adverbials for definite and indefinite antecedents:

  24368 <u>during the years when</u> (during which years, during which time) I was on the staff of the "Nation"...

  6861 The vast dungeon kitchens may seem hardly worth using except <u>on occasions when</u> (that, on which) one is faced with a thousand unexpected guests...

2.2.4.   When antecedents are pronominals it is also important whether they are definite or indefinite, human or non-human for the choice of the relative.

a) With definite pronouns like I and you only who is used (normally):

> I, who am your best friend.[9]

b) Particularly frequent antecedents are that and those. The former refers to non-human, and the latter to human referents. Thus which refers to that, and who to those. Who can be reduced to that (those that), while which would normally remain unreduced (?that that).

> He always does that which the hour demands, not
> that which he would fain do.[11]

1635   ...there will be facilities at Philmont Country Club for those who would like to bring the bundles on the night of the party.

Those like that can refer to non-human referents if they have been mentioned earlier in the sentence:

30155   Of all the possible forms of nonverbal expression that which seems best to give release... is laughter.

23970   The fall of Rome... could only be explained and understood by comprehending the links that preceded and those that followed.

c) It has been claimed[12] that with indefinite pronominals like something, anything, everything, one, all, the relative that or the deletion of the relative is preferred to which. With all, in fact, which is not used, while it is possible with other indefinite pronominals:

24404   Life... should be regarded as sacred and, therefore, as something that neither an individual nor his society has a right to take away.

24157   Lewis told him what clothes he should bring along, and enjoined him not to buy anything that he did not already own.

21412   ... Shann went over all that Ban-Jensen had brought up.

Deletion as a reduction of that:

5884   But there is nothing $\emptyset$ we can do to stop them...

46332 ... I eagerly wrote down <u>everything</u> $\emptyset$ she told me. ..

5128 No, coloring isn't exactly <u>something</u> $\emptyset$ you teach a child.

44675 Don't start <u>anything</u> $\emptyset$ you can't finish.

Examples with <u>which</u> were not uncommon in the present sample:

46246 He then said <u>something which</u> struck a chord in my memory.

2.2.5. a) <u>Which</u> is the relative when an adjective is its antecedent:

30484 ... it would be 2.0, assuming the five classes were <u>equal</u> in J.N., <u>which</u> approximately they are.

Similarly with nominal phrases denoting quality:

20644 Faulkner's is not the mind <u>of the apologist which</u> Mr. O'Connell implies it is.

With nouns denoting the quality of human character <u>that</u> is used:

Fool <u>that</u> I was! [9]

b) If the antecedent noun is a superlative, or superlative equivalent, or is qualified by one, <u>that</u> is preferred:

46326 ... four Eromonga women are more than a match for the <u>strongest</u> (male) <u>that</u> ever lived.

37545 It was the <u>only</u> meaning of the word <u>that</u> he had ever known.

c) Similarly with ordinal numbers:

It was the <u>second</u> (bus) <u>that</u> ($\emptyset$) he missed. [9]

2.2.6. There are relative clauses with <u>which</u> as relative referring to a whole clause or clauses:

23003 The prisoners agreed, provided <u>they might speak after the sermon, which</u> was permitted.

23444 ... if the enemy were enterprising, <u>they might get two from us, when we would take one of them, which</u> makes me wish General Howe would go on ...

2.2.7. a) The antecedent may be unknown and not expressed, in
which case <u>what</u> introduces the relative clause. It is called
an "independent" relative because it does not occur with
an antecedent.

> 13521 In American romance, almost nothing rates higher
> than <u>what</u> the movie men have called "meeting cute"...

<u>What</u> can be paraphrased by <u>that which</u>.

b) There are other relatives that can be used without antecedent,
and that can be paraphrased by indefinite pronominals +
relatives, i.e.:

<u>anyone who</u> - whoever
<u>anything which</u> - whichever
<u>anything that</u> - whatever
<u>any place which</u> - wherever etc.

Only <u>whatever</u> and <u>whenever</u> have been attested in our sample:

> 23611 When these chores were finished, only then was she
> allowed <u>whatever freedom</u> (any freedom which) she
> could find.

> 17869 ... the resigned pose of the whipping boy who expects
> to be kicked <u>whenever</u> (every time when) the master
> has had a dyspeptic outing with his wife.

2.2.8. The noun of the relative clause need not always be deleted
after pronominalization, but can be copied together with its prono-
minalized form at the beginning of the clause. The relative will
thus stand in adjectival position to the noun. The rule applies only
to <u>which</u> and <u>what</u>:

> 5884 But they refuse to support the United Nations'
> expenses..., <u>which expenses</u> are not covered by
> the regular budget...

With a noun partly identical with the referent of the antecedent:

> 1682 ... at midnight <u>at which time.</u>..

With independent relatives <u>what</u> and <u>whatever</u>, paraphrasable by
"any Noun which":

> 47674 Stuart had...to go back... taking <u>what salary</u> (any

salary which, that salary which) his father could hand out to him.

(See also example 23611 in 2.2.7.b)

3.   <u>Relatives in SC</u>

Relativization in SC resembles the process in E.

a) Two sentences sharing a nominal element can be joined by means of relativization:

Čitam knjigu. Ne razumijem knjigu. [13]

b) The relative marker is placed before the sentence that is to become the relative clause:

R ne razumijem knjigu.

c) The noun of the relative clause is pronominalized and marked for gender and case:

R ne razumijem <u>nju</u> (je).

d) It is moved to the beginning of the clause:

R <u>nju</u> ne razumijem.

e) and attached to the relative marker to give:

R - masc., fem., neut. - animate, inanimate - koji, [14] koja, koje

R - masc., - human - (t)ko[15]

R - masc., fem., neut. - anim., inanim. - što$_2$[16]

R - neut. - inanim. - što$_1$ (šta)

R - masc., fem., neut. - anim., inanim. - possessive - čiji, čija, čije

3.1. Prepositional phrases are obligatorily moved to the initial position:

Čitam knjigu <u>za koju</u> sam čula da je dobra.

not:

*Čitam knjigu <u>koju</u> sam čula <u>za</u> ...

from:

Čitam knjigu. Čula sam <u>za knjigu</u>...

3.2.   Deletion of a relative is ungrammatical:

*Čitam knjigu Ø ne razumijem.

A reduction to a relative resembling the E that (uninflected) is possible, but much less frequent in colloquial usage than that. The relative in question is $što_2$.

Čitam knjigu što je ne razumijem.

3.3.   Relative clauses can also be further reduced in SC to give postnominal modifiers in a manner similar to the process in E.

Autobus (koji je bio) pretrpan djacima nije stao.
Cvijeće (koje je) za Miru dat ću Mari.

3.4.1. Tko and $što_1$ can be used as independent relatives, without an antecedent, not unlike the E what. [17]

Tko to tvrdi, laže.
Čega se bojim, je laž.

They can be paraphrased by onaj tko and ono što (in our example ono čega) respectively.

3.4.2. Tko refers only to pronominal antecedents with human referents (netko, tko, sometimes onaj).

3.4.3. $Što_1$ is the relative used with pronominal antecedents with non-human referents (to, nešto, ono) and whole clauses. Its eastern variant is sometimes šta.

3.4.4. $Što_2$ can be used with human and non-human antecedents, but not with clauses as antecedents. As it is not inflected, it is followed by a personal pronoun marked for case when an inflected form is required.

3.4.5. Koji is used with all kinds of antecedents except pronominal antecedents containing tko (*netko koji) and što (*nešto koje), sometimes ovo, when it does not refer to a particular referent (ovo /dijete/ koje), but to a whole idea (ovo /da je rano mrak/ što).

3.4.6. Čiji denotes possession, and grammars say that it is restricted to antecedents in the singular with male human referents. However, the usage of čiji for female, non-human, and even inanimate referents is now increasingly accepted:

Žene čiji su sinovi...
Drveće čije su grane...

3.4.7. Kakav and koliki are also relatives used for all nominal antecedents in singular and plural, denoting quality or quantity respectively.

3.4.8. Nouns denoting time, place, means etc. can have as a relative either a prepositional phrase with a relative pronoun (vrijeme u kojem živimo), or a relative adverb (vrijeme kada živimo), such as kada, gdje (gde), kako etc.

3.4.9. A set of indefinite and independent relatives is formed from relative pronouns (koji, čiji, kakav, etc.) and the particle god (koji god, štogod, etc.), or phrases like: ma tko, bilo što, tko mu drago, etc.

4. Contrastive Analysis

4.1. On the present sample, unconditioned translation probability shows the following equivalences:[18]

WHICH	–	koji .84	THAT	–	koji .79
		čiji .01			$što_1$ .09
		$što_1$ .07			$što_2$ .01
		$što_2$ .01			kakav .05
		other .07			other .07
WHO	–	koji .90	ZERO	–	koji .72
		tko .04			tko .02
		netko .02			$što_1$ .11
		other .04			$što_2$ .03
					kada .02
WHOM	–	koji .78			other .10
		čiji			
		tko .09	WHAT	–	$što_1$ .89
		other .13			kakav .04
					other .07
WHOSE	–	koji .03			
		čiji .97			

4.2. The E and SC relative constructions correspond in their basic characteristics, and are easily identified. As our sample of the corpus shows, the vast majority of relative constructions

in E were translated into SC relative constructions. Here we propose to examine translation equivalents of the relatives in the two languages.

4.2.1.a) The most frequent E relative which usually has as an equivalent the equally, if not even more commonly used SC relative, koji.

> 24020 Moreover, stated Day, "He always omits facts which tend to disprove his hypothesis."

> 24020SC Štaviše, rekao je Dej, "On uvijek izostavlja činjenice koje se pretežno ne slažu s njegovom pretpostavkom."

The antecedent is a noun with a non-human referent. If the antecedent is a pronominal with a non-human referent, the SC equivalent is $\check{s}to_1$:

> 23004 Here was Gorton's chance to indulge in something at which he was supreme.

> SC Tu je bila prilika za Gortona da se upusti u nešto u čemu mu nije bilo premca.

b) $\check{S}to_1$ is also the equivalent of which when it refers to an adjectival antecedent:

> 30484 ... assuming the five classes were equal in n, which approximately they are.

> SC ... pod pretpostavkom da su pet grupa jednake u n, što približno i jesu.

and whole clauses as antecedents:

> 23003 The prisoners agreed, provided they might speak after the sermon, which was permitted.

> SC Zarobljenici pristadoše, pod uslovom da mogu uzeti reč posle propovedi, što bi dozvoljeno.

c) $\check{S}to_2$ is used very infrequently as a translation equivalent of any of the E relatives; here is an example of $\check{s}to_2$ for which:

> 5146 California Democrats this weekend will take the wraps off a 1962 model statewide campaign vehicle which they have been quietly assembling...

SC   Demokrati Kalifornije skinut će potkraj ovog tjedna
povoje s modela programa kampanje za 1962, što su ga
tiho sastavljali...

d) Prepositional phrases with relatives are frequently translated
with relative adverbs in SC, a construction which is a paraphrase
of the prepositional phrase in E as well:

32444   ...this was the point at which (when) he finally took
the innovation away from Braque...

SC   ... to je bio trenutak kada (u kojem) je on konačno
preuzeo vodstvo u kubističkim inovacijama od Braka...

15542   ... they were steepest on the shores facing the direction
of the seaquake from which (whence) the waves had come.

SC   ... bili su najokomitiji na obalama okrenutim u pravcu
podmorskog zemljotresa, odakle (iz kojeg) su talasi
došli.

19939   For the occasion on which everyone already knows
everyone else...

SC   U prilici gdje (u kojoj) svatko već pozna svakog...

52426   Moreland sat brooding for a full minute, during which
(while) I made each of us a new drink.

SC   Moreland je čitav minut razmišljao, dok (za vrijeme
čega, za koje vrijeme) sam ja obojici ponovo nasuo piće.

1682   Their majesties... issued invitations for Shrove Tuesday
evening at midnight, at which time they will entertain...

SC   Njihova veličanstva... zajednički su odaslale pozivnice za
Poklade u utorak u ponoć kada će prirediti prijem.

e) Occasionally which has kakav as an equivalent in SC:

26316   It is not essentially different from a memorandum of an
attorney in the Department of Justice, of which the At-
torney General receives many...

SC   On se u suštini ne razlikuje od izvještaja nekog pravobranioca
pri Ministarstvu pravde, kakve državni tužilac prima u ve-
likom broju...

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4.2.2.a) WHO being a relative referring to humans, and only occasionally to domestic animals, will in SC have as most probable equivalents tko and koji. As can be seen from the statistical data in 4.1., koji is the equivalent of who as a rule, and tko in a much more limited percentage of cases. Tko is limited to use with singular antecedents which are indefinite pronouns containing tko (netko, itko, etc. and optionally onaj), while koji can be used with other antecedents.

19997 But for practical purposes, we have people who can be considered as such.

SC Medjutim, za praktične svrhe imamo ljude koje možemo takvima smatrati.

With pronouns in the plural however:

1933 Those who are sexually liberated can be creatively alive...

SC Oni koji su seksualno oslobodjeni mogu postati stvara-lački živi...

2998 ... the soldiers were ordered to knock down anyone who should utter a word of insolence, and run through anyone who might step out of line.

SC ... vojnicima je bilo naredjeno da batinaju svakog ko izusti neku drsku reč, i da probodu svakog ko bi istupio iz reda.

b) WHOM, being an oblique case form, will have as SC equivalent koji or tko in various oblique cases. In many instances it is difficult to distinguish between the two relatives, because they coincide in written form (e.g. koga from tko, and koga from kojega, pronounced "kôga"). Koji is definitely more frequent, being applicable to all genders and both numbers.

48360 It requires an omniscient eye to select those if any on whom we can now rely.

SC Treba imati sveznajuće oči da se izaberu oni, ako ih uopće ima, na koje se sada možemo osloniti.

23810 I say the late seventeenth century because Racine (whom Lessing did not really know) stands on the far side of the chasm.

SC   Kažem kasnog sedamnaestog vijeka jer Rasin (koga
        Lesing u stvari nije poznavao) stoji na drugoj strani
        jaza.

8271   The man whom he would select as our leader for this
        great task is de Gaulle.

SC   Čovjek koga bi on izabrao za našeg vodju za ovaj veliki
        zadatak je de Gaulle.

Tko can be used as an independent relative (Tko pjeva zlo ne misli).
As who is not used as an independent relative in modern E, such
cases were not attested in the present sample.

c) WHOSE is practically always (97%, see 4.1.) translated with
   čiji, no matter whether the antecedent has a human or a non-
   human referent.

4272   These are, of course, the same people whose support
        he has only now rejected...

SC   Ti su, naravno, oni isti ljudi čiju je podršku on odbacio...

24281   ... that utopian literature optimistic about science,
        literature whose period of greatest vigor... produced
        Edward Bellamy's Looking Backward...

SC   ... sa onom vrstom utopijske literature koja se odnosi
        sa optimizmom prema nauci, literature čiji je najvažniji
        period... povezivao Belamijevo Gledajući unazad...

The examples with koji are as a rule somewhat free renderings
of the E construction:

20802   ... celestial bodies will be of a subtle, quickened,
        ethereal existence, in whose embodiment pure form
        will be the dominant component.

SC   ... nebeska tela postojaće kao razredjena, ubrzana i
        eterična stanja kojima će čist oblik biti pretežna
        komponenta.

4.2.3.   THAT, a reduction of the relative who and which used in
restrictive clauses, preferably refers to non-human antecedents.
In SC it is paralleled mostly by koji and to a lesser extent by $što_1$
(see table in 4.1.).

a) <u>Koji</u> is thus used for human and non-human referents that are defined by the relative clause.

 46326 ... but four Eromonga women are more than a match for the strongest <u>male</u> <u>that</u> ever lived.

  SC ... ali četiri djevojke iz Eromonge su jače od najjačeg <u>muškarca</u> koji je ikada živio.

 4284 The <u>party</u> <u>that</u> won used to say something about a New Frontier.

  SC Partija <u>koja</u> je pobijedila, govorila je nešto o Novoj granici.

 45632 Moore and Longfellow didn't have the <u>fate</u> <u>that</u> faces us...

  SC Mor i Longfelou nisu imali <u>sudbinu</u> <u>koja</u> stoji pred nama...

b) <u>Što$_1$</u> is used with neuter pronominal antecedents such as <u>što</u>, <u>nešto</u>.

 52495 I know <u>something</u> that is much more fun <u>that</u> we can do on our little lawn.

  SC Znam <u>nešto</u> <u>što</u> je mnogo zabavnije i <u>što</u> možemo da izvedemo na našem malom travnjaku.

 4778 Most mail these days consists of <u>nothing</u> <u>that</u> could truly be called a letter.

  SC Danas većina pošte ne sadrži <u>ništa</u> <u>što</u> bi se zaista moglo nazvati pismom.

c) Occasionally <u>što$_2$</u> is used:

 40928 Because I'm looking for the <u>son of a bitch</u> <u>that</u> killed that old man...

  SC Jer ja tragam za onim <u>kučkinim sinom</u> <u>što</u> je ubio starog...

 14532 The economic <u>toll</u> <u>that</u> the device quack extracts is important, of course.

  SC Naravno da je <u>obol</u>, <u>što</u> <u>ga</u> patvoritelji izuma izažimlju, važan.

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Što$_2$ can be used as a paraphrase of koji, much as that can be used as a paraphrase of who and which. Što$_2$ in SC has a more limited distribution than that in E, which is well illustrated by the data given in the table in 4.1.

d) When that is a reduction of a prepositional phrase serving as adverbial, a common SC equivalent is the respective relative adverbial:

24159 On the evening that (on which) they were to sail, Lewis himself gave a party...

SC Sam Luis je priredio zabavu ono veče kada su trebali da putuju...

19089 We are not now afraid of atomic bombs in the same way that (in which) people once feared comets.

SC Sada se ne bojimo atomske bombe onako kako su se ljudi nekad bojali kometa (na onaj način na koji).

or:

19127 We talk about national character in the same way that Copernicus talked of the compulsions of celestial bodies to move in circles.

SC Govorimo o nacionalnom karakteru na isti način kao što (na koji) je Kopernik govorio o nužnosti da se nebeska tijela kreću u krugovima.

Though prepositional phrases with relatives can in E be paraphrased by relative adverbials this is not always grammatical when it is so in SC. Clauses with antecedents like the same way if introduced by how are ungrammatical:

*We are not afraid of atomic bombs in the same way how people once feared comets.

4.2.4. There is no equivalent in SC to the deletion of the relative in E, and several relatives can be used as translation equivalents of the E zero-relative ($\emptyset$). Koji is most widely used again (72%), and the other equivalent worth mentioning is što$_1$ (11%), but other relatives occur as well (see the table in 4.1.). It is interesting that the percentage of equivalents other than relative pronouns is highest for the deleted relative in E (11%). The translators probably felt more freedom in

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choosing various constructions where no relative word was expressed in the original.

a) Koji is used for human and non-human antecedents. It stands for the zero-relative when it is in object relationship to the verb of the relative clause. The relative can never be deleted (2.1.f) when it is the subject of the clause.

24625   Angry because I was that very one ∅ somebody was supposed "to be fighting for".

SC   Gnjevan zato što sam bio upravo onaj za koga se netko trebao "boriti".

19371   One beatnik got the woman ∅ he was living with so involved in drugs...

SC   Jedan je bitnik toliko zarazio ženu s kojom je živio drogama...

49916   Not for the dollar or so ∅ Nadine would give me.

SC   Ne zbog kojeg dolara koji će mi Nadina dati.

b) $\check{S}to_1$ is used with neuter pronominal antecedents, as with that:

41505   Reenact everything ∅ Beauclerk did.

SC   Ponovite sve što je Boklerkova radila.

44410   That's really all ∅ he's got, all ∅ he is.

SC   To je stvarno sve što ima, sve što on jest.

14134   It has been truly said that anything ∅ man can imagine he can produce...

SC   Istina je da sve što čovjek može zamisliti može i stvoriti...

05128   No, coloring isn't exactly something ∅ you teach a child.

SC   Ne, bojenje nije nešto čemu se dijete uči.

With antecedents that are superlatives koji is used when a specific noun has been mentioned earlier, $\check{s}to_1$ if the superlative does not refer to anything in particular:

45674   That's the <u>last one</u> Ø we did.

   SC   To je <u>posljednji</u> <u>koji</u> smo snimili.

46318   This was the <u>worst thing</u> Ø I could have said.

   SC   Bilo je to <u>najgore</u> <u>što</u> sam mogao reći.

c) Occasionally <u>što</u>$_2$ is found:

34653   Hanging over the bar was an oil painting of a nude Ø
        Al had accepted from a student...

   SC   Iznad šanka visjela je uljena slika nekog akta, <u>što</u> <u>ju</u>
          je Al dobio od nekog studenta...

Other translation equivalents are:

d) <u>kakav</u>

6709   A Peace Corps official described the editorial as
       "precisely <u>the message</u> Ø we need to communicate..."

   SC   Jedan službenik Poslenika mira opisao je ovaj uvodni
          članak kao "upravo ·<u>onakvu</u> <u>poruku</u> <u>kakvu</u> treba da
          saopštimo... "

e) relative adverbs for deleted <u>that</u>, itself a reduction of pre-
   positional phrases:

24769   It was the <u>last time</u> in history Ø anybody could do
        something <u>gloriously</u> like that.

   SC   Bilo je to <u>posljednji put u istoriji kada</u> je neko mogao
          da napravi nešto <u>toliko</u> veličanstveno.

48708   That may be, but it isn't authentic <u>the way</u> Ø readers
        think.

   SC   Možda, ali nije autentičan <u>onako</u> <u>kako</u> čitaoci zamišljaju.

4.2.5.a) The relative <u>what</u> most frequently has as its translation
    equivalent <u>ono što</u> or <u>to što</u> which in a way reflects the E
    paraphrase of <u>what</u>, i.e. <u>that which</u>:

13521   In American romance, almost nothing rates higher than
        <u>what</u> the movie men have called "meeting·cute"...

SC   U američkom ljubavnom romanu nema ničega što bi imalo takovo značenje kao <u>ono</u> <u>što</u> su ljudi od filma nazivali "meeting cute"...

1356   Mrs Benington admired Gordon's spirit and did <u>what</u> she could to persuade her husband...

SC   Gdja Benington divila se Gordonovoj srčanosti i učinila je <u>što</u> je bilo u njenoj moći da ubedi svoga muža...

As in the last example, the pronominal antecedent to <u>što</u> (<u>ono</u>) can be omitted if it does not refer to one particular item, but is more general, i.e. meaning <u>everything</u>, <u>all</u> (<u>sve</u>). In E <u>all that</u>, <u>what</u>, or <u>whatever</u> are equivalents to the SC <u>sve što</u> or <u>što</u>.[19]

15364   That much of <u>what</u> he calls folklore.

SC   <u>Sve što</u> on naziva folklorom...

b) Relative adverbs as translation equivalents of <u>what</u>:[20]

7303   Mr. Kennan sums up his judgement of <u>what</u> went wrong this way...

SC   Kennan ovako sumira svoj sud o <u>tome</u> <u>gdje</u> se pogriješilo...

c) <u>Kakav</u>:

43745   Now under me I could see him for <u>what</u> he really was...

SC   Sada poda mnom vidio sam <u>kakav</u> je stvarno...

4.2.6.   Other independent or indefinite relatives found in the sample were <u>whatever</u> and <u>whenever</u>. They can be paraphrased, and indeed, they most frequently occur paraphrased by <u>any...</u> <u>that</u> (anything that), <u>any time that</u>. Their translation equivalents either:

a) reflect these paraphrases to a certain extent:

23611   When these chores were finished, only then was she allowed <u>whatever</u> freedom she could find.

SC   Kad su svi ti poslovi bili svršeni, tek tada, bilo joj je dozvoljeno <u>ono malo</u> slobode <u>koje</u> se mogla domoći.

or:

b) are represented by independent and indefinite relatives in SC:

24651 ... they did whatever nasty thing they could get, in
order to eat...

SC ... već su radili bilo šta prljavo da bi imali što da
jedu...

17869 ... the resigned pose of the whipping boy who expects
to be kicked whenever the master has had a dyspeptic
outing with his wife.

SC ... rezignirani stav onoga koga uvijek za sve okriv-
ljuju, pa očekuje da bude šutnut kad god se gospodar
vrati s neprobavljivog mu izlaska sa ženom.

4.2.7. Relative adverbs are translated with relative adverbs:

WHEN

13810 ... the time has now come when the gardens produce
delicious long-keeping vegetables...

SC ... sad je došlo vrijeme kad vrtovi rode finim povrćem
koje se dugo drži...

24368 ... during the years when I was on the staff of the
"Nation"...

SC ... tokom godina dok sam radio u "Naciji"...

WHENCE

17801 They threatened constantly to give the British a hold
on this region, from whence they could move easily
down the rivers...

SC Indijanci su stalno prijetili da će dozvoliti Englezima
da udju u to područje, odakle bi veoma lako mogli da
se spuste rijekama...

WHERE

13381 it... increases the chance for shop fabrication, where
everything can be made better and cheaper.

SC ... povećava se mogućnost izrade u radionici, gdje sve
može da se bolje i jeftinije napravi.

WHEREBY

2931　... that convention of Russian ballet <u>whereby</u> the girls
convey the idea that they are all the daughters of
impoverished Grand Dukes...

SC　... to uobičajeno držanje ruskog baleta, <u>čime</u> kao da
djevojke pokazuju da su sve kćeri osiromašenih Velikih
vojvoda...

Relative pronouns are also used as translation equivalents:

16789　In Western Europe and North America, <u>where</u> the level
of economic development is higher, grains and other
seed products furnish less than one third of the food
consumed.

SC　U zapadnoj Evropi i Severnoj Americi, <u>koje</u> su ekonomski
razvijenije, žito i drugo sjemenje čine manje od jedne
trećine prehrambenih tvari.

24685　It was the creation of a monstrous historical period
<u>wherein</u> it thought it had to synthetize literature and
politics...

SC　Bio je to proizvod mostruoznog historijskog perioda
u <u>kome</u> je smatrano da časopis treba da spaja književ-
nost i politiku...

4.2.8.　<u>Such as</u> is paralleled either by <u>kakav</u> or by <u>koji</u> in SC:
kakav has the demonstrative <u>onakav</u> as antecedent, or as modifier
of the nominal antecedent, while <u>koji</u> refers directly to the noun:

26745　... <u>such</u> documentation <u>as</u> the United States may specify

SC　... <u>onakve</u> dokumentacije <u>kakvu</u> budu bliže označile
Sjedinjene države.

21432　... <u>such</u> matters <u>as</u> appear to us to be relevant...

SC　... o stvarima <u>koje</u> nam se čine važne...

19950　"P" can be justified as a habitable site only on the
basis of unusual productivity <u>such as</u> is made available
by a waterfall for milling purposes...

SC　"P" može imati opravdanje kao mjesto stanovanja samo
u slučaju neobične produktivnosti, <u>koju</u> omogućuje na
primjer vodopad za pogon mlina...

51

4.2.9.   The E relative clauses are in a number of cases trans-
lated with other than relative constructions, the more regularly
occurring ones being coordinate clauses, nominal modifiers (see
2.1. and 3.1.), and constructions with da.

a) A post-nominal modifier derived from a contracted relative
   clause can sometimes paraphrase a relative clause in E;
   restrictions on the use of post-nominal modifiers, particularly
   adverbials, in this function are many, but the relative clause
   can easily be reflected as a prenominal (adjectival) modifier
   of the antecedent noun:

   24319 And the second requirement for convincing people without
          their knowledge is artistic talent to prepare the words
          and pictures which persuade by using the principles
          which the scientists have discovered.

     SC   A drugi način za ubjedjivanje ljudi bez njihovog znanja
          je umjetnički talent za pripremanje riječi i slika koje
          ubjedjuju upotrebom naučno otkrivenih principa (prin-
          cipa koji su naučno otkriveni).

   17860 Tampering with the Post Office may infuriate every
          voter who can write.

     SC   Miješanje u poštanske poslove bi moglo razbjesniti svakog
          pismenog glasača.

   24572 Running counter to the destroying forces in the world
          are all the virtues that are innate in man...

     SC   Sve urodjene vrline čovjeka se suprostavljaju razornim
          snagama u svijetu.
          (sve vrline koje su urodjene čovjeku
           sve vrline urodjene čovjeku
           sve čovjeku urodjene vrline)

   48342 The aimless milling about of what had been a well-
          trained, well-organized crew struck Alexander with
          horror.

     SC   Bezvezno trčkaranje, inače dobro izvježbane i dobro
          organizirane posade, užasno preplaši Alexandera.

          (*onog što je bila dobro izvježbana posada
           posade dobro izvježbane
           from: koja je dobro izvježbana)

b) Coordinate or simple clauses as equivalents to relative constructions:

19934   The completeness of the connections provide that, for n̲ people, there are lines of communication between the pairs, which can become a large number for a party of fifty guests.

     SC   Potpunost veza osigurava postojanje linija komunikacije medju parovima, a broj tih linija može postati vrlo velik.

19949   The dweller at "P" is the last to hear about a new cure ... the one who goes farthest to trade...

     SC   Stanar u "P" posljednji sazna za novu metodu liječenja ... on najdalje ide na sajmove...

19900   In order to exonerate himself, he is compelled to find the real criminal, who happens to be his girl friend.

     SC   Da bi spasio svoju čast, prisiljen je da nadje pravog zločinca, a to je slučajno njegova djevojka.

The noun shared by the two clauses in coordination is either repeated (19934), or pronominalized (19949 and 19900).

c) Sentences that are for the sake of emphasis constructed with a dummy subject it and the noun as part of the predicate as well as antecedent to a relative clause, are frequently rendered as simple clauses in SC, although a similar construction to the E one is not impossible.

24182   Well, it was your healthy America peasant blood that pulled you through...

     SC   Pa tvoja zdrava američka seljačka krv te je izvukla (ono što te je izvuklo bila je tvoja zdrava američka seljačka krv)

Also with what:[21]

29025   ... this is what we shall do in the next chapter.

     SC   ... a to ćemo i učiniti u slijedećem poglavlju. (a to je ono što ćemo učiniti...)

d) da (and a da):

    25189 This tied in closely with the current attempt to upgrade
state-owned cars to the extent that vehicles are not
retained beyond the point where maintenance costs
become excessive.

      SC S time se usko povezuje sadašnji pokušaj da se državna
kola valoriziraju do te mjere da se vozila ne zadržavaju
dalje od trenutka kad troškovi održavanja postaju pre-
tjerani.

5.   **Teaching Implications**

5.1.   There are several advantageous circumstances for the
SC learner of E as regards relativization.

5.1.1.   In the first place there is the fact that both languages
have relative pronouns as links between adjoined clauses, as
against other languages that may attach the relative marker to
other word classes (e. g. Basque where the relative marker is
attached to verbs[22]) or that may not have relative transformation
rules at all.

5.1.2.   Moreover, both in E and SC the relative words and the
relativization rules are to some extent parallel to interrogative
words, and rules for the interrogative transformation.

5.2.   The differences occurring in the two languages are likely
to create difficulties mostly at an intermediate and advanced level
of learning.

5.2.1.   In the first place, the obligatory shifting of the SC
prepositional phrase to the beginning of the relative clause
together with the relative pronoun that is its object may be expected
to induce SC learners to observe the same rule, which, however,
is optional with all E relative pronouns except that and ∅. With that,
∅ the preposition must remain in its original place. It has been
observed that this fact does not produce ungrammatical sentences
with prepositions preceding that
   (*It is not the kind of thing of that a man would be proud.)
as often as would be expected, but rather too frequent a usage of
which preceded by preposition. This is mostly not an error (but
see 2.2.3.a, where a reduction of the preposition phrase to that
is obligatory), though at higher levels of learning it can produce

undesirable stylistic effects, inappropriate in colloquial usage.

(?) It's not the kind of thing of which a man would be proud.

5.2.2.   The rule which allows the preposition to remain "stranded" in its original position is important at the stage where reductions of relative pronouns (particularly pre ositional phrases with relative pronouns) to that and their deletion is taught, because these are cases where the rule must be applied. I imagine that reduction and deletion of the relative would best be taught at an intermediate level for several reasons:

a) the relative that is the one relative in E that does not have an interrogative counterpart, while all SC relatives have interrogative pairs, which would make that appear less natural in its relative function to a SC learner. (At an advanced level however, a parallel may be pointed out between the common E relative construction with that, and a less used SC construction with da or a da, a possible paraphrase of relative constructions.)[23]

b) reduction of relatives to što in SC exists, but it is much less used than the reduction to that in E;

c) deletion of the relative is ruled out in SC;

d) to the above rules has to be added the rule that does not move prepositions to the initial position.

These processes, being either less familiar or totally new to the SC learner, have to be presented at intermediate levels.

The difference between relative reduction and relative deletion rules in E and SC again makes the less advanced learner refrain from using the relative that, and particularly from deleting the relative word altogether.

5.2.3.   The most universal SC relative is koji which is easily identified with the most frequently used E pronoun which. The restrictions on which are much greater than on koji, and the learners will use which to refer to antecedents with human referents:

*To people which didn't know her...
Although who has an equivalent in SC, reserved for reference to human antecedents, i.e. tko, it is much less commonly used than its E counterpart, and koji is preferred.

5.2.4. Similarly <u>what</u> and <u>što</u> can be identified on the same grounds as <u>who</u> and <u>tko</u>, but here the restrictions are much heavier with <u>what</u> than with $što_1$. The most important difference, creating most trouble too, is the use of $što_1$ with antecedents (as well as without them), which leads to ungrammatical usage of <u>what</u> with pronominal antecedents, and particularly with clauses as antecedents (in E the first function is filled mostly by <u>that</u>, and the second by <u>which</u>).

*All <u>what</u> we know about him is...
from:
Sve <u>što</u> znamo je...
or:

*The government is destroying its own taxpayers, <u>what</u> is a silly thing
from:
Vlada uništava vlastite porezne obveznike, <u>što</u> je ludost.

The overlap of $što_1$ with <u>what</u>, <u>which</u> and <u>that</u> as well as the overlap of <u>koji</u> with <u>who</u> and <u>which</u> will be the source of a great deal of interference.

5.2.5. As regards <u>that</u> and the deletion of the relative, there is a further important point to pay attention to. Once the learner has become familiar with the reduction and deletion of the relative, he will identify <u>that</u> and ∅ with the SC relatives, most frequently (see data in 4.1.) with <u>koji</u>. Difficulties are, however, likely to arise from the fact that <u>koji</u> can be used in both restrictive and non-restrictive relative clauses, while <u>that</u> and ∅ are used in restrictive relative clauses only.

*England, <u>that</u> was "driving forward into uncharted waters"....

would be ungrammatical.

5.2.6. A common error arises from rules operating on conjoined relative clauses in SC, where relativization in the second relative clause need not take place, resulting in a superficial structure that is not relative:[24]

*A country about which we know very little but consider it important.

Zemlja o kojoj malo znamo, ali <u>je</u> smatramo važnom.

The following example from the sample of the corpus shows a translation equivalent of a coordinate relative clause that superficially does not look like a relative. However, it is a case of a deleted pronoun, either the repeated personal pronoun on, or its relativized form koji.

> 24615 He must become one who knows all about the injustice in the world, but who declines doing anything about it.

> SC On mora da postane onaj koji zna sve o nepravdi na svijetu, ali odbija da bilo šta učini povodom toga.

5.2.7. The most persistent interference, as far as relativization is concerned, will probably be stylistic monotony rather than ungrammaticality. In the first place, relative clauses are much more frequent in SC than in E, where various reductions of subordinate clauses by means of infinitival, gerundial, or participial constructions are frequently used in their place. The unlimited use of which for that or Ø can be the second source of stylistic angularity. In order to avoid too great simplicity of expression, attention should be paid to this problem at an advanced level of learning:

For a sentence like:

> On nije čovjek koji bi što uradio na pola.

two E sentences should be suggested:

> a) He is not a man who would do things by halves.
> b) He is not a man to do things by halves.

For:

> Djevojka koja se smiješila što je sladje mogla...

suggesting:

> a) A girl who was smiling her sweetest...
> b) A girl smiling her sweetest...

Or:

> problem koji smo spomenuli...

equalling:

> a) the problem which (that, Ø) we mentioned...
> b) the problem mentioned...

It could be pointed out to the student that there are similar
constructions in SC, not always encouraged by normative gram-
mars, yet not infrequently used:

> Zamjerili su Harryju zbog izjava datih...
> They took Harry to task for comments he had made...

N O T E S

1. D. Maček, "Relative Pronouns in English and Serbo-Croatian",
   in Rudolf Filipović (ed.), The Yugoslav Serbo-Croatian-English
   Contrastive Project, Reports 3, Zagreb 1970, pp. 103-127.
   For other works of the Project on the same theme see Ljiljana
   Mihailović and Mladen Vitezić in the Bibliography.

2. See Rudolf Filipović, "The Choice of the Corpus for the Contrastive
   Analysis of Serbo-Croatian and English", in R. Filipović (ed.),
   YSCECP, Studies 1, pp. 37-46 and "The Yugoslav Serbo-Croatian
   -English Contrastive Project So Far", Studies 4, pp. 31-79.

3. Data refer to the distribution within the whole sample.

4. The relative marker is sometimes represented as WH, thus
   indicating the form of relative pronouns. The same marker is
   also used for interrogative constructions, which resemble
   relative clauses in many ways so that their surface structures
   (particularly those of relative clauses and indirect questions)
   can often be ambiguous.

5. The position of the relatives is in our sample also characteristi-
   cally clause initial (in 1,571 clauses, i.e. 91%), unless it is
   preceded by a preposition (105 clauses, 6%), conjunction (36
   clauses, 2%), and determiners such as both, all, none, five,
   each etc. (12 clauses, 1%).

6. The example is from Klima (see Bibliography). No such examples
   were found in the Corpus.

7. See: C.S. Smith (1969), and for a different view Ljiljana Mihailović (1973).

8. If pronominalization took place in the usual way:

all the men —— all they...

and the pronoun was shifted to the beginning of the clause, the result would be an ungrammatical sequence:

*several men of ninety, all who were...

8.a) Example from Reports 3.

9. Note that in prepositional phrases serving as adverbials the preposition cannot be divided from its relative: it has to precede it at the beginning of the clause.

10. Example from Curme, Syntax, p. 221.

11. See F. T. Wood in the Bibliography.

12. Here, too, either sentence can undergo the transformation:

Čitam knjigu koju ne razumijem.
Ne razumijem knjigu koju čitam.

13. Koji, gen. kojega, dat. kojemu etc., has also a shorter form: gen. koga, dat. komu, which is difficult to differentiate from the oblique forms of tko, gen. koga, dat. kome, particularly in the genitive case, where the difference between kôga (from koji) and koga (from tko) is marked only by length in speech. It is to be noted that koga is frequently used both by speakers of the eastern and the western variant of SC in the function of the accusative masculine inanimate (instead of koji), which is however, still considered as a mistake by normative grammars:

32764 SC Metod izbora koga From upotrebljava postiže upravo to.

14. The eastern and western variants are ko and tko respectively, normally pronounced /ko/ in both, though tko as a spelling pronunciation by speakers of the western variant is not uncommon.

15. There are two pronouns što. $što_1$ is inflected for ease (čega, čemu etc.), while $što_2$ is uninflected. In oblique cases the appropriate personal pronoun marked for case is added to $što_2$ (što ga, što joj etc.).

16. In archaic E who could also be used as an independent relative:
    Who steals my purse steals trash.

17. The statistical data given express relationships between model and translation equivalent for each relative separately. They do not refer to the sample as a whole.

18. The pronominal antecedent ono is obligatory when it functions as object of prepositions.

19. The example, as so many others with what, is ambiguous; it could be interpreted as an indirect question (Mr. Kennan sums up his judgement of the question of what went wrong this way... SC Kennan ovako sumira svoj sud o pitanju gdje se pogriješilo...)

20. The difference between the two constructions is that there is a noun phrase (your healthy American blood) shared by the main sentence and the relative clause, while there is no such element in the sentence with what, rather it is the indefinite pronoun something that occurs in both sentences:

    This is something.
    We shall do something in the next chapter.

    In the relative transformation both indefinites are replaced by an independent and indefinite what linking the two clauses.

21. See Rudolf P. G. de Rijk on relative clauses in Basque, The Chicago Which Hunt, pp. 115-136.

22. See 4.2.9.c.

23. Discussed by Wayles Browne in "On Conjoined Questions and Conjoined Relative Clauses in English and Serbo-Croatian", in R. Filipović (ed.), YSCECP, Studies 3, q.v. The example is also from Browne's paper.

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                Filipović (ed.), YSCECP, Reports 8, Zagreb 1973,
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                Language Teaching, Vol. VIII, No. 1, pp. 8-14.

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ON COMPILING PEDAGOGICAL MATERIALS

One of the important goals of the SC - E Contrastive Analysis Project is to improve English-teaching theory and practice in the SC-speaking area.

This work is based upon the systematic contrastive analysis of SC and E structures. The structures in the two languages were analysed on the basis of their formal or semantic correspondence, and the learner's errors resulting from the interference of the mother tongue predicted. The Contrastive Analysis Reports[1] should signal to the writer of "Pedagogical Materials" how to devise teaching techniques in the case of each particular structure, to avoid negative transfer from the mother tongue.

Before starting any work on Pedagogical Materials, the linguists' theoretical statements about the relations of the structures in the two languages and the predicted errors resulting from them had to be examined in the classroom. In order to prove or disprove the results of the Contrastive analysis more was required than just the classroom experience of practical teachers which is bound to be subjective and almost impossible to submit to systematic analysis or statistical processing.

We undertook what Dr Slama-Cazacu, speaking about the Romanian Contrastive Analysis Project, defined as "scientific observation and experimentation in order to give us the possibility of arriving at generalizations on a great number of individuals taken from different contexts, having different teachers".[2]

The first step was to construct batteries of tests. To choose the most suitable type of tests was a problem. Most of the achievement tests based on taxonomic structuralism popular in language teaching at the moment examine the learner's abilities on the reception level, whereas for the purposes of the Project production achievements were primarily needed.[3]

After experimenting with different types
of objective tests - multiple choice, completion, "choose the cor-
rect form" - it was observed that translations from L_s into L_t
offered the most relevant results. [4] Practical teachers burdened
with the heritage of audio-lingual (including audio-visual) methods
based on habit-formation theories objected to translations, stating
that in translating the examinees are bound to make mistakes that
would never occur in their speech were they not reminded of the
interfering system of the L_s.

This objection was abandoned as immaterial
for several reasons:

1. The tests were planned for experimental
purposes, and it is in the nature of experiment to accelerate the
development of phenomena under investigation, rather than waiting
for them passively. The translation tests could not possibly create
interference if none existed in the contact of the items in question.

2. What the translation tests could and did
do was to bring the interference, if any, into focus more directly
than could other kinds of tests.

3. The tester can compare the structure
of the learner's individual performance of the L_t, be it called
either "approximative system"[5], or "transitory system"[6], or
"interlanguage"[7] with the structure in L_s and the corresponding
structure in L_t.

4. As so many things happening in
target language acquisition still remain to be explained from the
psycholinguistic point of view, we hypothesized that the process
of structural translating from L_s into L_t approximates the one
going on in the learner's mind when he wishes to express ideas
in a language he is in the process of learning.

The results obtained by the tests either
confirmed, supplemented or disproved contrastive analysis predic-
tions of errors. [8] Oversimplifications could not be avoided in the
tests, as only one element could be tested at a time, but as this
is both an advantage and a shortcoming of any objective tests
dealing with language, it need hardly be mentioned.

Advanced adult[9] learners have been selected
for testing. Our point in selecting them was that if we regard language
acquisition as a dynamic process, with the levels of achievement
rapidly changing, then, hypothetically, the changes will be less and

less pronounced the more the learner approaches the stage of mastery of performance in the L_t. Besides, our ability to identify the sources of errors at the lower levels of learning is even more limited because of other potential sources of errors which are strongly pronounced there (incomplete learning, interference of other L_t structures, etc.).

We approached the phenomenon of learner's mistakes from two complementary angles. We used contrastive analysis and error analysis: as Stockwell would put it the "predictive variety" and the "diagnostic variety"[10] of contrastive linguistics, or as Carl James has it, "a priori" and "a posteriori" detection of error.[11]

Still, the problem remained of how to systematize the errors found through error analysis and predicted through contrastive analysis.

One recent contribution to the question of systematizing learner's mistakes in the dynamic process of L_t acquisition is the one by L. Selinker in which he introduces the term "fossilizable linguistic phenomena" for the "linguistic items, rules and subsystems which speakers of a particular NL will tend to keep in their IL relative to a particular TL no matter what the age of the learner or amount of explanation and instruction he receives in the TL".[12]

"It is important to note" - Selinker says - "that fossilizable structures tend to remain as potential performance reemerging in the productive performance of an IL even when seemingly eradicated. Many of these phenomena reappear in IL performance when the learner's attention is focused upon new and difficult intellectual subject matter or when he is in a state of anxiety or other excitement, and strangely enough, sometimes when he is in a state of extreme relaxation".[13]

If we accept Selinker's statement, the question arises of whether it is worth spending so much time and effort in trying to eradicate mistakes that according to Selinker appear to be an integral part of the L_t performance of 95% of learners.

Selinker attributes re-emergence of what he calls "fossilizable structures" to five processes central to language learning: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, overgeneralization of L_t linguistic material.[14]

According to this hypothesis only the first of the five processes is in direct connection with the L_s and consequently with the procedures of contrastive analysis. It is interesting to note that the error analysis of oral performance of advanced learners carried out by the Project staff is roughly in accordance with Selinker's five central processes, as far as the identification of sources of errors goes. But the results of Project error analysis[15] and of tests based on contrastive analysis[16] and the experience of a number of teachers, point to the fact that errors originating in the language transfer are not on the same level as errors originating from the other four processes.

The difference is the following: the mistakes of language transfer are easy to identify, as they are typical of a large percentage of members of a L_s. On the other hand, mistakes originating from the other four processes are not so easily identified as they are not limited to any particular L_s, though some can be fairly common among the speakers of a particular language community because of the identical teaching strategies used for a long period of time. The mistakes of language transfer are much harder to eradicate than mistakes originating from other processes; e.g. mistakes in word order of indirect questions (*can you tell me where is the school) are a "fossilizable item" almost impossible to eradicate for SC speakers of E, as are a hundred and one incorrect uses of the articles. Libuša Duškova found the same problem with the Czech speakers of E, and defined it as interference due to the lack of a frame of reference that could facilitate comprehension; the learners have to build their own system by intuition and this is the cause of deeply-rooted difficulties.[17]

Errors originating from other sources than language transfer are much easier to eradicate. Selinker's example of transfer of training is "a difficulty which Serbo-Croatian speakers at all levels of English proficiency have with the he/she distinction producing in their English IL he on almost every occasion wherever he or she would be called for according to any norm of English." He explains it with the assumption that "textbooks and teachers in this interlingual situation almost always present drills with he and never with she."[18] No one would argue the existence of this difficulty, but any experienced teacher would know that giving a number of exercises and drawing the learner's attention to this point would suffice to remedy it, which is certainly

not the case with the mistakes originating in the transfer of L_s. (articles, word order in indirect questions, distinction between simple and progressive present, <u>which</u> used for human antecedents, etc).

So, Selinker's neat classification of errors originating from five equally important processes. was not in keeping with the findings of our analyses which show that two types of mistakes have to be dealt with: those originating in language transfer which must be given special attention because they are the most frequent and most difficult to eradicate, and those originating in other sources than language transfer. This is why "we have been carrying out research at both levels - contrastive analysis and error analysis". [19] Though aware of all the limitations of a teaching strategy based on contrastive analysis and error analysis, we are convinced that it can facilitate the process of learning, as opposed to a strategy based on intuition which sometimes works but very often does not.

The general idea in writing pedagogical materials was to supply the writers of curricula, textbooks, tests and other teaching materials with illustrative specimens and patterns to draw from. [20] The risk of a teacher's following either the old routines or his own intuition when he has nothing better to rely on, would in this way be reduced to a minimum and a logical development of the total teaching process could be secured.

Pedagogical materials should include all the basic elements of E. grammar on the morpho-syntactic level. [21] To ensure successful learning each element is to be treated by the teaching techniques and procedures most relevant from the point of view of contrastive and error analysis.

The next problem requiring a solution in writing pedagogical materials was which approach and method of teaching to choose for the selection and grading of material. The dilemma was between "habit-formation" and the cognitive approach. The habit-formation, structuralism-based approach had the authority of successful methods such as AVGS (audiovisual global and structural), ASTP (army specialised training programme) and different audio-lingual methods behind it. On the other hand the results of the Gothenburg experiments[22] as well as the experience of hundreds of teachers have proved that the habit-formation approach has very serious limitations and that it cannot be applied to all age groups and all levels of learning.

The results of the Gothenburg experiments as reported by Mats Oskarsson at the 3rd Congress of AILA in Copenhagen 1972, are the following: "The general conclusion ... is that adult students acquire foreign-language grammar better by a cognitive method than by a method built exclusively on habit-forming principles. It also seems safe to say that explanations clarifying the structure of the foreign language are worthwhile even when supplied at the expense of practice. Finally it can be concluded that the cognitive approach results in better motivation and more favourable attitudes than habit-forming approach. "[23] In the light of such discoveries no teaching scheme could entirely neglect elements of the cognitive approach in language teaching.

Systematic observation of the classes of learners of different age groups conducted by the Department of English, Zagreb University[24] points to the fact that habit-formation methods succeed with young children and fail with adults. E. Lenneberg gives a biological explanation of this fact, stating that after the onset of puberty it is difficult to master the pronunciation of the second language since a "critical" period in brain maturation has been passed and "language development tends to freeze".[25]

Apparently, two different types of processes occur in language acquisition before and after puberty. In the parallel observation of different age groups of learners using the audio-visual method, striking differences have been noticed. They are roughly the following: young children memorize the structures globally when they are connected with visual and auditive stimuli. They can answer memorized questions and carry on a conversation on the basis of the stimulus-response system. Their responses correspond to what W. Rivers[26] calls "parrot-like behavior". They are perfect imitators of the Lt phonetic system, especially intonation patterns which at this age group (6 - 10 years) are especially important for semantic distinctions. They do not connect the system of L_s with the system of L_t, and therefore they cannot translate messages from L_t into L_s.

As their age increases a progressive growth of the element of thinking and speculation is introduced into their performance of Lt. The fluency of speech gradually deteriorates, mistakes in grammatical forms begin, due to a conscious effort

to select the correct ones, and due to presence of thoughts and
ideas in L_s they want to express in L_t.

The adult beginners feel selfconscious and
helpless in acquiring the phonetic system of L_t but they are inter-
ested in the whys and hows of the foreign language.

The only logical conclusion is that the teaching
methods and strategies should take the age component very seri-
ously into account. The idea is not entirely new but seems to have
been forgotten for some time. Henry Sweet in criticising the
"natural method" in 1899 objected that "it puts the adult into the
position of an infant which he is no longer capable of utilising,
and at the same time does not allow him to make use of his own
special advantages, ... the power of analysis and generalization
- in short, the power of using a grammar and a dictionary."[27]

If we paraphrase Sweet's words in a kind of
present-day applied-linguistics jargon, we can state that the
dilemma between the implicit and explicit method need not be a
dilemma at all, but that the two approaches can be reconciled,
and this on the basis of the age component. Similar conclusions
arrived at by a number of applied linguists - D. Wilkins,[28] W.
Rivers,[29] A. Marckwardt[30] - have justified the use of both ap-
proaches in our Pedagogical Materials. Professor Filipović's two-
degree and five-stage teaching scheme suggested itself as an adequate
mould for staging and grading the language material.[31] The first
degree represents three habit-formation stages. The second de-
gree represents the creative use of the language which is achieved
through stages 4 and 5.

Learner
↓

		Habit Formation Approach ↓
I	1.	↓ Stage One
	-2.	↓ Stage Two
	3.	↓ Stage Three
		Cognitive Approach ↓
II	4.	↓ Stage Four
	5.	↓ Stage Five

This scheme is far from a universal scheme for teaching L_t, as it is linked with the age factor. Indeed, experience has proved that one ought to be suspicious towards any scheme that claims applicability to all age groups and standards of learning. But we hope that this particular scheme would work in the case of SC learners of E, who according to the structure of our educational system start studying E at the age of ten or earlier. The five-stage scheme covers the process of teaching through a period of ten or more years.

The first three or habit-formation (implicit) stages would roughly cover the period before and during the "maturation of the brain", 13 to 14 years of age, the period in which the ability to imitate L_t phonetic system and memorize structures is alert.

The fourth and the fifth stage, covering the cognitive approach (explicit), correspond to the time of the learner's entering the secondary school, when puberty is mostly over and when a qualitative change in approach to Lt due to the biological changes takes place.

In this way the natural abilities of the learner are always being utilised. Practical teachers know well enough from their daily experience that insisting on correct intonation patterns and subphonemic distinctions with adult beginners is just as useless as imposing abstract reasoning about the language on young children.

So, according to the five-stage scheme those starting L_t before the age of ten or earlier would master the phonetic system and memorize the basic structures on the basis of the habit-formation approach, and enter the stage of cognitive approach with a certain amount of basic structures and vocabulary mastered. By the time they start acquiring more subtle and more complicated usages of the Lt they will already be in command of the phonetic system of L_t, an asset hardly ever achieved at a later stage.

Those that start learning L_t after the age of puberty should follow a scheme that takes into account their diminished ability of imitation and memorization, and instead of insisting on structure drills in artificial situations that may never occur in their lifetime, supplies them with facts about the organization of the language combined with the exercises in meaningful situations.

In organizing E structural items for teaching
SC learners, two crucial points have to be taken into consideration:
interference of L_t structures with corresponding L_s structures and
absolute frequency of usage in L_t in everyday language. (High
frequency is taken as a synonym of usefulness for communication
purposes). The ultimate target of teaching is performance in
standard E in a meaningful situation at a normal speed.

The procedure in working on "Pedagogical
Materials" is roughly the following: after studying the linguist's
report, identifying the points of interference and other sources
of mistakes, and analysing the results of tests, the writer of the
pedagogical materials consults the frequency counts for the struc-
tural item under investigation. The complete grammatical inventory
representing different uses for each item should be divided then
into five stages (e.g. present perfect, or sequence of tenses, or
modal verbs, or relative pronouns should be divided into five stages
each, these stages embracing the teaching process from the begin-
ner's up to a very advanced level). The basis for the hierarchy
should be the frequency of usage in E. Consequently, the first stage
should deal with the most frequent uses of an item. The next point
to be taken into consideration is the interference of the item with
the L_s and other identified sources of errors. If possible, in the
initial stages positive transfer of the L_s should be utilised to
facilitate learning. But as the frequency of use within a structure
and positive transfer of L_s are often incompatible, frequency
should be the decisive element in stating the hierarchy of presen-
tation. E.g. the first stage of teaching the present simple will
concentrate on its function of denoting a habitual action as this is
the most frequent use of this particular tense, and not on its
function with the verbs of sensation in spite of the fact that the
positive transfer of the identical structures could be utilised here
("She feels well at the moment"). But this of course has been done
earlier, without any help from contrastive analysis. The new ele-
ment is insistence on relevant drills and exercises whenever mis-
takes originating in interference or other sources have been iden-
tified. So, e.g. in the case of the present simple, much more at-
tention should be paid to building up a frame of reference for
distinguishing the function of present simple from that of the
present continuous, a constant source of errors for SC learners.
A general scheme for the development of five-stage grading and

presentation of grammatical items should be the following:

1. Stage One: The most frequent use of the structure.
In case of positive transfer, mechanical drills, short dialogues.
In the case of negative transfer, repeated, intensive drills.
Special stress laid on the phonetic aspect of the material. Phonetic
drills containing the problem in question (in simple everyday
situations).

2. Stage Two: Repetition exercises, intensive pattern practice.
Additional frequent uses of the same grammatical item.
Insistence on phonetic accuracy.
In the case of interference or other identified sources of errors,
intensive mechanical drills.

3. Stage Three: Medium frequent, but important uses of the same
grammatical category.
Revision of the material of the first two stages.
More complicated pattern drills.

4. Stage Four: The beginning of the cognitive approach.
Revision of the material learned by an inductive approach to
grammatical rules and generalizations. Contrastive comparisons
between the structures of the L_s and L_t.
Combinatory exercises, no mechanical drills.

5. Stage Five: Revision of the four stages.
All the subcategories of the grammatical unit not included in the
procedure earlier because of low frequency, or strong
interference combined with low frequency, should be treated now.
Exercises based on free oral and written expressions.
Translation exercises from L_s to L_t to test the learner's ability
to select the most appropriate form. Explanations and rules in
.connection with the respective grammatical item should be given
on the basis of the linguistic model chosen (transformational,
taxonomic).
              The category of E relative pronouns has been
treated in this way and the teaching conducted on the basis of this
scheme proved successful. [32]
              The ultimate aim of the Pedagogical Materials
is to systematize each category of E morphology and syntax into
five stages. The writers of different teaching materials - textbooks,
pedagogical grammars, taped sequences, programmed materials,
tests, etc.—will be supplied with reference materials showing the

exact order of presentation of each grammatical category.

We hope that it is not unrealistic to believe that such systematizing can improve teaching and learning of E in two ways : 1) Amateur, intuitive steps which have in the past very often led to pitfalls could be avoided, as the order of presentation here is obtained on the basis of the data studied in the process of communication and teaching, frequency of usage and difficulty for learners. By using this system, at least some blunders repeated in the past can be avoided: exercises and drills above or below the level of the pupils. Besides, more conscious attention can be paid to those items that present sources of errors for SC learners. Pedagogical materials should contain as much information as possible as to what type of drill is necessary at a certain stage of teaching. They should provide teachers in the field with models of drills and exercises, so that, should a teacher find his teaching materials deficient in any way concerning grammar, the pedagogical materials would supply him with additional models of drills and exercises.

Five-degree staging does not necessarily mean that each grammatical item should be treated five times in the course of the study. According to the requirements and intensity of the course, the writers of the teaching materials or practicing teachers will decide whether to treat each stage separately and if so for how long. The important thing is not to change the hierarchy of stages, as it has been arrived at on the basis of frequency counts and contrastive and error analysis.

2) Continuity of teaching can be secured from the beginning to the end of the teaching process, which would be a great help to the writers of curricula and teaching materials. It could be a valuable contribution to schools of different levels and types in assigning requirements in teaching E. A reference in the preface of a textbook as to the number of stages treated in the book should be a sufficient indication to the writers of other teaching materials as to where to begin.

The work on Pedagogical Materials is in its initial stages. Each day brings new results and new experiences. Unexpected discoveries are still causing alterations in our plans.

The task is neither easy nor simple, but the answer to the question raised earlier - whether it is worth while spending so much effort on trying to eradicate constantly re-emerging mistakes - is positive, because of the fact that "many mistakes could be avoided or corrected with a proper methodolo-

gical approach to English teaching and a proper grading of the
teaching material''33

N O T E S

1.   R. Filipović (ed.), YSCECP, Reports 1 - 9, Institute of
Linguistics, University of Zagreb, 1968 - 1974.

2.   Discussion on the paper: Tatiana Slama-Cazacu, "Psycho-
linguistics and Contrastive Studies", in R. Filipović (ed.), .
YSCECP, Studies 4, Zagreb Conference on English Contrastive
Projects , Zagreb, 1971, Institute of Linguistics, p. 209.

3.   Testing on production level is defined by R. Lado as "eliciting
from the student certain key structures which we wish to test".
Language Testing, Longmans 1961, p. 165.

4.   R. Filipović, "Testing the Results of Contrastive Analysis",
paper read at the 3rd AILA Congress in Copenhagen, 1972.
Printed in: Rassegna Italiana di Linguistica Applicata, V, 1973,
2, pp. 155-163, and in Proceedings, Heidelberg 1974, pp. 97-1o9.

5.   W. Nemser, "Approximative systems of foreign language
learners", in R. Filipović (ed.), YSCECP, Studies 1, Zagreb,
1969, pp. 3 - 12, and in IRAL, IX/2, pp. 115-123.

6.   W. Nemser, "Recent Center Activities in Contrastive
Linguistics", in R. Filipović (ed.), YSCECP, Studies 4, Zagreb
Conference on English Contrastive Projects, Zagreb, 1971,
Institute of Linguistics, p.25.

7.   L. Selinker, "Interlanguage", IRAL, Vol X/3 1972, p. 209.

8.   R. Filipović, op. cit. in note 4.

9.   "Adult" is according to Lenneberg defined as being over the
age of twelve (Eric H. Lenneberg, Biological Foundations of
Language, John Willey and Sons, 1967, p. 156)

10.   R. P. Stockwell, "Contrastive Analysis and lapsed time"
in James Alatis (ed.), 19th Annual Round Table Meeting on
Linguistics and Language Studies,Contrastive Linguistics and
Its Pedagogical Implications, Georgetown University, Monograph
No.21, 1968, pp. 11 - 26.

11. Carl James, "The Exculpation of Contrastive Linguistics", in G. Nickel (ed.), Papers in Contrastive Linguistics , CUP 1971, p. 55.

12. L. Selinker, op. cit., p. 215.

13. L. Selinker, op. cit., p. 215.

14. 1. Language transfer - interference of the L_s;
   2. Transfer of training - he used instead of she, because the textbooks present drills with he;
   3. Strategies of second language learning - a tendency to avoid grammatical formatives;
   4. Strategies of second language communication - the speaker realises that he can be understood by native speakers without speaking correct grammatical sentences;
   5. Overgeneralization of L_t linguistic material (*What did he intended to say).

15. 3 M.A. Theses:
Vera Andrassy: "Errors in the Morphology and Syntax of the Parts of Speech in the English of Learners from the Serbo--Croatian- Speaking Area",
Jasna Bilinić: "Errors in the Morphology and Syntax of the Verb in the Speech of Learners of English in the Serbo-Croatian- Speaking Area",
Stanka Kranjčević: "Errors in the Syntax of the Sentence in the Speech of Learners of English in the Serbo-Croatian- Speaking Area".
Their long summaries are printed in R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb, 1971, pp. 7-81.

16. R. Filipović, "Testing the Results of Contrastive Analysis", paper read at the 3rd AILA Congress in Copenhagen, (See Note 4.)

17. Libuša Duškova, "On Sources of Errors in Foreign Language Learning", IRAL, 1969, 7, No.1, pp. 11 - 36.

18. L. Selinker, op. cit., p. 218.

19. R. Filipović, "Contrastive Analysis and Error Analysis in Pedagogical Materials", in R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb, 1971, p. 4.

20. R. Filipović, "The Yugoslav Serbo-Croatian- English Contrastive Project So Far", in R. Filipović (ed.), YSCECP, Studies 4, Zagreb Conference on English Contrastive Projects, Zagreb, 1971, Institute of Linguistics, pp. 60 - 65.

21. The first application of this scheme in: M. Vilke, "Teaching Problems in Presenting Relative Pronouns", in R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb, 1971, pp. 98 - 111.

22. Mats Oskarsson, "The Acquisition of Foreign Language Grammar by Adults", A Summary Report on Three Field Experiments, 3rd International Congress of Applied Linguistics, Copenhagen, 1972.

23. Mats Oskarsson, Ibidem.

24. In 1972 a hundred students of the English Department, Faculty of Philosophy, University of Zagreb, observed as a part of their teacher-training course classes of pre- school, primary school, secondary school children and adult learners. Some of their findings are used in this paper.

25. Eric H. Lenneberg, Biological Foundations of Language, John Wiley & Sons, 1967, pp. 156, 176, 210.

26. Wilga Rivers, Teaching Foreign Language Skills, The University of Chicago Press, 1968. .

27. H. Sweet, The Practical Study of Languages, 1899.

28. D. Wilkins, "The Answer to the question . . . . then is mentalism and behaviourism" (Linguistics in Language Teaching, E. Arnold 1972, p. 176.)

29. W. Rivers, "A place for both points of view" (Teaching Foreign Language Skills, U. Ch. P., 1968, p. 78.

30. A. Marckwardt, "Changing Winds and Shifting Sands", English Teaching Forum, IX, 1971, 5, pp. 2 - 5.

31. R. Filipović, "Udio lingvistike u formiranju modernih metoda u nastavi stranih jezika" ("The Role of Linguistics in the Development of Modern Language Teaching"), Pedagoški rad, XXV, Zagreb, 1970, 7 - 8, pp. 375 - 391.

32. M. Vilke, op. cit. We have experimented with the E. Relative Pronouns in 1971, in the Language Grammar School, Zagreb. The learners (fifth year of learning) were tested on their ability to use relative pronouns. The tests showed their command of the material of the first three stages of the relative pronouns. The fourth stage was taken up in the class. The results were better than those achieved by traditional approach.

33. R. Filipović, "Contrastive Analysis and Error Analysis", in R. Filipović (ed.), YSCECP, Pedagogical Materials 1, Zagreb 1971, Institute of Linguistics, p. 4.

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CRITICAL RESPONSE TO THE PROJECT

1.   Critical response to the Project has, gener-
ally speaking, touched upon two broad issues, a sound
theoretical motivation and a practicable pedagogic
application, both of which were mentioned as goals at
the outset of the Project. With respect to both issues
the response has been overwhelmingly favorable. Before
proceeding to a review of the individual comments
made, it would perhaps be appropriate to examine briefly
these two goals. This will then provide a framework
for the comments.

1.1   On the one hand, a contrastive analysis, like
all other linguistic analyses, must be evaluated in
terms of its contribution to the science of linguis-
tics. The analysis must therefore be evaluated from
the point of view of the theory adopted and this
theory's application. This is a general criterion against
which all scientific, not to mention linguistic,
endeavors must be measured; it is quite distinct from
the question of practical application. An evaluation
from the theoretical viewpoint would involve exam-
ining the organization and presentation of the data,
the logic of the author's arguments, the explicitness
and comprehensiveness of his description, and similar
topics. A theoretical criterion is of considerable
importance, given the variety of theories available

today.

1.2   On the other hand, a contrastive analysis
can be evaluated from a more practical viewpoint. We
can inquire whether the analysis can improve foreign
language teaching and teachers. It seems inevitable
that contrastive analysis should be viewed in this
way; the practical by-products of a contrastive study
are so obvious and accessible that there has been
little hesitation in using the results in foreign
language teaching. Note that these practical results
are dependent upon and follow from the theoretical
approach chosen. If data are not properly presented,
if the theory does not attempt to get below the mass
of surface data, then the practical results will
suffer.

1.3   Both of these aspects of contrastive
analysis were recognized at the inception of the
Project. Thus the objectives listed in the booklet
The Organization and Objectives of the Project[1] include
"an examination of all systemic differences and simi-
larities that exist between Serbo-Croatian and English
at all levels of linguistic description. . . . The
results of the analysis and of the structure com-
parison obtained with the tools of modern linguistic
science will serve as a sound foundation for improved
teaching of English in Yugoslavia and of Serbo-Croatian
in America and Great Britain." Also included among
the objectives is this aim: to make a contribution to
the "linguistic theory and practice in this field" and
to provide "better insight into the linguistic structure

of the two languages . . . and a valuable contribution
to the growing body of contrastive linguistics."[2]

1.4   The evaluation procedures developed within
modern linguistics provide a particularly viable basis
for contrastive analysis. The earlier, taxonomic
approach, which dominated linguistics throughout the
1950's, offered little possibility for advances in
contrastive analysis because of its restriction to
surface forms. The infinite number of possible surface
sentences implies, at least theoretically, an equal
number of possible differences between two languages.
Similarly, the underlying competence of native speakers
was rarely described using older methods. For the
practical application of contrastive analysis, i.e.
in foreign language teaching, this shortcoming was
especially regrettable, since the native speaker's
competence, often of an abstract nature, was not
easily accessible to the non-native speaker.

1.5   Since both criteria -- one theoretical, the
other practical -- are embodied in the stated aims of
the project, we can view critical response from these
two points of view. We shall present remarks from
several sources: A. de Vincenz, "Das Zagreber Kollo-
quium über kontrastive Linguistik"; Vilem Fried,
review of Zagreb Conference on English Contrastive
Projects (Studies 4); M. Goethals, brief review of
Studies 5, Mario Wandruszka, "Kontrastive Linguistik
in Österreich"; Stig Eliasson, review of Zagreb
Conference on English Contrastive Projects (Studies 4);
W. Jane Bancroft, "Foreign Language Teaching in

Yugoslavia"; and Horst Raabe (ed.), _Trends in kontrastiver Linguistik_, Vol. 16 of _IDS_.

2.　　　The first review offers a good starting point. Ostensibly a report by Prof. A. de Vincenz on the Zagreb Conference on English Contrastive Projects held 7-9 December 1970 (The papers were published in _Studies_ 4.),it actually discusses in broader terms contrastive linguistics and the Yugoslav Project.[3] Prof. de Vincenz feels that "die kontrastive Linguistik steht im Zentrum des sprachwissenschaftlichen Interesses" and that "die Resultate der Forschung auf diesem Gebiet können nicht nur ein Beitrag zur linguistischen Praxis, d.h. zur angewandten Linguistik, sondern darüber hinaus auch ein Beitrag zur linguistischen Theorie sein." These are, of course, the two points mentioned above. The Project's goal of making a theoretical contribution to linguistics was conditioned by the prior question of which theoretical approach to adopt. Two approaches were considered, one the classical structuralist approach, the other the generative-transformational. Prof. de Vincenz sees advantages and drawbacks in both approaches. The classical structuralist approach is easily applied in the classroom, but the generative method reveals most clearly the frequently very abstract linguistic knowledge a native speaker has of his language. Thus he is of the opinion ". . . dass in einigen Gebieten keine der existierenden Methoden brauchbare Ergebnisse bietet, so can man sich für eine Kombination von Methoden entschieden, die anscheinend sowohl zu praktischen Ergebnissen wie auch zu theore-

tischen Fortschritten führen soll." Prof. de Vincenz
concludes his review of the Yugoslav Project with
the remark that any contrastive project must offer,
besides abstract theoretical analysis, results that
are accessible to a teacher, results that can find
practical use in the classroom. In this way, then,
Prof. de Vincenz recognizes the goals of the Project
as valid.

3.   Prof. R. Derolez, in his brief note on
Studies 4,[4] points out a pertinent fact-- that very
frequently it is the non-native speaker who offers
the most valuable insights into the structure of a
language. Thus the most comprehensive description
of English is probably A Modern English Grammar on
Historical Principles by Otto Jesperson, a Dane; the
most complete description of Russian phonetics is
probably to be found in R. Košutić's Gramatika ruskog
jezika, first published in Beograd in 1914. Prof.
Derolez expects this "ferment provided by a foreign-
language back   nd" to be a kind of intellectual
force of its ow in contrastive analysis, existing
independent of any desire to use it in teaching a
foreign language. He also expresses the hope that a
generative orientation will make contrastive studies
more comprehensive.

4.   Another review of Studies 4 was offered by
Prof. Vilem Fried.[5] He touches upon three points:
the theoretical approach, the corpus, and the practical
goals of the Project. Under the theoretical orientation
Prof. Fried sees the approach as being "prevailingly

traditional, in the good European tradition of Poutsma,
Jesperson, Zandvoort, etc." However, he faults the
members of the Project for putting too much emphasis
on the "formal (surface) representation of the phenom-
.-na" and for not fulfilling its claim to confront the
system of the two languages. This criticism is somewhat
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5.   M. Goethals, in contrast, focuses his
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7.   Professor Eliasson discusses the whole of
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7.1   Prof. Eliasson recognises the importance of

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1. R. Filipović, The Orga, ...tion and Objectives of
   the Project, Insti...te   Linguistics, Zagreb
   1968.

2. Ibid., p. 4

3. A. de Vincenz, "Das Zagreber Kolloquium über
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   1972, pp. 309-312.

4. R. Derolez, "Contrastive Grammar: The Zagreb
   Project," in "Brief Mention" in English Studies,
   Vol. 5, No. 5 (Oct. 1971), pp. 483-484.

5. Vilem Fried, "The Yugoslav Serbo-Croatian - English
   Project," review in English Language Teaching,
   Vol. XXVI, No. 3 (June 1972), pp. 312-314.

6. R. Filipović, ed., YSCECP Reports 1-9, Institute of
   Linguistics, Zagreb 1968-1974.

7. R. Filipović, ed., YSCECP Studies 1-6, Institute of
   Linguistics, Zagreb 1969-1975.

8. M. Goethals, "The Yugoslav Serbo-Croatian - English
   Contrastive Project," in "Miscellanea" in ITL,
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9. Vladimir Ivir, "Case Frames and Transformations
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11. Mario Wandruszka, "Kontrastive Linguistik in
    Österreich," Anzeiger der phil.-hist. Klasse der
    Österreichischen Akademie der Wissenschaften,
    110 Jahrgang 1973, So.1, pp. 1-20.

12. Vladimir Ivir, "Contrasting via Translation:
    Formal Correspondence vs. Translation Equivalence,"
    in R. Filipović, ed., YSCECP Studies 1, Institute of
    Linguistics, Zagreb 1969, pp. 13-25; "Remarks on
    Contrastive Analysis and Translation," YSCECP
    Studies 2, Institute of Linguistics, Zagreb 1970,
    pp. 14-26; "Generative and Taxonomic Procedures
    in Contrastive Analysis," YSCECP Studies 4,
    Institute of Linguistics, Zagreb 1971, pp. 156-172.

13. R. Filipović, "The Yugoslav Serbo-Croatian - English
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    ed., YSCECP Studies 4, Institute of Linguistics,
    Zagreb 1971, p. 35.

14. Stig Eliasson, "Review of YSCECP Studies 4,"
    Studia Linguistica: Revue de linguistique générale
    et comparée, Vol. XXVII, No. I-II (1973), pp. 114-
    128.

15. W. Jane Bancroft, "Foreign Language Teaching in
    Yugoslavia," The Modern Language Journal, Vol.
    LVIII, No. 3 (March, 1974), pp. 103-108.

16. Das Zagreber Projekt zur angewandten kontrastiven
    Linguistik in H. Raabe (ed.), IDS (Institut für
    Deutsche Sprache, Forschungsberichte), Vol. 1F;
    Trends in Kontrastiver Linguistik I, 1974. pp. 51-229.

17. Gerhard Nickel, ed., "Introduction," Papers in
    Contrastive Linguistics, Cambridge 1971, p.x.

BIOGRAPHICAL AND BIBLIOGRAPHICAL DATA

ON CONTRIBUTORS TO THE

YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT

PERSONAL: Ljiljana Bibović, Ph.D.
         Year of birth: 1937   Sex: female
         Home address: Ulica Veljka Petrovića 6/VI,
                    stan br. 50, 21000 Novi Sad
                    Yugoslavia
         Phone: 55241

POSITION: Assistant Lecturer in English, Department of
         English Language and Literature, Faculty of
         Philosophy, University of Novi Sad

UNIVERSITY CAREER SO FAR:

        1963   - appointed Assistant Lecturer at the
                  above Faculty
        1966 . - received M.A. from University of
                  Belgrade (A Contrastive Analysis of
                  Word Order in English and Serbo-
                  Croatian Inversion)
        1969/70 - studied linguistics at Edinburgh
                  University, Scotland, as a British
                  Council scholar
        1972   - received Ph.D. from University of
                  Belgrade (The Use of the English
                  Gerund in Prepositional Phrases
                  Following Adjectives)

LINGUISTIC INTERESTS:

        Problems in the theory of language, syntax,
        morphology; the interrelationship between
        syntax and semantics

AREAS OF RESEARCH:

        Theories of Edward Sapir; English grammar;
        contrastive analysis

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CURRENT ACTIVITIES:

> Contributor to YSCECP; research on a problem
> in case grammar; work on the delineation of a
> problem in derivational morphology

FUTURE PLANS:

> Research on the systematic peculiarities in
> English

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "On Inversion in English and Serbo-Croatian." In R. Filipović, ed., The Yugoslav Serbo-Croatian - English Contrastive Project, Reports 1, Zagreb 1969, pp. 15-24.

2. "Some Remarks on the Factive and Non-Factive Complements in English and Serbo-Croatian." In R. Filipović, ed., YSCECP, Studies 3, Zagreb 1971, pp. 37-48.

3. "On the Word Order of Subject and Predicate in English and Serbo-Croatian from the Point of View of Functional Sentence Perspective." In YSCECP, Reports 5, Zagreb 1971, pp. 1-10.

4. "The English Gerund as a Subject and Its Serbo-Croatian Structural Equivalents." In YSCECP, Reports 7, Zagreb 1973, pp. 3-21.

5. "Kontrastivna analiza reda reči u engleskom i srpskohrvatskom jeziku (inverzija)" (A Contrastive Analysis of Word Order in English and Serbl-Croatian Inversion). To appear in Živi jezici, Beograd.

6. "The Infinitive as Subject in English and Serbo-Croatian." (To appear)

PERSONAL: Wayles Browne
         Year of birth: 1941   Sex: male
         Home address: 315 Dryden Rd., Ithaca, N.Y.
                 14850, J.S.A.

POSITION: Assistant Professor of Slavic Linguistics,
         Department of Modern Languages and Linguistics
         Cornell University, Ithaca, N.Y. 14853, U.S.A.

UNIVERSITY CAREER SO FAR:

        1964-65 - studied General and Slavic Linguistics
                at the Filozofski fakultet, Novi Sad,
                under scholarship from the Komisija
                za kulturne veze, Beograd
        1966-68 - Lecturer in Slavic Linguistics, Yale
                University, New Haven, Conn.
        1968-69 - Lecturer in Slavic Linguistics, Brown
                University, Providence, Rhode Island
        1969-71, 1972-74 Consultant to YSCECP, Zagreb
                (Fulbright fellowship, 1970-71)
        1974-   Assistant Professor, Cornell University

LINGUISTIC INTERESTS:

        General linguistics, theoretical linguistics

AREAS OF RESEARCH:

        Slavic (especially Serbo-Croatian) and English
        syntax, morphology and phonology; relative
        clauses, questions, word order

CURRENT ACTIVITIES:

        Member of the editorial board of Papers in
        Linguistics; member of executive board of the
        American Association for South Slavic Studies;
        member of editorial board of International
        Review of Slavic Linguistics

FUTURE PLANS:

        To continue research in subjects mentioned
        above

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE STUDIES:

1. "On Conjoined Questions and Conjoined Relative
   Clauses in English and Serbo-Croatian", in R. Filipo-
   vić, ed., YSCECP, Studies 3, Zagreb 1971, pp. 49-63.

2. "Notes on Adjectives and Stress", YSCECP, Reports 6,
   Zagreb 1972, pp. 85-88.

3. "Conjoined Question Words and a Limitation on English
   Surface Structures" in Linguistic Inquiry, III,2,
   MIT, Cambridge 1972, pp. 223-226.

4. "Conjoined Questions and Conjoined Relative Clauses
   in Serbo-Croatian" in Anderson, S.R. & P. Kiparsky,
   eds., A Festschrift for Morris Halle, New York 1973,
   pp. 227-231.

5. "A Note on Modifiers of Comparatives in English and
   Serbo-Croatian", YSCECP, Reports 9, Zagreb 1974,
   pp. 3-4.

PERSONAL: Ranko Bugarski, Ph.D.
            Year of birth: 1933   Sex: male
            Home address: Dalmatinska 11, 11000 Beograd
                          Yugoslavia

POSITION: Associate Professor of English, English
            Department, Faculty of Philology, University
            of Belgrade

UNIVERSITY CAREER SO FAR:

    1961   - appointed Assistant Lecturer at the
                above Faculty
    1962/63   - studied at University College London,
                under the auspices of the British
                Fund for Yugoslav Scholars
    1966/67   - studied linguistics at Columbia
                University, New York, as a Ford
                Foundation Visiting Scholar
    1969   - received Ph.D. from University of
                Belgrade (The Prepositions 'over'
                'under,' 'above,' 'below' and
                'beneath' in Present-Day English)
    1969/70   - Ford Foundation fellow at Linguistics
                Department, Northeastern Illinois
                University, and at Slavic Department,
                University of Chicago
    1970   - promoted to Assistant Professor
    1974   - promoted to Associate Professor

LINGUISTIC INTERESTS:

    General linguistics, including linguistic
    theory; structure of contemporary English;
    history of linguistics; sociolinguistics;
    child language

AREAS OF RESEARCH:

    Various subfields of general linguistics;
    synchronic description of English grammar;
    transformational grammar; contrastive linguistics;
    history of linguistics; sociolinguistics

CURRENT ACTIVITIES:

> Editor of <u>Godišnjak Društva za primenjenu lin-gvistiku Jugoslavije</u> (Yearbook of the Yugoslav Society for Applied Linguistics); member of the editorial board of <u>Filološki pregled</u> (Review of Philology, Belgrade) and of <u>Historiographia Linguistica: International Journal for the History of Linguistics</u> (Amsterdam); contributor to YSCECP; descriptive and contrastive study of systems of English prepositions; revision and translation into English of some earlier work originally published in Serbo-Croatian

FUTURE PLANS:

> Further tudy of prepositional systems; further study ot the historical foundations of modern linguistics; linguistic and sociolinguistic investigation of selected topics in Serbo-Croatian

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Direction and Continuity in Contrastive Analysis." In R. Filipović, ed., <u>The Yugoslav Serbo-Croatian - English Contrastive Project</u>, <u>Reports 1</u>, Zagreb 1969, pp. 9-14.

2. "Prepositional Phrases in English and Serbo-Croatian." <u>Ibidem</u>, p. 25.

3. "<u>Whoever</u> and <u>whomever</u> in TEFL." In <u>Language Sciences</u>, 20, Bloomington 1972, p. 43.

4. "A System of English Prepositions and Their Serbo-Croatian Equivalents." In <u>YSCECP</u>, <u>Reports 8</u>, Zagreb 1973, pp. 3-20.

5. "Some Prepositions of Horizontal Orientation in English and in Serbo-Croatian." (ten ve title). To appear in <u>YSCECP</u> Reports.

PERSONAL: Željko Bujas, Ph.D.
Year of birth: 1928   Sex: male
Home address: Ulica 8. Maja 81, 41000 Zagreb,
                   Yugoslavia
Phone: 444831

POSITION: Professor of English, English Department,
Faculty of Philosophy, University of Zagreb

UNIVERSITY CAREER SO FAR:

1954   - appointed Assistant Lecturer at the
            above Faculty
1961/61 - studied general phonetics at Edinburgh
            University, Scotland, as a British
            Council scholar
1965   - received Ph.D. from University of Zagreb
            (Problems of Microcontext and Linear
            Parallelism in Translation of Technical
            Texts from English to Croatian - with
            Special Regard to Machine Translation).
1967/68 - Ford Foundation Fellow (and computer
            specialist of the YSCECP) at Linguis-
            tic Research Center, University of
            Texas, Austin
1971   - promoted to Associate Professor
1974   - promoted to Professor

LINGUISTIC INTERESTS:

Computer techniques in concordancing, frequenc
counts and, generally, all quantitative language
analyses; lexicography; machine and human trans-
lation

AREAS OF RESEARCH:

Translation problems (including machine trans-
lation); contrastive analysis; classification
of homographs in English (using punch-card
equipment); etymological composition of the
English vocabulary; computer concordances of
literary texts; English - Croatian and Croatian -
English lexicography

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3. A. de Vincenz, "Das Zagreber Kolloquium über
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4. R. Derolez, "Contrastive Grammar: The Zagreb
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   Vol. 5, No. 5 (Oct. 1971), pp. 483-484.

5. Vilem Fried, "The Yugoslav Serbo-Croatian - English
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   Vol. XXVI, No. 3 (June 1972), pp. 312-314.

6. R. Filipović, ed., YSCECP Reports 1-9, Institute of
   Linguistics, Zagreb 1968-1974.

7. R. Filipović, ed., YSCECP Studies 1-6, Institute of
   Linguistics, Zagreb 1969-1975.

8. M. Goethals, "The Yugoslav Serbo-Croatian - English
   Contrastive Project," in "Miscellanea" in ITL,
   Vol. 16 (1972), pp. 6C-61.

9. Vladimir Ivir, "Case Frames and Transformations
   for Clause-Expanded Adjectives," in R. Filipović,
   ed., YSCECP Studies 5, Institute of Linguistics,
   Zagreb 1972, pp. 30-45.

10. Ljiljana Mihailović, "Existential Sentences in
    English and Serbo-Croatian," in R. Filipović,
    ed., YSCECP Studies 5, Institute of Linguistics,
    Zagreb 1972, pp. 67-109.

11. Mario Wandruszka, "Kontrastive Linguistik in Österreich," Anzeiger der phil.-hist. Klasse der Österreichischen Akademie der Wissenschaften, 110 Jahrgang 1973, So.1, pp. 1-20.

12. Vladimir Ivir, "Contrasting via Translation: Formal Correspondence vs. Translation Equivalence," in R. Filipović, ed., YSCECP Studies 1, Institute of Linguistics, Zagreb 1969, pp. 13-25; "Remarks on Contrastive Analysis and Translation," YSCECP Studies 2, Institute of Linguistics, Zagreb 1970, pp. 14-26; "Generative and Taxonomic Procedures in Contrastive Analysis," YSCECP Studies 4, Institute of Linguistics, Zagreb 1971, pp. 156-172.

13. R. Filipović, "The Yugoslav Serbo-Croatian - English Contrastive Project So Far," in R. Filipović, ed., YSCECP Studies 4, Institute of Linguistics, Zagreb 1971, p. 35.

14. Stig Eliasson, "Review of YSCECP Studies 4," Studia Linguistica: Revue de linguistique générale et comparée, Vol. XXVII, No. I-II (1973), pp. 114-128.

15. W. Jane Bancroft, "Foreign Language Teaching in Yugoslavia," The Modern Language Journal, Vol. LVIII, No. 3 (March, 1974), pp. 103-108.

16. Das Zagreber Projekt zur angewandten kontrastiven Linguistik in H. Raabe (ed.), IDS (Institut für Deutsche Sprache, Forschungsberichte), Vol. 16; Trends in Kontrastiver Linguistik I, 1974. pp. 51-229.

17. Gerhard Nickel, ed., "Introduction," Papers in Contrastive Linguistics, Cambridge 1971, p.x.

BIOGRAPHICAL AND BIBLIOGRAPHICAL DATA

ON CONTRIBUTORS TO THE

YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT

PERSONAL: Ljiljana Bibović, Ph.D.
Year of birth: 1937   Sex: female
Home address: Ulica Veljka Petrovića 6/VI,
              stan br. 50, 21000 Novi Sad
              Yugoslavia
Phone: 55241

POSITION: Assistant Lecturer in English, Department of
English Language and Literature, Faculty of
Philosophy, University of Novi Sad

UNIVERSITY CAREER SO FAR:

      1963   - appointed Assistant Lecturer at the
                above Faculty
      1966 . - received M.A. from University of
                Belgrade (A Contrastive Analysis of
                Word Order in English and Serbo-
                Croatian Inversion)
      1969/70 - studied linguistics at Edinburgh
                University, Scotland, as a British
                Council scholar
      1972   - received Ph.D. from University of
                Belgrade (The Use of the English
                Gerund in Prepositional Phrases
                Following Adjectives)

LINGUISTIC INTERESTS:

     Problems in the theory of language, syntax,
     morphology; the interrelationship between
     syntax and semantics

AREAS OF RESEARCH:

     Theories of Edward Sapir; English grammar;
     contrastive analysis

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CURRENT ACTIVITIES:

> Contributor to YSCECP; research on a problem
> in case grammar; work on the delineation of a
> problem in derivational morphology

FUTURE PLANS:

> Research on the systematic peculiarities in
> English

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "On Inversion in English and Serbo-Croatian." In R. Filipović, ed., The Yugoslav Serbo-Croatian - English Contrastive Project, Reports 1, Zagreb 1969, pp. 15-24.

2. "Some Remarks on the Factive and Non-Factive Complements in English and Serbo-Croatian." In R. Filipović, ed., YSCECP, Studies 3, Zagreb 1971, pp. 37-48.

3. "On the Word Order of Subject and Predicate in English and Serbo-Croatian from the Point of View of Functional Sentence Perspective." In YSCECP, Reports 5, Zagreb 1971, pp. 1-10.

4. "The English Gerund as a Subject and Its Serbo-Croatian Structural Equivalents." In YSCECP, Reports 7, Zagreb 1973, pp. 3-21.

5. "Kontrastivna analiza reda reči u engleskom i srpskohrvatskom jeziku (inverzija)" (A Contrastive Analysis of Word Order in English and Serbl-Croatian Inversion). To appear in Živi jezici, Beograd.

6. "The Infinitive as Subject in English and Serbo-Croatian." (To appear)

PERSONAL: Wayles Browne
Year of birth: 1941   Sex: male
Home address: 315 Dryden Rd., Ithaca, N.Y.
14850, J.S.A.

POSITION: Assistant Professor of Slavic Linguistics,
Department of Modern Languages and Linguistics
Cornell University, Ithaca, N.Y. 14853, U.S.A.

UNIVERSITY CAREER SO FAR:

1964-65 - studied General and Slavic Linguistics
at the Filozofski fakultet, Novi Sad,
under scholarship from the Komisija
za kulturne veze, Beograd
1966-68 - Lecturer in Slavic Linguistics, Yale
University, New Haven, Conn.
1968-69 - Lecturer in Slavic Linguistics, Brown
University, Providence, Rhode Island
1969-71, 1972-74 Consultant to YSCECP, Zagreb
(Fulbright fellowship, 1970-71)
1974-   Assistant Professor, Cornell University

LINGUISTIC INTERESTS:

General linguistics, theoretical linguistics

AREAS OF RESEARCH:

Slavic (especially Serbo-Croatian) and English
syntax, morphology and phonology; relative
clauses, questions, word order

CURRENT ACTIVITIES:

Member of the editorial board of Papers in
Linguistics; member of executive board of the
American Association for South Slavic Studies;
member of editorial board of International
Review of Slavic Linguistics

FUTURE PLANS:

To continue research in subjects mentioned
above

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BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE STUDIES:

1. "On Conjoined Questions and Conjoined Relative Clauses in English and Serbo-Croatian", in R. Filipović, ed., YSCECP, Studies 3, Zagreb 1971, pp. 49-63.

2. "Notes on Adjectives and Stress", YSCECP, Reports 6, Zagreb 1972, pp. 85-88.

3. "Conjoined Question Words and a Limitation on English Surface Structures" in Linguistic Inquiry, III,2, MIT, Cambridge 1972, pp. 223-226.

4. "Conjoined Questions and Conjoined Relative Clauses in Serbo-Croatian" in Anderson, S.R. & P. Kiparsky, eds., A Festschrift for Morris Halle, New York 1973, pp. 227-231.

5. "A Note on Modifiers of Comparatives in English and Serbo-Croatian", YSCECP, Reports 9, Zagreb 1974, pp. 3-4.

PERSONAL: Ranko Bugarski, Ph.D.
            Year of birth: 1933   Sex: male
            Home address: Dalmatinska 11, 11000 Beograd
                       Yugoslavia

POSITION: Associate Professor of English, English
            Department, Faculty of Philology, University
            of Belgrade

UNIVERSITY CAREER SO FAR:

1961	– appointed Assistant Lecturer at the above Faculty
1962/63	– studied at University College London, under the auspices of the British Fund for Yugoslav Scholars
1966/67	– studied linguistics at Columbia University, New York, as a Ford Foundation Visiting Scholar
1969	– received Ph.D. from University of Belgrade (The Prepositions 'over' 'under,' 'above,' 'below' and 'beneath' in Present-Day English)
1969/70	– Ford Foundation fellow at Linguistics Department, Northeastern Illinois University, and at Slavic Department, University of Chicago
1970	– promoted to Assistant Professor
1974	– promoted to Associate Professor

LINGUISTIC INTERESTS:

        General linguistics, including linguistic
        theory; structure of contemporary English;
        history of linguistics; sociolinguistics;
        child language

AREAS OF RESEARCH:

        Various subfields of general linguistics;
        synchronic description of English grammar;
        transformational grammar; contrastive linguistics;
        history of linguistics; sociolinguistics

CURRENT ACTIVITIES:

> Editor of <u>Godišnjak Društva za primenjenu lin-</u>
> <u>gvistiku Jugoslavije</u> (Yearbook of the Yugoslav
> Society for Applied Linguistics); member of the
> editorial board of <u>Filološki pregled</u> (Review
> of Philology, Belgrade) and of <u>Historiographia</u>
> <u>Linguistica: International Journal for the</u>
> <u>History of Linguistics</u> (Amsterdam); contributor
> to YSCECP; descriptive and contrastive study
> of systems of English prepositions; revision
> and translation into English of some earlier
> work originally published in Serbo-Croatian

FUTURE PLANS:

> Further tudy of prepositional systems; further
> study ot the historical foundations of modern
> linguistics; linguistic and sociolinguistic
> investigation of selected topics in Serbo-Cro-
> atian

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Direction and Continuity in Contrastive Analysis."
   In R. Filipović, ed., <u>The Yugoslav Serbo-Croatian -</u>
   <u>English Contrastive Project</u>, <u>Reports 1,</u> Zagreb 1969,
   pp. 9-14.

2. "Prepositional Phrases in English and Serbo-Croatian."
   <u>Ibidem</u>, p. 25.

3. "<u>Whoever</u> and <u>whomever</u> in TEFL." In <u>Language Sciences</u>,
   20, Bloomington 1972, p. 43.

4. "A System of English Prepositions and Their Serbo-
   Croatian Equivalents." In <u>YSCECP</u>, <u>Reports 8</u>, Zagreb
   1973, pp. 3-20.

5. "Some Prepositions of Horizontal Orientation in
   English and in Serbo-Croatian." (ten ve title).
   To appear in <u>YSCECP Reports</u>.

PERSONAL: Željko Bujas, Ph.D.
          Year of birth: 1928 Sex: male
          Home address: Ulica 8. Maja 81, 41000 Zagreb,
                         Yugoslavia
          Phone: 444831

POSITION: Professor of English, English Department,
          Faculty of Philosophy, University of Zagreb

UNIVERSITY CAREER SO FAR:

    1954   - appointed Assistant Lecturer at the
               above Faculty
    1961/61 - studied general phonetics at Edinburgh
               University, Scotland, as a British
               Council scholar
    1965   - received Ph.D. from University of Zagreb
               (Problems of Microcontext and Linear
               Parallelism in Translation of Technical
               Texts from English to Croatian - with
               Special Regard to Machine Translation).
    1967/68 - Ford Foundation Fellow (and computer
               specialist of the YSCECP) at Linguis-
               tic Research Center, University of
               Texas, Austin
    1971   - promoted to Associate Professor
    1974   - promoted to Professor

LINGUISTIC INTERESTS:

    Computer techniques in concordancing, frequenc
    counts and, generally, all quantitative language
    analyses; lexicography; machine and human trans-
    lation

AREAS OF RESEARCH:

    Translation problems (including machine trans-
    lation); contrastive analysis; classification
    of homographs in English (using punch-card
    equipment); etymological composition of the
    English vocabulary; computer concordances of
    literary texts; English - Croatian and Croatian -
    English lexicography

CURRENT ACTIVITIES:

>Contributor to YSCECP; work on a Croatian-English
dictionary (ca. 120,000 entries); revision of a
Croatian-English dictionary (by M. Drvodelić);
principal researcher in the following projects:
a) English-Croatian Lexicography (use of computors
to produce a bilingual lexicographical file,
b) Computational Analysis of Croatian Literary
Texts (compilation of computer concordances of
11th-18th century texts)

FUTURE PLANS:

>To compile a Croatian synonym dictionary and a
Croatian thesaurus (using computers); to compile
a Croatian frequency dictionary (using computers);
to continue work on computational concordances of
Croatian literary texts; to analyze contrastive
lexical and word-formation patterns (English and
Croatian)

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Concordancing as a Method in Contrastive Analysis."/
   In Studia Romanica et Anglica Zagrabiensia, 23, Zagreb
   1967, pp. 49-62.

2. "A Brief Outline of Planned Work on Derivation." In R.
   Filipović, ed., The Yugoslav Serbo-Croatian - English
   Contrastive Project, Reports 1, Zagreb 1969, pp. 26-30.

3. "Primjena kompjutera i fleksorajtera u radu na projektu
   Kontrastivna analiza hrvatskosrpskog i engleskog je-
   zika" (The Use of Computers and the Flexowriter in the
   Yugoslav Serbo-Croatian - English Contrastive Project).
   In R. Filipović, ed., YSCECP, Prilozi i gradja 1, Zagreb
   1969, pp. 35-39.

4. "Computers in the Yugoslav Serbo-Croat:English Contrastive
   Analysis Project." In ITL, 5, Leuven 1969, pp. 35-52.

5. "Derivation in Serbo-Croatian and English." In YSCECP,
   Reports 2, Zagreb 1970, pp. 1-9 and in Horst Raabe, ed.,
   Trends in kontrastiven Linguistik, Das Zagreber Projekt

zur angewandten kontrastiven Linguistik, Institut für
Deutsche Sprache, Mannheim 1974, pp 129-137.

6. "Composition in Serbo-Croatian and English." In <u>YSCECP</u>,
   <u>Reports 3</u>, Zagreb 1970, pp. 1-12.

7. "A Contrastive-Analysis Evaluation of Conversion in
   English and Serbo-Croatian." In <u>YSCECP</u>, <u>Reports 6</u>,
   Zagreb 1972, pp. 41-55.

8. "Demonstratives in Serbo-Croat to English Translational
   Conversion." In <u>YSCECP</u>, <u>Reports 8</u>, Zagreb 1973, pp. 21-
   51.

9. "On Translational Conversion in English -- Serbo-Croat ·
   Contrastive Analysis." In R. Filipović, ed., <u>YSCECP</u>,
   <u>Studies 6</u>, Zagreb 1974, pp.

10. "The Use of the Computer in Contrastive Research." To
    appear in W. Nemser, ed., <u>Contrastive Linguistics</u> (in
    <u>Current Trends in the Language Sciences</u>), The Hague.

PERSONAL: Maja Dubravčić, M.A.
      Sex: female
      Home address: Kušlanova 52A, 41000 Zagreb,
              Yugoslavia
      Phone: 642 304

POSITION: Senior Lector in English, English Department,
      Faculty of Philosophy, University of Zagreb

UNIVERSITY CAREER SO FAR:

      1960   - appointed Lector at the above Faculty
      1965/66 - studied linguistics at Oxford University
      1966   - received M.A. from University of Zagreb
              (Some Aspects of Emphasis in Present-
              Day English)
      1968/69 - studied linguistics at University of
              London
      1974   - promoted to Senior Lector

LINGUISTIC INTERESTS:

      English grammar (particularly tenses and personal
      pronouns) from the contrastive standpoint; con-
      trastive English - Serbo-Croatian phonology and
      phonetics with special reference to suprasegmen-
      tals; pedagogical implications of contrastive
      studies

AREAS OF RESEARCH:

      Contrastive analysis; English suprasegmentals

CURRENT ACTIVITIES:

      Preparing a contrastive study

FUTURE PLANS:

      Research in contrastive phonology and phonetics with
      special reference to pedagogical implications

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "The English Present Perfect Tense and Its Serbo-
    Croatian Equivalents." In R. Filipović, ed., The Yugo-

slav Serbo-Croatian - English Contrastive Project, Re-
ports 3, Zagreb 1970, pp. 13-45.

2. "The English Personal Pronouns and Their Serbo-Croatian
Equivalents." In YSCECP, Reports 5, Zagreb 1971, pp.
11-39.

3. "A View Upon the Distribution of Emphasis in Speech."
In Studia Romanica et Anglica Zagrabiensia, 33-36,
Zagreb 1972/73, pp. 727-744.

PERSONAL: Radmila Djordjević, M.A.
Year of birth: 1934   Sex: female
Home address: Ulica Braće Nedića 2, llooo Beograd,
              Yugoslavia
Phone: 439 o82

POSITION: Assistant Lecturer on TEFL methodology; English
Department, Faculty of Philology, University of
Belgrade

UNIVERSITY CAREER SO FAR:

        197o - received M.A. from University of Belgrade
              (Culture as a Factor in Teaching English
              as a Foreign Language)
        1971 - appointed Assistant Lecturer at the above
              Faculty

LINGUISTIC INTERESTS:

        TEFL methodology; contrastive analysis; syntactic
        ambiguity

AREAS OF RESEARCH:

        TEFL methodology; contrastive analysis; textbook
        materials

CURRENT ACTIVITIES:

        Editor of English Language Teaching Information;
        contributor to YSCECP

FUTURE PLANS:

        To work on a Ph.D. dissertation

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Comparing L_1 and L_2: Implications for Teaching." In
English Teaching Forum, 11,2, Washington D.C. 1973,
pp. 16-19.

2. "Pedagogical Materials as a Supplement to Contrastive
Analysis Projects." To appear in Glottodidactica, 8,
Poznan 1974.

3. "Some Problems in Teaching English Noun Phrases as Subject to Serbo-Croatian Speakers." In R. Filipović, ed., YSCECP, Pedagogical Materials 2, Zagreb 1974, pp. 18-25.

4. "Problems in Teaching the Structure of Some English Noun Phrases as Subject to Serbo-Croatian Speakers." In YSCECP, Pedagogical Materials 2, Zagreb 1974, pp. 26-38.

5. "Some Problems in Teaching English Pronominalization to Serbo-Croatian Speakers." YSCECP, Pedagogical Materials 2, Zagreb 1974, pp. 39-48.

PERSONAL: Rudolf Filipović, Ph.D.
Year of birth: 1916   Sex: male
Home address: 42 Moše Pijade, 41000 Zagreb,
              Yugoslavia
Phone: 37468

POSITION: Professor of English, English Department,
Faculty of Philosophy, University of Zagreb

UNIVERSITY CAREER SO FAR:

1945	- appointed Assistant Lecturer at the above Faculty
1945/46	- attended the Postgraduate Course in English at University of Sheffield
1948	- received Ph.D. from University of Zagreb (Anglo-Croatian Literary Relations in the 19th Century)
1950	- promoted to Assistant Professor
1957	- promoted to Associate Professor
1961	- promoted to Professor

LINGUISTIC INTERESTS:

Languages in contact; contrastive analysis;
lexicography; phonetics and phonology; syntax
of modern English; semantics

AREAS OF RESEARCH:

The English element in European languages (on
the phonological, morphological, and semantic
levels); the English element in the South Slavic
languages in the U.S.; contrastive analysis:
general aspects; contrastive analysis: the pho-
nological level; contrastive analysis and lexi-
cography; language contact: theory and applica-
tion; linguistics and foreign language teaching;
place names in English travel accounts; English-
Croatian and Croatian-English lexicography

CURRENT ACTIVITIES:

Director and chief researcher of the projects:
The English Element in European Languages and ·

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Croatian Place-Names in English Travel Books 15-
19 centuries; coordinator of the Serbo-Croatian-
French, German, Italian, Russian, Spanish Con-
trastive Project. Director of the projects:
YSCECP and ZESCCP; Editor of the YSCECP publica-
tions: Reports, Studies and Pedagogical Materials;
editor of the ZESCCP publications; editor of the
publications of the project the English Element
in European languages; editor of the journals:
Studia Romanica et Anglica Zagrabiensia and
Strani jezici (Foreign Languages); member of the
editorial board of the journals: Suvremena lin-
gvistika (Contemporary Linguistics, Zagreb) and
Filološki pregled (Review of Philology, Belgrade);
writing a monograph on the English element in
European languages; compiling an etymological
dictionary of English loan-words in European
languages; revision of English-Croatian Diction-
ary

FUTURE PLANS:

A two-volume monograph on the YSCECP; a contras-
tive grammar of English; a survey of Croatian
dialects spoken in the U.S.; analysis of Croatian
place-names in English travel accounts

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Contrastive Analysis of English and Serbo-Croatian
   - Theory and Practice". In Studia Romanica et Angli-
   ca Zagrabiensia, 23, Zagreb 1967, pp. 5-27.

2. "Uloga kontrastivne analize u lingvističkom istraži-
   vanju" (The Role of Contrastive Analysis in Linguis-
   tic Research). In Filološki pregled, VI, 3-4, Beo-
   grad 1968, pp. 1-10.

3. "Zašto 'kontrastivna' analiza?" (Why 'Contrastive'
   Analysis?). In Živi jezici, X, 1-4, Beograd 1968,
   pp. 1-5.

4. The Organization and Objectives of the Project (Con-
   trastive Analysis of Serbo-Croatian and English).
   Zagreb 1968, Institut za lingvistiku Filozofskog fa-
   kulteta, 17 pp.

5. "Pedagoška primjena kontrastivne analize". (The Pedagogical Application of Contrastive Analysis). In Pedagoški rad, XXIV, 3-4, Zagreb 1969, pp. 138-145.

6. "The Choice of the Corpus for the Contrastive Analysis of Serbo-Croatian and English". In R. Filipović, ed., The Yugoslav Serbo-Croatian - English Contrastive Project, Studies 1, Zagreb 1969, pp. 37-46.

7. "Početne faze rada na projektu 'Kontrastivna analiza hrvatsko-srpskog i engleskog jezika'" (Initial Phases of Work on the Project 'Contrastive Analysis of Serbo-Croatian and English'). In R. Filipović, ed., YSCECP, Prilozi i gradja 1, Zagreb 1969, pp. 3-25.

8. "Contrastive Trends in Applied Linguistics". In CONTACT, 14, Bern 1970, pp. 13-17.

9. "Izbor korpusa za kontrastivnu analizu srpskohrvatskog i engleskog jezika" (The Choice of the Corpus for the Contrastive Analysis of Serbo-Croatian and English). In Zbornik za filologiju i lingvistiku, XII, 1, Novi Sad 1970, pp. 35-42.

10. "The Yugoslav Contrastive Analysis Project". In G. Nickel, ed., Papers in Contrastive Linguistics, Cambridge 1971, pp. 107-114.

11. "The Yugoslav Serbo-Croatian-English Contrastive Project So Far (Paper and Discussion)." In R. Filipović, ed., Zagreb Conference on English Contrastive Projects, YSCECP, Studies 4, Zagreb 1971, pp. 31-86.

12. "Problems of Contrastive Work." In SRAZ, 29-32, Zagreb 1970-1971, pp. 19-54.

13. "Contrastive Analysis and Error Analysis in Pedagogical Materials." In R. Filipović, ed., YSCECP, Pedagogical Materials 1, Zagreb 1971, pp. 1-6.

14. "A Compromise System. A Link Between Linguistic Borrowing and Foreign Language Learning." In YSCECP, Studies 5, Zagreb 1972, pp. 19-29, and in IRAL-Sonderband, Kongressbericht der 3. Jahrestagung der Gesellschaft für angewandte Linguistik GAL e.V., Julius Groos Verlag, Heidelberg, pp. 197-206.

15. "The Use of a Corpus in Contrastive Analysis." In SRAZ, 33-36, Zagreb 1972, pp. 489-500, and in Horst

Raabe, ed., <u>Trends in kontrastiver Linguistik I</u>,Das Zagreber Projekt zur angewandten kontrastiven Linguistik, Institut für Deutsche Sprache, Mannheim 1974, pp. 51-66.

16. "The Yugoslav Serbo-Croatian-English Contrastive Project." in <u>IATEFL-Newsletter</u>, No. 23, London 1972, pp. 28-29.

17. "Od nauke do prakse u nastavi stranih jezika - Kontrastivna analiza" (From Theory to Practice in Teaching Foreign Languages - Contrastive Analysis). In <u>Odjek</u>, XXV, 3, Sarajevo 1972, p. 4.

18. "Testing the Results of Contrastive Analysis". <u>AILA Conference</u>, Copenhagen 1972; in <u>Rassegna Italiana di Linguistica Applicata</u> Anno V, n. 2, Roma 1973; pp.155-163; in G. Nickel, ed., <u>AILA Third Congress - Proceedings</u> Vol. 1, <u>Applied Contrastive Linguistics</u>, Heidelberg 1974, pp. 97-1o9, and in Horst Raabe, ed., <u>Trends in kontrastiver Linguistik I</u>, Das Zagreber Projekt zur angewandten kontrastiven Linguuistik, Institut für Deutsche Sprache, Mannheim 1974, pp. 179-191.

19. "The Use of CA and EA to Practicing Teachers." In R. Filipović, ed., <u>YSCECP</u>, <u>Pedagogical Materials 2</u>, Zagreb 1974, pp. 3-17.

20. "Contrastive Linguistics and Lexicography." To appear in W. Nemser, ed., <u>Contrastive Linguistics</u> (in <u>Current Trends in the Language Sciences</u>), The Hague.

PERSONAL: Zorica Grdanički, M.S.
Year of birth: 1929   Sex: female
Home address: Ulica Kolarčeva 9/I,
            11000 Beograd, Yugoslavia
Phone: 338089

POSITION: Senior Lecturer in English, Department of
English Language and Literature, Faculty of
Philosophy, University of Priština

UNIVERSITY CAREER SO FAR:

1961/62 - received I.C.A. scholarship to do
graduate study in linguistics in
the United States

1963 - received M.S. from Georgetown
University, Washington, D.C.,
<u>Morphological Analysis of Serbo-</u>
<u>Croatian Nouns, Adjectives and</u>
<u>Verbs for Purposes of Machine</u>
<u>Translation</u>

1968 - appointed Senior Lecturer at the
above Faculty

1971/73 - Lector in the English Department,
Faculty of Philosophy, Niš

LINGUISTIC INTERESTS:

Linguistic theory and grammatical analysis;
transformational linguistics; the structure
of modern English

AREAS OF RESEARCH:

Contrastive linguistics

CURRENT ACTIVITIES:

Contributor to YSCECP; preparing a study
based on the results of contrastive analysis
of subject clauses in Serbo-Croatian and
English; outlining a comprehensive treatment
of subject NP complements within the framework
of current theory of sentential complementation
in English

FUTURE PLANS:

>To write a Ph.D. dissertation on subject NP
>complements (as above)

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Subject Composed of Clause." In R. Filipović, ed.,
   YSCECP, Reports 5, Zagreb 1971, pp. 40-56.
2. "Subject Complementation in English and Serbo-
   Croatian." (To appear).

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PERSONAL: Vladimir Ivir, Ph.D.
             Year of birth: 1934   Sex: male
             Home address: Kuniščak 61/I, 41000 Zagreb
                           Yugoslavia
             Phone: 572326

POSITION: Associate Professor of English, English
             Department, Faculty of Philosophy, University
             of Zagreb

UNIVERSITY CAREER SO FAR:

             1960   - appointed Assistant Lecturer at
                         the above Faculty
             1962/63   - attended the Postgraduate Course
                         in English Linguistic Studies at
                         University College London
             1964   - received the Postgraduate Diploma
                         in English Linguistic Studies
             1965   - received Ph.D. from University of
                         Zagreb (Adjectival and Verbal
                         Elements in Predicative Position
                         in Modern English)
             1966   - promoted to Assistant Professor
             1969/70   - IREX Research Fellow at Center
                         for Applied Linguistics, Washington,
                         D.C.; University of California,
                         San Diego; Ohio State University,
                         Columbus
             1973   - promoted to Associate Professor

LINGUISTIC INTERESTS:

             Syntax of modern English; theory and practice
             of translation; contrastive analysis (syntac-
             tic and lexical levels); lexicology

AREAS OF RESEARCH:

             Problems of transformational theory; syntactic
             analysis of English adjectives; problems of
             translation theory; models and procedures of
             contrastive analysis; contrastive analysis and
             translation; English - Serbo-Croatian contrastive
             analysis of adjectives; English - Serbo-Croatian

contrastive analysis of number agreement;
linking verbs in English and Serbo-Croatian;
English - Serbo-Croatian contrastive analysis
of sentence relators (linkers); Serbo-Croatian -
English false pair types; Serbo-Croatian-Eng-
lish glossary of management terms; English-
Croatian and Croatian-English lexicography

CURRENT ACTIVITIES:

Contributor to YSCECP

FUTURE PLANS:

A full-scale analysis of internationalisms in
Croatian and English; an analysis of colloca-
tional patterns in English and Croatian and,
possibly, a dictionary of collocations; a
monograph on theoretical and practical problems
of translation (with special reference to
English and Croatian)

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Serbo-Croat - English False Pair Types." In Studia
    Romanica et Anglica Zagrabiensia, 25/26, Zagreb
    1968, pp. 149-159.

2. "Contrasting via Translation: Formal Correspondence
    vs. Translation Equivalence." In R. Filipović, ed.,
    YSCECP, Studies 1, Zagreb 1969, 13-25.

3. (with W.Nemser) "Research Guide for Project Workers."
    In R. Filipović, ed., YSCECP, Reports 1, Zagreb
    1969, pp. 3-8.

4. "An Outline for the Contrastive Analysis of English
    and Serbo-Croatian Adjectives." Ibidem, pp. 31-38.

5. "Remarks on Contrastive Analysis and Translation."
    In YSCECP, Studies 2, Zagreb 1970, pp. 14-26, and
    in Horst Raabe, ed., Trends in kontrastiver Linguis-
    tik I, Das Zagreber Projekt zur angewandten kontras-
    tiven Linguistik, Institut für Deutsche Sprache,
    Mannheim 1974, pp. 93-104.

6. "Predicative Patterns for English Adjectives and
    Their Contrastive Correspondents in Serbo-Croatian."

In YSCECP, Reports 2, Zagreb 1970, pp. 10-55.

7. "Generative and Taxonomic Procedures in Contrastive Analysis." In R. Filipović, ed., Zagreb Conference on English Contrastive Projects - YSCECP, Studies 4, Zagreb 1971, pp. 156-167, and in Horst Raabe, ed., Trends in kontrastiver Linguistik I, Das Zagreber Projekt zur angewandten kontrastiven Linguistik, Institut für Deutsche Sprache, Mannheim 1974, pp. 67-78.

8. "Number Agreement in English and Correspondent Structures in Serbo-Croatian." In YSCECP, Reports 4, Zagreb 1971, pp. 23-49.

9. "Notes on Linking verbs and Complements in English and Serbo-Croatian." In YSCECP, Reports 5, Zagreb 1971, pp. 173-183.

10. "Attributive Patterns for English Adjectives and Their Contrastive Correspondents in Serbo-Croatian." In YSCECP, Reports 6, Zagreb 1972, pp. 56-84.

11. "Case Frames and Transformations for Clause-Expanded Adjectives." In YSCECP, Studies 5, Zagreb 1972, pp. 30-45.

12. (with D. McMillan and T. Merz) "S-Relators." In YSCECP, Reports 7, Zagreb 1973, pp. 22-64.

13. "Adjective Comparison in English and Correspondent Structures in Serbo-Croatian." In YSCECP, Reports 8, Zagreb 1973, pp. 52-79.

14. "Superlative Structures in English and Their Correspondents in Serbo-Croatian." In YSCECP, Reports 9, Zagreb 1974, pp. 5-18.

15. "Semantic Aspects of Adjective Comparison in English and Serbo-Croatian." In YSCECP, Reports 9, Zagreb 1974, pp. 19-31.

16. "Contrastive Linguistics and Translation." To appear in W. Nemser, ed., Contrastive Linguistics (in Current Trends in the Language Sciences), The Hague.

PERSONAL: Damir Kalogjera, Ph.D.
               Year of birth: 1932   Sex: male
               Home address: Solovljeva 18, 41000 Zagreb,
                           Yugoslavia
               Phone: 411336

POSITION: Associate Professor of English, English
               Department, Faculty of Philosophy, University
               of Zagreb

UNIVERSITY CAREER SO FAR:

1957	- appointed Assistant Lecturer at University of Sarajevo
1958/59	- attended the Postgraduate Course in English at University of Durham
1961/62	- attended the Postgraduate Course in English Linguistic Studies at University College London
1963	- received the Postgraduate Diploma in English Linguistic Studies
1964	- appointed Lector at the above Faculty
1965	- received Ph.D. from University of Zagreb (The Use of the Anomalous Verb Forms SHALL, WILL, 'LL, SHOULD, WOULD, 'D in Present-Day Literary Conversational English).
1966/67	- Visiting Lecturer, Speech Department and Slavic Department, Pennsylvania State University
1969	- promoted to Assistant Professor
1974	- promoted to Associate Professor
1973-75	- Lector, School of Slavonic and East European Studies, University of London

LINGUISTIC INTERESTS:

               Modern English grammar and usage; English and
               Serbo-Croatian as foreign languages; contras-
               tive studies; sociolinguistics

AREAS OF RESEARCH:

               Use of modal verbs in English, based on cor-

pora of spoken and written English; interpre-
tation of certain sociolinguistic phenomena
in the dialects of Serbo-Croatian; how to
present certain grammatical problems to learn-
ers of English

CURRENT ACTIVITIES:

Making a comprehensive survey of the use of
modal verbs in English and their equivalents
in Serbo-Croatian, with special regard to
their time reference, negation etc.; collecting
material and observing students' progress in
order to outline contrastive and other problems
of English-speaking students of Serbo-Croatian

FUTURE PLANS:

Continued work in contrastive linguistics

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1.   "A Survey of Grammatical Characteristics of the
      English Modal Verbs with Regard to Interference
      Problems". In R. Filipović, ed., The Yugoslav
      Serbo-Croatian - English Contrastive Projects,
      Reports 1, Zagreb 1969, pp. 39-44.

2.   "Lexico-grammatical Features of MUST, SHOULD, and
      OUGHT TO and Their Equivalents in Serbo-Croatian."
      In YSCECP, Reports 2, Zagreb 1970, pp. 12o-134.

3.   "Ten English Modals and Their Equivalents in Serbo-
      Croatian." In YSCECP, Reports 3, Zagreb 1970, pp.
      62-87.

4.   "The Primary Auxiliaries BE and HAVE and Their Equi-
      valents in Serbo-Croatian." In YSCECP, Reports 3,
      Zagreb 1970, pp. 88-104.

5.   "The Expression of Future in English and in Serbo-
      Croatian." In YSCECP, Reports 4, Zagreb 1971, pp.
      5o-72.

6.   "Predvidjanje interferencije i analiza pogrešaka u
      upotrebi engleskih modalnih glagola" (Predicting
      Interference and Error Analysis in the Use of English
      Modal Verbs). In Strani jezici 4, II, Zagreb 1972,
      pp. 244-252.

7. (with A. Kolka) "Izražavanje budućnosti i oblik
    going to" (The expression of Future and the Form
    GOING TO). In Strani jezici 3, III, Zagreb 1973,
    pp. 183-188.

114

PERSONAL: Dora Maček, M.A., Ph.D.
Year of birth: 1936   Sex: female
Home address: Vankina 16, Zaprudje,
                        41020 Zagreb, Yugoslavia
Phone: 523599

POSITION: Assistant Lecturer in English, English
Department, Faculty of Philosophy, University
of Zagreb

UNIVERSITY CAREER SO FAR:

1961   - appointed Assistant Lecturer at the
            above Faculty
1963/64   - studied history of the English
            language at Edinburgh University,
            Scotland, as a British Council
            scholar
1964   - received M.A. from University of
            Zagreb (English Loanwords in Serbo-
            Croatian, 1832-50)
1972/73   - Ph.D. dissertation research at
            Edinburgh University, Scotland,
            as a British Council scholar
1975   - received Ph.D. from University of
            Zagreb (Periphrases With SHALL and
            WILL as Future Markers in the Devel-
            opment of English)

LINGUISTIC INTERESTS:

Historical studies; computer techniques in
linguistics; contemporary English syntax and
semantics; language contact

AREAS OF RESEARCH:

Linguistic borrowing; Middle English graphemics;
contrastive analysis of English and Serbo-
Croatian; Middle English syntax; computer
techniques in linguistic study; English-Croatian
lexicography

CURRENT ACTIVITIES:

Contributor to YSCECP

FUTURE PLANS:

          Continued work in contrastive linguistics;
          work on textbooks about the history of English;
          translation of medieval English and Icelandic
          texts

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1.   "Gender in English and Serbo-Croatian." In R. Fili-
      pović, ed., The Yugoslav Serbo-Croatian - English
      Contrastive Project, Reports 1, Zagreb 1969, pp.
      45-50.

2.   "Numeratives and Quantitatives in English and Serbo-
      Croatian." In YSCECP, Reports 2, Zagreb 1971, pp.
      56-67.

3.   "Relative Pronouns in English and Serbo-Croatian."
      In YSCECP, Reports 3, Zagreb 1971, pp.1o5-127.

4.   "Relatives in English and Serbo-Croatian." In YSCECP
      Studies 6, Zagreb 1975, pp.

PERSONAL: Ljiljana Mihailović, Ph.D.
           Sex: female
           Home address: Hilendarska 5, 11000 Beograd
                      Yugoslavia
           Phone: 321288

POSITION: Professor of English, English Department,
           Faculty of Philosophy, University of Niš

UNIVERSITY CAREER SO FAR:

1957	— appointed Lector in English at University of Belgrade
1959/60	— studied at Edinburgh University, Scotland, as a British Council scholar and received the Diploma in Applied Linguistics
1961	— promoted to Senior Associate for English grammar
1965	— received Ph.D. from University of Belgrade (<u>The Use of Passive Verbal Forms in Contemporary English</u>)
1968/69	— Ford Foundation Fellow at Center for Applied Linguistics, Washington, D.C.; University of Chicago; and University of California, San Diego
1971	— appointed Professor at the above Faculty

LINGUISTIC INTERESTS:

General linguistic theory; English grammar;
contrastive analysis of English and Serbo-
Croatian; applied linguistics with special
reference to teaching English to Serbo-Croatian
speakers

AREAS OF RESEARCH:

English textbooks for adult learners, with la-
boratory exercises; English grammar for language
learners; the passive in English, including
notional passive, pseudo-passive, the agent in
passive constructions; the category of number
in English nouns; contrastive analysis of Eng-
lish and Serbo-Croatian

CURRENT ACTIVITIES:

> Preparing a contrastive study of English and
> Serbo-Croatian tense systems; preparing a
> study on the perfect from a contrastive point
> of view

FUTURE PLANS:

> Continued work in contrastive linguistics

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Noun Phrases as Subject in English and Serbo-Croa-
    tian." In R. Filipović, ed., The Yugoslav Serbo-
    Croatian-English Contrastive Project, Reports 3,
    Zagreb 1970, pp. 128-138.

2. "On Differences in Pronominalization in English and
    Serbocroat." In R. Filipović, ed., YSCECP, Studies 2,
    Zagreb 1970, pp. 50-59, and in Horst Raabe, ed.,
    Trends in kontrastiver Linguistik I, Das Zagreber
    Projekt zur angewandten kontrastiven Linguistik,
    Institut für Deutsche Sprache, Mannheim 1974, pp.
    139-149.

3. "Additional Notes on Noun Phrases in the Function
    of Subject in English and Serbo-Croatian." In
    YSCECP, Reports 4, Zagreb 1971, pp. 73-84.

4. "Existential Sentences in English and Serbo-Croatian."
    In YSCECP, Studies 5, Zagreb 1971, pp. 67-109.

5. "The Source of Relative Clauses". In YSCECP, Reports 7,
    Zagreb 1973, pp. 65-81.

6. "Relativne klauze i njihova uloga u ostvarivnju hi-
    potaksičkih odnosa u rečenici" (Relative Clauses and
    Their Role in the Building Up of Hypotactic Relations
    in Sentences). In Zbornik Filozofskog fakulteta u
    Nišu, Godina I, Niš 1973, pp. 159-176.

7. "Passive Sentences in English and Serbo-Croatian -
    Part I." In YSCECP, Reports 9, Zagreb 1974, pp. 32-75.

8. "Passive Sentences in English and Serbo-Croatian -
    Part II." To appear in R. Filipović, ed., YSCECP,
    Reports 10, Zagreb.

PERSONAL: Ljubomir Mihailović, Ph.D.
Year of birth: 1925   Sex: male
Home address: Topličin venac 14,
                11000 Beograd, Yugoslavia
Phone: 626716

POSITION: Professor of English, English Department,
Faculty of Philology, University of Belgrade

UNIVERSITY CAREER SO FAR:

1956   - appointed Assistant Lecturer at
            University of Novi Sad
1957/58   - studied general, experimental and
            English linguistics at University
            College London, as a British
            Council scholar
1960   - received Ph.D. from University of
            Belgrade (Use of the Verbs CAN and
            MAY in Modern English), promoted
            to Assistant Professor at Novi Sad
1963   - appointed Assistant Professor at
            University of Belgrade
1966/67   - Fulbright Scholar at Linguistics
            Department, University of California,
            San Diego
1969   - promoted to Associate Professor
1972   - promoted to Professor

LINGUISTIC INTERESTS:

Experimental and general phonetics; linguistic
theory and methods; English and Serbo-Croatian
phonetics

AREAS OF RESEARCH:

General and applied linguistics; general and
Serbo-Croatian phonetics; phonemic elements
of modern English; English grammar; beginning
and intermediate English textbooks

CURRENT ACTIVITIES:

Work on a study of the American English verb

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forms; preparing a monograph on the Serbo-
Croatian translation equivalents of English
verb structures

FUTURE PLANS:

Studies in English and general linguistics

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Odnos stranog jezika prema materinjem jeziku u
    srednjoj nastavi" (The Relation of a Foreign Lan-
    guage to the Native Language in Secondary Education).
    In Pedagoška stvarnost, II, Novi Sad 1956, pp.
    375-379.

2. "Problem učenja glasova stranog jezika" (The Problem
    of Learning the Sounds of a Foreign Language). In
    Živi jezici, I, 1-2, Beograd 1957, pp. 57-63.

3. "Progressive pronunciation drills." In Le Maitre
    Phonétique, 109, London 1958, pp. 6-8.

4. "Postupnost u nastavi engleskog izgovora" (Grading
    in Teaching English Pronunciation). In Pedagoška
    stvarnost, VII, Novi Sad 1961, pp. 295-300.

5. "Težina gradiva u nastavi stranog jezika" (Difficulty
    of Materials in Foreign Language Teaching). In Pe-
    dagoška stvarnot, VIII, Novi Sad 1962, pp. 183-188.

6. "Znanje stranog jezika" (The Knowledge of a Foreign
    Language). In Živi jezici, VI, Beograd 1964, pp.
    1-4.

7. "Učenje stranog jezika" (The Knowledge of a Foreign
    Language). In Pedagoška stvarnost, X, Novi Sad 1964,
    pp. 623-627.

8. "Kontrastivna analiza fonoloških sistema" (Contras-
    tive analysis of Phonological Systems). In R. Fili-
    pović, ed., The Yugoslav Serbo-Croatian - English
    Contrastive Project, Prilozi i gradja 1, Zagreb 1969,
    pp. 30-34.

9. "Kontrastivno proučavanje jezika" (Contrastive Study
    of Languages). In Književnost i jezik, XVII, 3-4,
    Beograd 1970, pp. 334-340.

10. Ogledi iz primjenjene lingvistike (Studies in Applied
    Linguistics). Beograd 1970.

PERSONAL: Mladen Mihajlović
        Home address: Lava Tolstoja 6, 26ooo Pančevo

POSITION: Assistant Lecturer, Faculty of Philology,
        University of Belgrade

UNIVERSITY CAREER SO FAR:

LINGUISTIC INTERESTS:

AREAS OF RESEARCH:

CURRENT ACTIVITIES:

FUTURE PLANS:

        (did not reply to questionnaire)

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Elliptical Sentences in English and Their Serbo-
   -Croatian Equivalents", in R. Filipović, ed., YSCECP,
   Reports 4, Zagreb 1971, pp. 85-1o2.

PERSONAL: Draginja Pervaz, Ph.D.
Year of birth: 1925   Sex: female
Home address: Ulica Matice srpske 19,
               21000 Novi Sad, Yugoslavia
Phone: 25086

POSITION: Associate Professor of English, Department of English Language and Literature, Faculty of Philosophy, University of Novi Sad

UNIVERSITY CAREER SC FAR:

1950	– appointed Assistant Lecturer at University of Belgrade
1953/54	– studied history of the English language at Edinburgh University, as a scholar under the British fund for Yugoslav scholars
1955/56	– Ph.D. dissertation research at Edinburgh University, as a British Council scholar
1958	– received Ph.D. from Edinburgh University (The Survival of Grammatical Gender in Layamon's Brut, The Southern Legendary and Robert of Glocester's Chronicle)
1959	– promoted to Assistant Professor
1961	– appointed Assistant Professor at University of Novi Sad
1965/66	– Fulbright Research Associate at University of California, Berkeley
1972	– promoted to Associate Professor

LINGUISTIC INTERESTS:

Middle and Early Modern English; word formation; semantics; lexicography

AREAS OF RESEARCH:

Malory's language; contrastive analysis of English and Serbo-Croatian; English suffixation; commentary and glossary for Chaucer's General Prologue to the Canterbury Tales; English-Serbo-Croatian lexicography

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CURRENT ACTIVITIES:

>Contributor to YSCECP; further research on
English suffixation; work on a history of Old
and Middle English literature

FUTURE PLANS:

>To analyze changes in the English language
since the 17th century; to write a history
of English; to take part in the revising of
Enciklopedijski englesko-srpskohrvatski rečnik

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Verbs with One Object in English and Serbo-Croatian."
    In R. Filipović, ed., The Yugoslav Serbo-Croatian-
    English Contrastive Project, Reports 5, Zagreb 1971,
    pp. 56-116.

2. "Some Predicate Complement Constructions in English
    and Their Equivalents in Serbo-Croatian." In YSCECP,
    Reports 7, Zagreb 1973, pp. 82-100.

3. "O sintaksi pitanja u engleskom i srpskohrvatskom
    jeziku" (On the Syntax of Questions in English and
    Serbo-Croatian). In Zbornik za filologiju i
    lingvistiku, 16,2, Novi Sad, 1973, pp. 1o9-13⁻.

PERSONAL: Midhat Ridjanović, Ph.D.
        Year of birth: 1935   Sex: male
        Home address: Socijalističke revolucije lo/II
                    71ooo Sarajevo, Yugoslavia

POSITION: Assistant Professor of English, Department of
        English Language and Literature, Faculty of
        Philosophy, University of Sarajevo.

UNIVERSITY CAREER SO FAR:

        1964: appointed Assistant Lecturer at the
            above Faculty
        1967: received M.A. from University of Michigan,
            Ann Arbor, USA
        1969: received Ph.D. from University of
            Michigan (A Synchronic Study of Verbal
            Aspect in English and Serbo-Croatian)
        197o: appointed Assistant Professor at the
            above Faculty

LINGUISTIC INTERESTS:

        General linguistics, contrastive linguistics,
        syntax

AREAS OF RESEARCH:

        Contrastive analysis; English grammar; socio-
        linguistic research in Serbo-Croatian

CURRENT ACTIVITIES:

        Contributor to YSCECP; member of the editorial
        board of Radovi, Filološki pregled, and
        Književni jezik

FUTURE PLANS:

        Research in English syntax; linguistic problems
        of Serbo-Croatian

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Linking Verb + Complement in English and Serbo-
   -Croatian", in R. Filipović, ed., YSCECP, Reports 2,
   Zagreb 197o, pp. 77-93.

2. "More on Linking Verb + Complement in English and
   Serbo-Croatian", in R. Filipović, ed., YSCECP,
   Reports 5, Zagreb 1971, pp. 184-2o4.

3. "A Reinterpretation of Verbal Aspect in Serbo-Croatian",
   in R. Filipović, ed., YSCECP, Studies 5, Zagreb 1971,
   pp. 11o-159.

4. "Exclamatory Sentences with Linking Verbs in English
   and Serbo-Croatian", in R. Filipović, ed., YSCECP,
   Reports 6, Zagreb 1972, pp. 1o3-112.

5. "Contrastive and Non-Contrastive Aspects of Aspect",
   in R. Filipović, ed., YSCECP, Reports 8, Zagreb 1973,
   pp. 8o-114.

6. A Synchronic Study of Verbal Aspect in English and
   Serbo-Croatian (version of Ph.D. dissertation). To be
   published in 1975 by Slavica Publishers, Inc.

:

PERSONAL: Leonardo Spalatin, Ph.D.
Year of birth: 1923   Sex: male
Home address: Hirčeva 6, 41000 Zagreb,
                 Yugoslavia
Phone: 646752

POSITION: Professor of English, English Department,
Faculty of Philosophy, University of Zagreb

UNIVERSITY CAREER SO FAR:

1951   - appointed Assistant Lecturer at the
        above Faculty
1956/57 - Ph.D. dissertation research at
        Durham, England
1962   - received Ph.D. from University of
        Zagreb (Relational Verbs in Educated
        English Usage - Phonetic Realization)
        promoted to Assistant Professor
1967   - promoted to Associate Professor
1968/69 - research on problems of contrastive
        linguistics at Center for Applied
        Linguistics, Washington, D.C.
1973   - promoted to Professor

LINGUISTIC INTERESTS:

Contrastive linguistics; lexicography

AREAS OF RESEARCH:

Verb systems of English and Serbo-Croatian;
phonetic realization of some grammatical words;
how linguistics helps one in appreciating
poetry; contrastive linguistics and contrastive
analysis; English-Croatian and Croatian-English
lexicography

CURRENT ACTIVITIES:

Collecting material for a Serbo-Croatian-
English dictionary; compiling an English -
Serbo-Croatian and Serbo-Croatian - English
natural history dictionary; writing a series
of articles on the uses of the English definite

article from the standpoint of the Serbo-Croatian speaker

FUTURE PLANS:

A large, mostly collocational, Serbo-Croatian-English dictionary; a Serbo-Croatian thesaurus; a study of distribution of one-word adverbs in English and Serbo-Croatian

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Neke usporedbe izmedju hrvatskog i engleskog gla-golskog sistema" (Some Comparisons Between the Croatian and the English Verb Systems). In Zbornik radova Filozofskog fakulteta, Zagreb 1955, pp. 217-229.

2. "Contrastive Methods". In Studia romanica et Anglica Zagrabiensia, 23, Zagreb 1967, pp. 29-48.

3. "Approach to Contrastive Analysis." In R. Filipović, ed., The Yugoslav Serbo-Croatian - English Contrastive Project, Studies 1, Zagreb 1969, pp. 26-36, and in Horst Raabe, ed., Trends in kontrastiver Linguistik I, Das Zagreber Projekt zur angewandten kontrastiven Linguistik, Institut für Deutsche Sprache, Mannheim 1974, pp. 79-92.

4. "Formal Correspondence and Translation Equivalence in Contrastive Analysis." Educational Resource Information Center (ERIC), ED 025 766 (microfiche), Washington, D.C. 1969.

5. "The English Possessive Adjectives my, your, his, her, its, our, their, and Their Serbo-Croatian Equivalents." In R. Filipović, ed., YSCECP, Reports 2, Zagreb 1970, pp. 94-102.

6. "The English Demonstratives this, these, that, those, and Their Serbo-Croatian Equivalents." In YSCECP, Reports 2, Zagreb 1970, pp. 103-119.

7. "The Present Tense in English and Serbo-Croatian." In YSCECP, Reports 3, Zagreb 1970, pp. 139-152.

8. "The English Preterit Tense and Its Serbo-Croatian Equivalents I." In YSCECP, Reports 4, Zagreb 1971, pp. lo3-112.

9. "The English Past Perfect Tense and Its Serbo-Croatian Equivalents." In <u>YSCECP</u>, <u>Reports 4</u>, Zagreb 1971, pp. 112-124.

10. "The English Pronoun "It" and Its Serbo-Croatian Equivalents." In <u>YSCECP</u>, <u>Reports 5</u>, Zagreb 1971, pp. 117-130.

11. "The English Preterit Tense and Its Serbo-Croatian Equivalents II." In <u>YSCECP</u>, <u>Reports 5</u>, Zagreb 1971, pp. 131-142.

12. "Some Serbo-Croatian Equivalents of the English Passive." In <u>YSCECP</u>, <u>Reports 8,</u> Zagreb 1973, pp. 115-131.

PERSONAL: Vjekoslav Suzanić, B.A.
             Year of birth: 1932   Sex: male
             Home address: Ulica B. Valjina 4/X,
                           57000 Zadar, Yugoslavia
             Phone: 32672

POSITION: Senior Lecturer in English, Department of
             English Language and Literature, Faculty of
             Philosophy, Zadar, University of Split

UNIVERSITY CAREER SO FAR:

             1958   - appointed Assistant Lecturer at the
                          above Faculty
             1960/61   - studied applied linguistics at
                          Edinburgh University, Scotland,
                          as a British Council scholar
             1966   - promoted to Lecturer
             1972   - promoted to Senior Lecturer

LINGUISTIC INTERESTS:

             Grammar; translation

AREAS OF RESEARCH:

             Translation problems; first language teaching;
             English syntax; contrastive analysis

CURRENT ACTIVITIES:

             Contributor to YSCECP

FUTURE PLANS:

             Continued work in contrastive linguistics

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1.   "The Nominal Group in English and Serbo-Croatian."
     In R. Filipović, ed., The Yugoslav Serbo-Croatian-
     English Contrastive Project, Reports 1, Zagreb 1969,
     pp. 51-62.
2.   "One: Its Forms and Uses." In YSCECP, Reports 6,
     Zagreb 1972, pp. 89-102.

3. "Indefinites in English and Serbo-Croatian." In
   YSCECP, Reports 8, Zagreb 1973, pp. 132-164.

PERSONAL: Radmila Šević, M.A.
             Year of birth: 1941   Sex: female
             Home address: Ulica Maksima Gorkog 64,
                           21000 Novi Sad, Yugoslavia
             Phone: 23970

POSITION: Assistant Lecturer in English, Department of
             English Language and Literature, Faculty of
             Philosophy, University of Novi Sad

UNIVERSITY CAREER SO FAR:

        1968   - received M.A. from University of
                    Belgrade (Word Order in Chaucer's
                    Prose)
        1969   - appointed Assistant Lecturer at
                    the above Faculty

LINGUISTIC INTERESTS:

        Contrastive anylysis; history of the English
        language

AREAS OF RESEARCH:

        Word order; contrastive analysis

CURRENT ACTIVITIES:

        Analyzing the use of adverbials in English and
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FUTURE PLANS:

        A Ph.D. dissertation on the history of the
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BIBLIGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

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Serbo-Croatian." In YSCECP, Reports 7, Zagreb 1973,
pp. 101-114.

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1968	- appointed Lecturer at the above Faculty
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Applied linguistics, contrastive analysis
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AREAS OF RESEARCH:

Teaching methods; English textbook for students
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Contributor to YSCECP; research on acquisition
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FUTURE PLANS:

A pedagogical grammar of English morphology and
syntax, based on the principles of contrastive

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analysis; further research on the acquisition
of English by learners of different age groups

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

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   R. Filipović, ed., YSCECP, Pedagogical Materials 1,
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   Mannheim 1974, pp. 215-228.

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   jezika" (English Contrastive Project and the
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   ed., YSCECP, Studies 6, Zagreb 1975. pp. 63-77.

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LINGUISTIC INTERESTS:

            Contemporary English grammar, syntax of the
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AREAS OF RESEARCH:

            English idioms; contrastive analysis of
            English and Serbo-Croatian, including scien-
            tific language; error analysis in English
            scientific writing by Croatian authors

CURRENT ACTIVITIES:

            Contributor to YSCECP; making a contrastive
            study of English and Croatian imperatives;
            contrastive study of verbal aspect

FUTURE PLANS:

            Contrastive analysis; a handbook for Croatian
            authors of English scientific papers

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Elements of Aspectives in English." In R. Filipović,
    ed., The Yugoslav Serbo-Croatian - English Contrastive
    Project, Reports 1, Zagreb 1969, pp. 63-70.

2. "The Imperative and Its Periphrasis." In YSCECP,
    Reports 5, Zagreb 1971, pp. 159-172.

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    Croatian." In YSCECP, Reports 6, Zagreb 1972, pp.
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    and Croatian." In Studia Romanica et Anglica Zagra-
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5. "Error Analysis in English Scientific Papers Written
    by Non-English Speakers." Paper presented at FIPLV
    Congress, Saarbrücken 1972. (in manuscript)

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LINGUISTIC INTERESTS:

AREAS OF RESEARCH:

CURRENT ACTIVITIES:

FUTURE PLANS:

        (did not reply to questionnaire)

BIBLIOGRAPHY IN THE FIELD OF CONTRASTIVE LINGUISTICS:

1. "Adverbial Modifiers in Intransitive Sentences in
   English and Serbo-Croatian", in R. Filipović, ed.,
   YSCECP, Reports 4, Zagreb 1971, pp. 125-147.

Željko Bujas (University of Zagreb)

ON TRANSLATIONAL CONVERSION IN ENGLISH:
SERBO-CROAT CONTRASTIVE ANALYSIS

1.1.   One of the contrastive-analysis procedures employed in this project has been: (1) surveying and outlining patterns in English and, separately, Serbo-Croat; (2) comparing these patterns in terms of functional correspondence or divergence; (3) using the regularities observed in this comparison to arrive at a new, contrastive, linguistic description of the languages analyzed (primarily of English as the target language).

1.2.   The same procedure, when applied mechanically in a contrastive study of Conversion patterns operating in the two languages, ends with predictably meagre descriptive results: Predictably, because the linguistic phenomenon under investigation, Conversion - defined as "the conscious use of a lexical item in a function beyond its original or 'proper' part-of-speech limits"[1] - is a widely functioning and important syntactico-lexical device in English, while practically negligible in Serbo-Croat. Thus, the ultimate teaching value of the findings cannot be much more than outlining a few routines, designed to remind the Yugoslav learner to make more frequent, or regular, use of certain helpful devices in the target language, for which he has no acquired habit in his native system since they are practically absent there.

1.3.   The meagre results, however, could have been predicted for entirely different reasons. Conversion, as defined here, is primarily a vocabulary-expanding device. As a result, Serbo-Croat translation of a restricted number of conversion-illustrating sentences in English will tend to contain few significant morphosyntactic patterns. Instead, most Serbo-Croat translation equivalents will simply be representatives of the word classes aimed at by the

conversion process - nouns, adjectives, etc. - or some descriptive phrase.[2] In brief, we will encounter semantic rather than structural equivalents.

1.4.   This certainly does not mean that no significant patterning (lexical or structural) can be discovered even among the semantic equivalents. One only has to discard the self-limiting approach outlined in 1.1., where patterns resulting from two separate, monolingual investigations of a language phenomenon were matched and a much wider, though less obvious, base of linguistic material missed.

1.4.1.   The missed approach that I have in mind is matching extensive parallel two-language texts (English and Serbo-Croat, alternating in the roles of original and translation). It is through investigating the translation equivalents embedded in the wide contexts offered by such large linguistic corpora that one feels one comes closer to what should be the ideal basic material for research aiming at contrastive-analysis statements. The ideal material, in my view, is totally matchable segments of text - on any level between morph and sentence - in the two languages, each being entirely spontaneous (indeed, two parallel "originals") and each carrying exactly identical semantic load (of meaning, mood, cultural backdrop, etc.). If these conditions have not been met, we will simply not be comparing two equal, independent and commensurable linguistic systems, but one integral and authentic system with an incomplete and degraded one. The one is natural and total in its spontaneity and unfettered in drawing on its own resources (the original). The other is subordinate, as often as not influenced and contaminated by the former's structure, hamstrung, as it were, in the full use of its own means of expression (the translation).

1.4.2.   Naturally, these ideal conditions cannot simply be met under normal conditions of linguistic research, though this is to some degree offset by certain good points of ordinary translation equivalents in large parallel texts. Arising from the confrontation of two language systems, translation equivalents often manage - in good translations - to avoid reflecting directly structures of the source language (the original). They also transfer semantic content through an array of linguistic devices of the target language (the language of translation).

1.4.3.   In doing so, one of the devices not least employed is conversion, specified as "translational conversion", which term will be systematically used in this paper[3]. Crossing the boundaries of part-of-speech categories is often the translator's best way to effect spontaneously the total transfer of meaning - always the aim of a competent and responsible translator. After the same type of conversion has been used a number of times (spontaneously or deliberately) opposite some pattern in the original, we may speak of a contrastive pattern emerging. True, such patterns are translational contrastive patterns, but no less indicative of contrastive-description potential, i.e. no less usable for contrastive-analysis statements, than those observable in confronting outlines of usage of specific structural items in two languages (the ordinary procedure).

1.5.   Finally, the direction of translation within which Translational Conversion occurs may well be an issue. This project's corpus is unidirectional (English to Serbo-Croat) since its strategy and, consequently, methodology is based on the English item. The approach via Serbo-Croat items - that is, using a corpus obtained through Serbo-Croat-to-English translation - is, of course, linguistically equally valid. One is, naturally, aware of the difficulties involved in this approach, such as the fact that all English teaching courses in use in Yugoslavia are based on English grammatical units. One must, however, admit some psychological advantages of using the Serbo-Croat item as the point of departure in teaching English in this country.

2.1.   A few examples - certainly overdue - will illustrate Translational Conversion as outlined so far:

(1)   Ne može se vrednost i važnost jedne zemlje meriti po tome kako se u njoj oseća konsul neke strane države.

                        (I. Andrić, Travnička hronika, p. 127)

(1E)   The worth and value of a country were not to be assessed by the way the Consul of a foreign power happened to feel here.   (I. Andrić, Bosnian Story, 131)

(2)   Po mom glasu sigurno je osetio da ne verujem.
                        (D. Ćosić, Daleko je sunce, 325)

(2E)   He <u>must have</u> sensed from my voice that I don't believe
       it.   (D. Ćosić, Far Away Is the Sun, 269)
(3)   Samo nije znao kako da prevede i objasni stvar svome
       konsulu, <u>a da</u> ga <u>ne</u> uvredi.
                              (Travnička hronika, 93)
(3E)   Only he did not know how to interpret and explain the
       matter to his Consul, <u>without</u> offending him.
                              (Bosnian Story, 98)

2.1.1.   The label <u>Full Conversion</u> may certainly be used for the
above examples. They all illustrate a clear shift beyond the part-of-
-speech limits:

       (1)   DEM + ADV ⟶ N
       (2)   ADV ⟶ Vb (Mod + Aux)
       (3)   CONJ + Neg ⟶ PREP

2.2.   More intriguing, however, are the issues raised by
translation examples of the following type:

       (4)   <u>To</u> je bio kratak i pun čovek, bez brade i brkova.
                              (Travnička hronika, 179)
       (4E) <u>He</u> was a short, stout man, without beard or moustaches.
                              (Bosnian Story, 181)
       (5)   Govorio je bez pakosti ali i bez respekta <u>i</u> mnogo
             razmišljanja.
                              (Travnička hronika, 83)
       (5E) He spoke without malice but also without respect <u>or</u>
             very much thought.
                        ·   (Bosnian Story, 88)

2.2.1.   What we have here are instances of what may be termed
<u>Quasi Conversion</u>: a shift from one sub-category to another, within
the same part-of-speech category. Thus, in example 4, the Serbo-
Croat <u>to</u>, changing to <u>he</u> in its English equivalent, has shifted from
the sub-category of Demonstrative Pronoun (in Serbo-Croat) to
Personal Pronoun (in English) - though staying within the original
part-of-speech category (Pronoun). The psychological importance
of this shift (in terms of the learner's awareness of it) is evident.
Indeed, it can be argued - from the point of view of psychological
effect (and, ultimately, of teaching implications) - that any such

shift is in fact as complete a conversion as the process labelled a Full Conversion.

2.2.1.1.   The intuitive quality underlying some sub-categories possible within Quasi Conversion is best illustrated by example 5. At first glance, these sentences may strike one as containing no shift whatsoever. After all, the Serbo-Croat coordinator i equals English and; and as both and and or are coordinators there should be no shift. Still, a Serbo-Croat learner of English does not expect to find or as a translation equivalent of his "sastavni" (coordinating) conjunction, because he instinctively links or to his "rastavni" (disjunctive) conjunction ili. The sub-category shift here, though elusive to a speaker of English, is quite real to a Serbo-Croat learner.

2.3.   Finally, comparing an original text and its translation, one very soon encounters items from the original which simply fail to reappear in the translation text, having been "lost" in the process of translation. For instance:

(6)   Tek kad je ostao sam, Davilu izidje pred oči sva
        strahota onoga što je maločas čuo.
                                  (Travnička hronika, 50)
(6E)   As soon as he was left alone, there passed before
        Daville's eyes all the horror of Ø what he had just
        heard.   (Bosnian Story, 57)

(7)   Ako ja ne vjerujem, onda će propasti odred.
                                  (Daleko je sunce, 76)
(7E)   If I don't have faith Ø the company is finished.
                                  (Far Away Is the Sun, 66)
(8)   Ustvari, mi i živimo od teškoća.
                                  (Travnička hronika, 77)
(8E)   In fact we Ø live on difficulties.
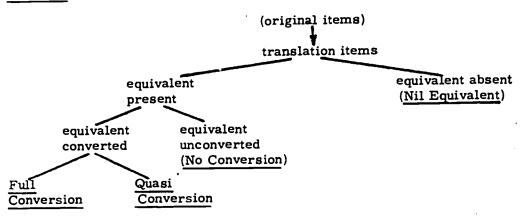   (Bosnian Story, 82)

Without the provision of a Nil Equivalent category it would be impossible to account for all items of the original, as they go through the process of translation.

2.4.   Though, evidently, what we have here is a pragmatic ·
category, it may not be entirely amiss to argue theoretically for
the necessity of such a category. We could thus postulate a general
division of translation items into two preliminary classes:
Equivalent Present and Equivalent Absent (or Nil Equivalent).
With the former class broken down further, we obtain a system
like the following:

Table 1.

3.   The examples quoted so far (1 through 8) certainly
keep alive the old issue of contrastive analysis: Which occurrences
are to be regarded as illustrative of obligatory patterns; which,
on the other hand, should be relegated to the status of "variants
possible" or of downright "loose translation". Sentences 1, 2, 3,
6 and 8 represent, no doubt, obligatory Translational Conversion
patterns. In all of them the English pattern used appears as a ·
spontaneous, automatic, normally inevitable solution, completely
within and natural to English as a language system. These patterns
are eminently the most valuable to teach. Examples 4, 5 and 7,
being all high-frequency (therefore near-obligatory) variants, also
have a considerable teaching potential, a fact repeatedly recognised
and illustrated in this project.

4.1.   Four exploratory, pilot analyses of Translational
Conversion have been launched by the present author thus far[4].
Heavily favouring the Serbo-Croat to English direction of
translation (85.5% of items analyzed), and each investigating one
part of speech, they are presented in the following survey (see
Table 2.)

4.2.   The figures presented in Table 2 reveal the extent of
Conversion as a linguistic device in translation. Thus, it is
interesting to note the fairly steady share of the category Full
Conversion (11.6, 13.7 and 15.3%) of item pairs analyzed in the
major part-of-speech categories, where one out of seven to nine
items is fully converted. Even if as many as one-half of all
full-conversion occurrences were due to loose translation, or
happened to be downright "nonce" translation, the proportion of
items likely to undergo conversion in translation would still
remain a significant share - and an intriguing new contrastive
statement possible about Serbo-Croat and English.

5.   Separate reports are required to deal exhaustively
with each of the four parts of speech listed in Table 2. The
preliminary distribution figures reported in the table for the Full
Conversion, Quasi Conversion, and Nil Equivalent categories are
a clear encouragement to proceed, breaking them down further
into subcategories. Subcategory frequencies and, where necessary,
other criteria may then be used to single out potentially useful,
near-obligatory, and obligatory patterns (cf. paragraph 3). A
number of both theoretically intriguing and practically applicable
(for teaching purposes) contrastive statements about Conversion
items in translation are sure to be made possible by these
prospective analyses.

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   in English and Serbo-Croatian. In R. Filipović (ed.), YSCECP,
   Reports 6, Zagreb, 1972, p. 41 (0. 1.).

2. Ibidem, pp. 46, 47 (1. 14. - 1. 19.).

3. Though other terms are, no doubt, possible and have been used,
   such as "transposition" (by J. P. Vinay & J. Darbeĺnet in
   Stylistique Comparée du Français et de 1' Anglais, Didier,
   Paris, 1964, 16).
   I am indebted for this information to V. Ivir.

4. They are in fact B. A. theses written under my supervision by
   undergraduates of the English Department, Zagreb University,
   in 1967-1970:

   a) Valnea Bressan, Conversion of Nouns in Serbo-Croat: English
                         Contrastive Analysis (completed in 1968)
      Texts analyzed: H. Fast, Freedom Road (Put slobode, translator
                       I. Lipovšćak)
                       W. Faulkner, Light in August (Svjetlo u augustu,
                       Š. Balen)
   b) Biserka Krušlin, Contrastive (Serbo-Croat to English)
                         Pronominal Conversion (1970)
      Text analyzed: I. Andrić, Travnička hronika (Bosnian
                      Story, K. Johnstone)
   c) Renata Ulrich, Conversion of Adverbs in Contrastive Analysis
                        of Serbo-Croat and English (1969)
      Text analyzed: D. Ćosić, Daleko je sunce (Far Away Is the
                     Sun, M. Heppel & M. Mihajlović)
   d) Miljenka Juričić, Conversion of Conjunctions in Contrastive
                       Analysis of Serbo-Croat and English (1969)
      Text analyzed: I. Andrić, Travnička hronika (Bosnian Story,
                     K. Johnstone)

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Table 2.

Part of Speech	Direction of Translation	Total of Item Pairs Analyzed	No Conversion	Full Conversion	Quasi Conversion	Nil Equiv. In Target Lang.
Noun	E → SC	2,247	1,845 (82.1)	343 (15.3)	27 (1.2)	32 (1.4)
Pronoun	SC → E	3,161	2,173 (68.7)	363 (11.6)	270 (8.5)	355 (11.2)
Adverb	SC → E	4,762	3,915 (82.2)	653 (13.7)	—	194 (4.1)
Conjunction	SC → E	5,378	4,373 (81.3)	235 (4.4)	108 (2.0)	662 (12.3)
Total:		15,548	12,306 (79.2)	1,594 (9.8)	405 (2.6)	1,243 (7.9)

Colette Craig

ON SERBO-CROATIAN COMPLEMENT SENTENCES

This paper deals with verbal complement sentences in Serbo-Croatian.

It presents first the verbs which take an infinitival construction, regrouping them under the headings of verbs of desire, modal-like verbs, verbs expressing the stages of a process, and verbs of intention and realization.

Then the case of a group of verbs requiring a particular choice of aspect in their complement sentences will be introduced.

Considering next the question of the tenses of the embedded verbs, two kinds of embeddings will be defined, one which allows for all tenses and one which takes only the present tense.

Finally a note will be made of the way Serbo-Croatian handles the contrast between factive and non-factive complements by the choice of complementizer.

1.0   Let us first make some preliminary remarks on the status of the Serbo-Croatian language, which constitutes the source of data of this paper. The question of whether we are dealing with one or two "languages", or to be more specific, with two dialects of the same language or two separate languages, cannot and will not be resolved by linguistic expertise, for it has become a political issue that involves strong nationalistic feelings. But let us say that, for the purpose of this paper, an explicit distinction must be made between the two variants of Serbo-Croatian, the western-Croatian form and the eastern-Serbian form. The field work done for this study was conducted entirely in Zagreb, the capital of Croatia. The informants were all natives of Zagreb, and speakers of the standard štokavski jekavski dialect.

The area of syntax under observation, the verbal form of complement sentences, is one of the areas where the Serbian variant and the Croatian one happen to behave differently. The difference resides in the fact that Croatian makes more extensive use

of the infinitival construction than Serbian does. So, while
Croatian will prefer the construction:

    (1) a. Želim ići.
          I want to go

Serbian will more normally use a complement sentence introduced
by a complementizer da:

      . b. Želim da idem.

          I want that I go

          'I want to go.'

Another example of this difference would be:

    (2) a. Počela sam zaradjivati   prije   deset godina. (Croat
          begun I have to earn living before 10 years

      b. Počela sam da zaradjujem prije deset godina. (Serbian)
          'I began earning my living ten years ago.'

Beside this dialectal variation along mostly geographical
lines, one has to take into consideration the variation which exists
between colloquial and standard (or literary) forms within Croatian.

    (3) a. Nastojim naći stan. (Standard)

      b. Nastojim da nadjem stan. (Colloquial)
          'I am trying to find an apartment.'

What follows is a presentation of the verbs that command
the infinitival construction in Croatian.

1.1   The first group of such verbs, which under no circum-
stances will take a da construction in Croatian if their subject is
coreferential with the subject of the embedded verb, includes the
verbs which express wishing or desiring.

They are željeti: to want, voljeti: to like, and htjeti: to want[1]:

    (4)   Želim govoriti s tobom.
          'I want to talk with you.'

    (5)   Volim ∫piti.
             {šetati po kiši.
         'I like ∫to drink.'
              {to walk in the rain.'

(6)   On hoće zaboraviti svoju nesreću.
        'He wants to forget his misfortune.'

     The three verbs nastojati: to strive, nadati se: to hope,
žudjeti: to be eager, which are related to this semantic group, were
classified in this same group by most of the informants:

(7)   Žudim započeti s radom.
        'I am eager to start with the work.'

(8)   Nastojim napisati to pismo.
        'I am trying to write this letter.'

(9)   Nadala sam se   završiti.
        hoping I was reflexive to finish
        'I was hoping to get finished.'

1.2   The second is composed of modal-like verbs. They are
best defined as corresponding to the French verbs pouvoir: moći
(to be able to) and devoir: morati (to have to):

(10)   Možemo ići zajedno.
        'We can go together.'

(11)   Moram otići zubaru.
        'I have to go the dentist.'

They can also be used in an impersonal form with se:

(12)   Može se reći...
        can {refl. say
             impers.
        'One can say...'

(13)   Mora se reći...
        has{refl. say
             impers.
        'One has to say...'

1.3   Partly comparable to these modal-like verbs are the
verbs trebati and valjati, to need and to be worthwhile. There are
two verbs trebati in fact: $trebati_1$ of:

(14) a. Ja trebam knjigu.
        I need   a book.

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b. Ja trebam raditi.
   I need   to work.

c. Trebamo pronaći nove ljude.
   We need to find new people.

d. Trebamo doći u školu u osam sati.
   We have to come to school at eight o' clock.

This trebati$_1$ can appear in the impersonal construction with se:

e. Treba se raditi   mnogo brže ako se želi uspjeti.
   'One needs to work much faster if one wants to succeed.'

and trebati$_2$ of:

(15) a. Treba   mi   knjiga.
        is necessary for me a book.

        'I need a book.'

where knjiga is the subject of treba and mi the indirect object.

b. Treba   raditi.
   it is necessary to work.

c. Treba   pohvaliti njegov rad.
   it is necessary to praise his   work.
   'His work should be praised.'

where raditi and pohvaliti are the subjects of treba.

To trebati$_2$ corresponds also the construction:

d. Treba   da radim.
   it is necessary that I work.
   'I have to work.'

where the da construction with its personal verb is the subject of trebati. In this construction a topicalization operation can apply that moves the subject pronoun of the embedded sentence up to the main clause:

(16) a. Treba da mi pitamo iskusnije ljude.

b. Mi treba da pitamo iskusnije ljude.
   'We should ask more experienced people.'

(17) a. Treba da vi dodjete u školu u osam sati.

    b. Vi treba da dodjete u školu u osam sati.
      'You should come to school at eight o' clock. '

Both $\underline{trebati_1}$ and $\underline{trebati_2}$ are heard in Zagreb. $\underline{Trebati_2}$ is a more central, classical form of the verb, the one recommended by the grammarians of Croatian[2], and $\underline{trebati_1}$ is a form more typical of the subdialect of Zagreb.

    The verb valjati: to be worthwhile is also an impersonal verb which takes an infinitival complement:

(18)   Valja   govoriti pošteno ako želimo doći
        it is worthwhile talking honestly if we want to get

        do cilja.
        to our goal
        'One should talk honestly if one wants to get to
        one's goal. '

(19)   Ne valja   biti   prorok   u svojoj   zemlji.
        it is not worthwhile being a prophet in your own country
        'One should not be...'
        'Il ne faut pas...'

Contrary to what happens to the impersonal $\underline{trebati_1}$ in Croatian, valjati does not appear at all in a personal construction:

(20)a. Valja   da   se   brinemo   o našoj omladini.
        it is needed that refl. we take care of our youth

        '(We) need to take care of our youth. '

    b. *Valjamo brinuti se...

(21) a. Valja   da   raščistimo ta   pitanja.
        it is needed that we solve   these questions
        '(We) need to solve these questions.'

    b. *Valjamo rašćišćavati...

1.4   The third group is composed of verbs expressing the different stages of a process: početi: to begin, prestati: to stop, nastaviti: to continue.[3]

(22)   Počeo je zaradjivati   prije deset godina.
        begun has to earn his living before ten   years
        'He began to earn his living ten years ago. '
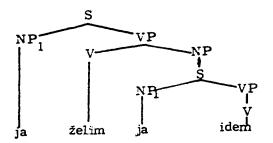
(23)   Jučer   je prestao pušiti.
        yesterday has stopped to smoke
        'He stopped smoking yesterday.'

(24)   Nastavio je pjevati.
        continued has to sing
        'He continued to sing. He went on singing.'

1.5   The fourth group taking infinitival complement sentences[4] could be partly described as expressing intention and accomplishment:

(25)   Odlučio je čekati.
        'He decided to wait.'

(26)   Namjerava otputovati.
        'He intends to leave.'

(27)   Obećala sam   kasno ustajati.
        promised I have late   to get up
        'I promised to get up late.'

(28)   Uspjela sam ,   uloviti   vlak.
        'I (F.) succeeded in catching the train.'

(29)   Dospjeli su   je vidjeti.
        managed they have her to see
        'They managed to see her.'

(30)   Stigla sam   naučiti lekciju.
        'I (F.) had enough time to learn my lesson (and did learn it).'

(31)   Navikla sam kasno ustajati.
        'I (F.) am used to getting up late.'

1.6   In all the groups of verbs so far, the infinitive construction can be seen as the result of the application of an Equi-NP deletion rule applying only in case of coreferentiality of the subjects:
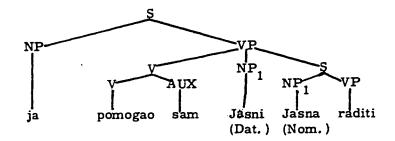
(32)a. Ja želim ići.
   'I want to go.'

If the subject of the main clause is not coreferential with the one
of the embedded clause, a rule of complementizer insertion operates:

  b. Želim da (ti) ideš.
    I want that you go
    'I want you to go.'

  c. ≠Želim ti ići.
     Nom.

  d. ≠Želim te ići.
     Acc.

1.7   There are a few cases where the subject of the embedded
clause, which is coreferential with the object of the main clause,
undergoes an Equi-NP deletion rule. This happens with the two verbs
pomagati: to help, and naučiti: to teach:

  (33) Pomagao sam Jasni   raditi.
     helped I have Jasna (Dat.) to work
     'I helped Jasna work.'

  (34) Naučio sam ga   plivati.
     taught I have him (Acc.) to swim
     'I taught him to swim.'

Their corresponding structures are:

The same structure exists with the verbs of perception, but the
embedded clause shows up as a da construction then:

(35)   Čujem Ivana   da   pjeva.
       I hear Ivan (acc.) that he sings
       'I hear Ivan sing.'

(36)   Vidim Jasnu   da pleše.
       I see Jasna (acc.) that she dances
       'I see Jasna dance.'

The infinitival construction exists also in a more literary form:

(37)   Čujem Ivana pjevati.
       'I hear Ivan sing.'

(38)   Vidim Jasnu plesati.
       'I see Jasna dance.'

2.0   Croatian, like other Slavic languages, has the
characteristic of distinguishing between two verbal aspects, the
imperfective and the perfective. With a few exceptions, all verbs
fall into either one of the two aspect categories. So one identifies
the verb gledati: to look at as an imperfective, and the verb sjesti:
to sit down, as a perfective. The language also has a combination
of derivational processes by which to turn an imperfective into a
perfective and vice-versa.

2.1   Imperfectives are changed into perfectives by addition
of a prefix, which generally narrows the meaning:

Imp: piti: to drink   Perf: popiti: to drink up

     gledati: to look at   pogledati: to have a look

     plakati: to cry   zaplakati: to burst into tears

Perfectives are made into imperfectives ("secondary imperfectives")
by adding a suffix.

If one wants to study whether certain main verbs require a particular
aspect in their complement sentences, and wants to isolate a con-
straint that could be written in terms of a (syntactic) feature like
"imperfective", one has to disregard the primary imperfective
verbs, the perfective correspondents of which undergo a change in
meaning. A pair of perfective/secondary imperfective verbs like

       (pisati: imperfective$_1$ to write)
       potpisati: perfective to sign
       potpisivati: imperfective$_2$ to sign

will permit us to consider the syntactic facts more straight-
forwardly.

2.2   One group of verbs was observed to impose a
particular aspect on their verbal complement.[5] It is the group
of verbs marking the different stages of a process:

(39)   Počela sam   prodavati (I2)   svu moju imovinu.
                     ≠ prodati (P)

        'I began to sell all my property.'

(40)   Počeo je   kupovati (I2)   stare satove prije
                 *kupiti (P)   deset godina.

        'He began to buy old clocks ten years ago.'

(41)   Prestao je   spominjati (I2)   njeno ime.
                    *spomenuti (P)

        'He stopped mentioning her name.'

(42)   On mu je prestao   pomagati (I2).
                           ≠ pomoći (P)
        he him stopped   to help

        'He stopped helping him.'

(43)   Nastavio je   potpisivati (I2)   indekse.
                    ≠ potpisati (P)
        He continued to sign indexes   (students' books)

        'He went on signing indexes.'

(44)   Nastavila sam   zavaravati (I2)   protivnika.
                      * zavarati (P)

        'I continued to mystify the cpponent.'

This constraint on the aspect of the verbal complement is to be
construed in terms of a semantic feature of the main verbs.
It is not unlike what happens in other languages:

        ?*Il a commencé à naître la semaine dernière.

        ?*He began to be born last week.

        Il a commencé à marcher la semaine dernière.
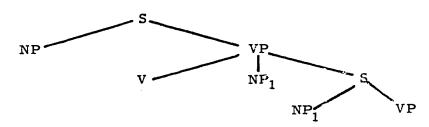   He began to walk last week.

3.0   When considering the possible combinations of tenses that can be found in embedded clauses, a distinction has to be made between two kinds of constructions. One construction accepts all tenses; the other one is limited to the present tense.

3.1   Let us consider first the complement sentences in which all tenses can appear. All these verbs fall in the category of verbs of reported speech and thought, like kazati:to say, dokazivati: to argue, očekivati:to expect, isticati:to point out, misliti:to think, znati:to know, shvaćati:to realize, etc. The way reported speech is embedded in Croatian is by simple juxtaposition of what could be an independent clause. Therefore whatever is possible in an independent clause is also possible in an embedded clause. This holds for the reverse situation, too, which explains the fact that no present perfective verbs are to be found in embedded clauses since they never appear in independent clauses:

(45) a. Mislim da uvijek dolazi kasno.   Imperf. present
     b.   je uvijek dolazio kasno.   past
     c.   će uvijek dolaziti kasno.   future
          'I think that he always comes late.'

(46) a. Mislim da *dodje kasnije   Perfective present
     b.   je došao prekasno   past
     c.   će doći prekasno   future

3.2   The da construction in which only the present is used corresponds to the following deep structure:

The subject of the embedded clause is coreferential with the object of the main verb.

(47) Kiša nas je spriječila da odemo.   P
     rain us has kept   that we go out.
     'The rain kept us from going out.'

(48) Podsjetio me je da ne zaboravim.   P
     reminded me has that not I forget
     'He reminded me not to forget.'

(49) On nam je predložio da idemo u kino.
     he us has suggested that we go to the movies   I
     'He suggested (to us) that we go to the movies.'

(50) Sprečavala sam ga da ne puši.   I
     kept   I have him that not he smoke
     'I (fem.) kept him from smoking.'

(51) Dozvolili su   nam da uradimo.   P
     allowed they have us that that we do
     'They allowed us to do that.'

(52) Molit ću
     ask   I will   ga da mi posudi   kola.
     Molila sam   him that me he lends a car   P
     ask   I have
       'I {will ask   } him to lend me a car.'
           {have asked }

(53) {Navela   } sam ga da ostane.   P
     {Nagovorila}
     persuaded   I have him that he stay
     'I persuaded him to stay.'

(54) Naredjujem mu da dodje.   P
     'I order him to come.'

(55) On nam je preporučio da ne putujemo.   I
     he us has advised   that not we leave
     'He advised us not to leave.'

(56) Zamolio sam ga da ostane.   P
     begged   I have him that he stay
     'I asked him to stay.'

     The object of the main verb can also be found in a
prepositional phrase.

(57) Tražio je   od oca   da mu kupi odijelo.
     he demanded from his father that him buy suit
     'He asked his father to buy him a suit.'
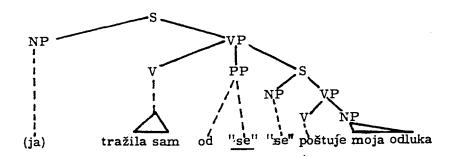
When the object is the impersonal se, it gets deleted from the upper sentence (taking with it the preposition).

(58) a. Tražila sam da   se poštuje moja odluka – Present
    I demanded that "on" respect my   decision
    I demanded that my decision be respected
  b. *Tražila sam da se je poštivala moja odluka – Past
    *Tražila sam da će se poštivati moja odluka – Future

Corresponding to the tree:

    (ja)   tražila sam   od "se" "se" poštuje moja odluka

3.3.   Observe that both presents, the imperfective and the perfective one, can be found in these constructions. So, while the present perfective is ungrammatical in independent clauses like

                    Perf   Imp
*On dodje. < doći   < ići
         come
                    Perf   Imp
*On ode.   < otići   < ići
           go out   go

and in reported speech:

    *kaže da dodješ
     he says that you come

    *kaže da odeš
     he says that you go out

it is an acceptable form in the construction here:

    (47) Kiša nas je spriječila da odemo.
        'The rain prevented us from going out.'

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(54) Naredjujem mu da dodje.
'I order him to come.'

The case has been made that the present perfective of Slavic languages is ungrammatical and unobtainable on semantic grounds. [6] The perfective aspect of a verb cannot be expressed in the very open-ended present tense. The fact that it appears in these embedded clauses indicates that this present tense, always found in clauses embedded in a particular construction, is a cover tense in the same way the infinitive is a neutralized tense in English. [7]

4.   The way Serbo-Croatian marks the difference between factive and non-factive complement sentences is through the choice of complementizer. As was presented in Bibović's article (1971) the complementizer što corresponds to factive verbs, as in:

(59) Žao mi je što sam poslušao njegov savet.
(it is regretful to me...)
'I regret that I followed his advice.'

(60) Ne svidja mi se što je toliko lijen.
(it does not please me...)
'I dislike it that he is so lazy.'

(61) Radovao se što je dobio prvu nagradu.
'He rejoiced that he had won the first prize.'

(62) Vrijedja se što je nitko ne shvaća ozbiljno.
'She resents it   nobody takes her seriously.'
(feels offended)

(63) Sretan sam što te vidim.
'I am glad to see you.'

(64) Krivo mu je što je Ivan bogat.
'He resents John's being rich.'

The use of što is more widespread in Serbian than in Croatian but is still functional in Croatian.
Observe how the choice of complementizer in the following examples can make explicit whether the complement sentence is a factive or non-factive one:[8]

(65) a. Ne volim što mi se miješaju u posao.
I don't like their interfering in my business.
(factive:they did)

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      b. Ne volim <u>da</u> mi se miješaju u posao.
               (<u>non-factive</u>:if they interfere)

(66) a. Drago mi je <u>što</u> te vidim.
       I am glad to see you.
     b. Uvijek mi je drago <u>da</u> te vidim.
       I am always glad to see you(i.e. if I see you).

N O T E S

1.   <u>Htjeti</u> is also used as an auxiliary in the formation of the future. In this case it appears in its short form:

    ...ću ići: I will go
    ...ćeš govoriti: you will talk

      hoću: I want
      hoćeš: you want

This short form is also the one the verb <u>to want</u> takes in a negative sentence. The negative form is therefore potentially ambiguous:

     neću... I will not (future + neg.)
           I do not want (present + neg.)

But in this case the verb <u>to want</u> will be followed by a <u>da</u> construction:

     neću ići: I won't go
     neću da idem: I do not want to go

Serbian, which has a future in <u>ću</u> + <u>da</u>, has the ambiguous sentence:

     neću da idem: { I will not go ·
              { I do not want to go }

2.   The Matica Hrvatska (1971) is explicit about the "ungrammaticality" of the infinitival construction:

     Ne treba da ideš onamo.
     'You do not need to go that way:'
     *Ne trebaš ići onamo.

Lj. Jonke (1965:396) also notes as incorrect the form:

     *Trebate doći.

and gives as the only acceptable one:

     Vi treba da dodjete.

3.   But the verb svršiti:to finish does not fall into this category. It takes a verbal noun instead of an infinitive.

Svršio je   s pisanjem   knjige.
He finished (with the) writing (of) the book
Oni će završiti   s ispitivanjem djaka   kroz pola sata.
They will finish examining   the pupils in   half an hour
                  (with the examination of)

4.   This verb obećati: to promise and the following nadati se: to hope show an alternation between the infinitive and the da construction. In the past, they take the infinitive as seen in the example, but in the present they tend to take a verb in an overt future form.

?Obećajem doći

Obećajem da ću doći   uveček.
'I promise that I will come tonight.'

as opposed to

Obećala sam doći.
'I promised to come.'

and

?Nadam se završiti uvečer.
 Nadam se da ću završiti   uvečer.
'I hope   that I will finish tonight.'

Nadala sam se završiti.
'I was hoping to finish.'

5.   Another interesting distribution of aspects was observed in the negative imperative sentences. Serbo-Croatian, unlike Russian, has two negative particles, ne and nemoj. Russian has only ne, which is always followed by the imperfective aspect, as is also the case in Croatian. Nemoj, on the other hand, can take either aspect.

Nemoj otvoriti bocu!   Perf.

Nemoj otvarati prozor! Imp.
Don't open   the ⌠bottle
                 ⌡window

Ne otvaraj prozor!   Imp.

*Ne otvori {prozor!   Perf.
          {bocu!

(Serbian has:

nemoj da dodjete   Perf.)
Don't   come

Nemoj doći prije osam!   Perf.
'Don't come before 8:oo.'

Ne dolazi prije osam!   Imp.

Nemoj to sada početi!   Perf.
'Don't start this now.'

Ne počinji opet!   Imp.
'Don't start over again.'

Ne prelazi cestu!   Perf.
'Don't cross the road.'

*Ne prijedji cestu!   Perf.

Nemoj prelaziti cestu!   Imp.

Nemoj prijeći cestu!   Perf.
'Don't cross the road.'

6.   Actually, the present perfective is sometimes used in Croatian with a subjunctive or conditional value.

7.   Note the parallel between the present perfective and the infinitive in Croatian itself in the sentences:

Mislim da je trebalo {da se požurimo.   Perf.
              {žuriti se.   Imp.

'I think that it was necessary {that we hurry.'
                     {to hurry.'

Mislim da je potrebno {da se požurimo.   Perf.
              {žuriti se.   Imp.
'I think that it is necessary {that we hurry.'
                  {to hurry.'

which the informants preferred to the complementary forms

Mislim da $\begin{cases} \text{je trebalo požuriti se.} \\ \text{je potrebno da se žurimo.} \end{cases}$

8.   Wayles Browne pointed out to me that the factive
što corresponds to the da + all tenses construction, while the non-
-factive da introduces a construction with the neutralization of
tenses in the present.

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ON PSYCHOLINGUISTICS AND ITS ASSUMED RELEVANCE
TO CONTRASTIVE ANALYSIS

The main concern of psycholinguistic studies -- theoretical and empirical -- is the question of how language is acquired by children and how it is created and understood by adults, the question of the psychological mechanisms that underlie our use of language. Since these psychological mechanisms and learning processes are presumably operative, to some extent at least, in foreign language learning, we may be well advised to look into the more recent theoretical assumptions and empirical findings in the domain of psycholinguistics, and see what implications they may have for contrastive analysis and second language learning.

In the past decade or so linguists have increasingly concerned themselves with the underlying cognitive structures which become realized as sentences of a language. Since these basic structures are presumed to reflect properties common to all languages, i.e., universals, they must be prior to (and conditions for) the acquisition of language.

The linguistic theory advanced by Chomsky (1957, 1965) includes the notions of deep and surface structures and stresses a competence/performance distinction. Within this theoretical framework the rules of grammar that relate underlying deep structures to surface structures, and that are part of the linguistic competence of speakers of language, are known as transformational rules. The grammar is a description of the linguistic competence, the underlying generative principles internalized by those who acquire the language.

Under the strong impact of this generative theory of language, psycholinguists of the early 1960's set themselves the task of showing how a generative grammar is acquired by the child and how a generative grammar functions in speaking and understanding language. The early "Chomskian" period of psycholinguistic research was therefore characterized by an attempt to demonstrate a direct

correspondence between the formal features of derivations and the psychological complexity of sentences (e. g. , Miller, McKean and Slobin, cf. Miller 1962; Savin and Perchonock, 1965). However, other experiments (e. g., Slobin, 1968; Mehler, 1964; Mehler and Bever, in press) often showed that added transformations did not necessarily produce added psychological difficulty, and it was suggested that "an acceptable theory of the relation between competence and performance models will have to represent that relation as abstract, the degree of abstractness being proportional to the failure of formal features of derivations to correspond to performance variables" (Fodor and Garrett, 1966, p. 152). This merely substitutes a vague and variable notion of "abstractness" for the facts of non-correspondence.

Bever (1970) has explicitly rejected the centrality and independence of syntax. He has found that behavioral processes ("perceptual strategies") used in interpreting sentences, influence the development of linguistic structures, as do the learning experiences of the child when acquiring language. He argues that this interaction of the nonlinguistic factors and the linguistic system indicates that the linguistic system must reflect some more basic cognitive structures and that linguistic competence is therefore in no way prior to or independent of other cognitive and behavioral systems. Bever's 1970 paper marks an important change in psycholinguistics.

In the late 1960's and almost parallel to the above mentioned developments in psycholinguistics there emerged new trends in linguistics itself, typified by the works of C. Fillmore, G. Lakoff, J. McCawley, and J. Ross. These "generative semanticists" have advanced a semantically based model of transformational grammar. The main thrust of their arguments lies in the rejection of syntactic "deep structure" as defined by Chomsky. For generative semanticists the generative power of the grammar must lie in the semantic component They see a need for the existence of semantic and surface syntactic representations, but no justification for the postulation of an intermediate level--deep structure--between these two levels.

With their commitment to semantic structures, generative semanticists have taken a new turn in modern linguistic theory. In doing so, they have come closer to the views held by some psychologically oriented linguists (e. g. , Chafe, Halliday) and some psycholinguists (e. g. , the Clarks, Olson, and Osgood). These theorists argue that language use is much easier to explain on a

semantic basis simply because, when we use language, we neces-
sarily start with something we want to say, i.e., with meanings
(cf., in particular, Osgood, 1968).

The perspectives in the study of language behavior
are rapidly shifting. The narrow conception of "transformational"
psycholinguistics, itself only recently a new perspective, is being
abandoned. It is now generally recognized that the major shortcoming
of models of language performance based on transformational gram-
mar is that in such models the pre-syntactic phases have been
largely ignored. This is evident from the recent writings of
psycholinguists like Bever (1970), H. Clark (Clark and Clark, 1968),
Olson (1970) and Slobin (1971) as well as linguists like Chafe (1970),
E. Clark (1970; Clark and Clark, 1968), Halliday (1970) and Morgan
(1972). Presyntactic, and indeed pre-linguistic, phases have also
been incorporated into the model developed by Osgood (1971a, 1972;
Osgood and Richards, 1973; Osgood and May, 1972).

As early as 1963 Osgood had stated that the major
shortcoming of the generative grammar model was that it put the
syntactic "cart" before the semantic, "horse"; in the standard
(Chomskian) grammar of that time, even in sentence creating the
semantic component was assumed to operate on the output of the
syntactic component. Contrary to both the Chomskian theoretical
framework, with its "deep" linguistic structures, and the notions
of generative semanticists, whose underlying semantic structures
are still linguistic in nature, Osgood argues that the underlying struc-
tures of language are pre-linguistic (cognitive) in nature. He assumes
that " ... what is transformed into a surface sentence is not another
'sentence' (hyper or otherwise) but rather a momentary cognitive
state which is not linguistic at all yet has its own complex semantic
structure (1971a, p. 519)."

Osgood's account of the relation between "cognizing"
and "sentencing" includes an explicit theory of meaning, thus making
it a likely candidate for answering the basic psycholinguistic question:
how is language created and understood?

In his theorizing about the structures that underlie
the use of language, Osgood (1972) makes the following assumptions:
(a) that the cognitive structures which interpret sentences received
and initiate sentences produced are essentially semantic in nature
and are established in prelinguistic experience with perceived
entities and their interactions in perceived events or states; (b) that

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single events or stative relations are perceived and represented
in terms of simple cognitions which are signed, directed relations
(--(M) →)[1] between two meaning elements (M_1 and M_2) representing
the entities participating in the event or state; (c) that such simple
cognition is represented in short term memory (cognitive "operator")
such that the three components are semantic representations (feature
code-strips) of M_1, M_2 and the relation between them (--(M) →);
and (d) that the sequence of entering information into and extracting
information from the three components in the "operator" corresponds
to the sequence which most frequently occurs in pre-linguistic per-
ception of events--thus M_1 ("Source" or "Figure"), --(M)→
("Action" or "State") and M_2 ("Recipient" or "Ground"), $\left[M_1 \text{ --(M)} \rightarrow M_2\right]$.
In the event relation JOHN HIT THE BALL, M_1 ("Actor") is typically
perceived prior to M_2 ("Recipient"); in the stative relation THE CUP
IS ON THE TABLE, M_1 ("Figure") is cognitively prior to M_2 ("Ground").
In linguistic terms, M_1 would roughly correspond to subject NP,
--(M)→ to VP, and M_2 to object NP in deep structure.

The cognitive structures presumed by Osgood to underlie
the creation and understanding of sentences may be either simple or
complex. A complex cognition is defined as two or more simple cognitions
conjoined via some mode (m); thus $\left[M_1 \text{ --(M)} \rightarrow M_2\right]$ m $\left[M_3 \text{--(M)} \rightarrow M_4\right]$
m ... When the notion of the assumed sequence of components within
a simple cognition is extended to complex cognitions, the following as-
sumption is made: that the normal (natural) underlying ordering of
cognitions will correspond to that which most frequently occurs in pre-
-linguistic experience with perceived events. For example, in an
observed situation, JOHN PEELS THE APPLE/JOHN THROWS AWAY
THE APPLE, the cognitive structure which most closely corresponds
to this perceptual sequence would map the sentence into: John peeled
the apple but (then) threw it away. Reversing the order of the two
cognitions, which are interlocked here in an antecedent-subsequent
mode of conjoining, would result in an anomalous sentence, since
such an ordering would be impossible on the perceptual level (for a
detailed discussion on complex cognitions, see Opačić, 1973).

Osgood's theorizing leads to the following predictions:
(1) the linguistic (sentence) complexity is an inverse function of the
degree of correspondence between the surface structures of sentences
(either received or produced) and the perceptually based normal
structures of simple and complex cognitions; (2) the less the cor-
respondence between surface structures of sentences and the normal

(perceptually based) structures of cognitions, (a) the later the stage
of development of imitation, comprehension and "acting out" in
children, (b) the greater the difficulty of comprehension and recalling
by adults, (c) the more frequent will be errors in normal cognitive
structures, (d) the less frequent will be the surface structures in
"simply describing" perceived events, (e) the more delayed will
be the appearance of the sentence structures in development cross-
-linguistically, (f) the lower should be the evaluation of the grammar
by the criterion of "naturalness" (cf., Osgood, 1972).

The findings of some studies (Clark and Clark, 1968;
E. Clark, 1971) are quite consistent with Osgood's assumptions,
and other studies (Opačić, 1973; Hoosain, 1973), testing these very
assumptions, have confirmed their validity.

If we accept Osgood's account on the relation between
cognizing and sentencing as theoretical basis, and if we accept the
postulation of the "approximative system" of a second language learner,
then the following prediction with regard to areas of interference in
second language learning can be derived: (1) points of contrast between
two linguistic structures will carry more weight--cause more dif-
ficulty in learning--when the second language structures are more
remote from the cognitive structures than those of the base language,
and vice versa. We could actually speak of two classes of interference,
first-order interference and second-order interference, respectively;
(2) grammatical categories that have clearer semantic correlates
will cause less difficulty in learning than the ones whose nature is
arbitrary, nonsemantic (cf. also Slobin, 1966). Notice, for instance,
that SC learners of English do not encounter serious problems with
regard to the usage of English pronouns he, she, it, presumably
because these refer to concepts that have clear semantic distinctions
(semantic features such as animate, inanimate, male, female). But
the reverse is not true due to the very arbitrary nature of the SC
gender system.

Osgood's most recent theorizing opens up new per-
spectives in the study of language behavior in general, and presumably
offers possibilities for a more adequate understanding of the proces-
ses of second language learning. Therefore, in order to shed some
light on the psycholinguistic nature of contrastive factors in second
language teaching and learning, it is suggested that the existing
studies-- e.g., those based on error analysis--be examined for
possible correlation of the nature and frequency of errors and the

degree of remoteness of particular linguistic sequences from underlying semantically-based cognitive structures. This way, it is believed, it would be possible to see to what extent the data of learner behavior can be explained in terms of the principles derivable from the above presented theoretical considerations.

This approach, which would also incorporate some well designed experiments, would have pedagogical implications which may not be quite consistent with those based on linguistic contrastive analysis alone.

NOTES

1. According to Osgood's model of representational mediation process, his neo-behaviorist theory of meaning (cf. , Osgood, 1953, 1963, 1971b), the mediating reaction to a sign (perceptual or linguistic) is represented as an ordered set of behavior-based mediator components, that is, a set of distinctive features $(r_{m1}, r_{m2} \ldots r_{mn})$. For convenience in exposition the symbol M (rather than r_m) is used to represent the componential feature code-strips $(r_{m1}, r_{m2} \ldots r_{mn})$ assumed in theory to characterize the meanings of perceptual and linguistic signs.

2. Such cognitive structures can represent either perceptual events or linguistic sequences.

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