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**[Marchand, H. The categories and types of present-day English word-formation: a synchronic-diachronic approach]**

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les conditions psychologiques pour l'apprentissage d'une langue étrangère, la perception de l'illustration et de l'écriture), phonétique (10 études consacrées à la phonétique générale, 21 à l'intonation, 14 à l'analyse spectrographique), méthodes de recherches (2 études).

Nous ne pouvons pas dans ce compte-rendu succinct renseigner sur toutes les études contenues dans le volume, mais nous voudrions signaler que le livre devrait attirer l'attention de maints chercheurs. Les psychologues et les pédo-linguistes liront avec un grand intérêt les analyses du développement de la parole chez l'enfant, les phonéticiens trouveront d'intéressants points de vue concernant les problèmes sur lesquels ils ne cessent d'insister, les linguistes des études analysant les intonations de plusieurs langues (chinois, anglais, français, rhétoroman, moldavien, langues turques, azerbaïdjanien, allemand, ukrainien, arménien, lituanien, turkménien; arabismes dans la langue des Kazaks).

À la fin du volume on trouve un sommaire rédigé en anglais (p. 509—511). Plusieurs études mériteraient d'être traduites et publiées dans des revues internationales, ou au moins d'être suivies d'un résumé dans une autre langue que celle du texte intégral.

Karel Ohnesorg

**H. Marchand: The Categories and Types of Present-Day English Word-Formation: A Synchronic-Diachronic Approach.** Second, completely revised and enlarged edition. Handbücher für das Studium der Anglistik, C. H. Beck'sche Verlagsbuchhandlung, Munich 1969. 545 pp.

The second edition of Hans Marchand's book on English word formation will be widely acclaimed by Anglicists. Based on the author's life-long inquiry into word formation in general and English word formation in particular, it has superseded other standard works in the field. The plan of the new edition is the same as that of the first: the introductory section is followed by chapters on compounding, prefixation, suffixation, "zero-derivation" (i.e. on what other scholars would refer to as conversion), back derivation, phonetic symbolism, ablaut and rime combinations, clipping, blending and word-manufacturing. Some chapters, however, especially those on compounding, zero-derivation and back-derivation have been considerably revised and enlarged.

An Anglicist coming from the Slavonic part of the world will appreciate the attention Marchand pays to work on word formation written in Slavonic languages, especially in Russian, Polish and Czech. Further research into English word formation would certainly benefit from a detailed comparison of Marchand's approach with that of M. Dokulil as presented in the latter's *Teorie odvozování slov* (The Theory of Word Derivation), published as *Volume One of Tvoření slov v češtině* (Word Formation in Czech) (Prague 1962). Among other things, a Czechoslovak linguist will also appreciate Marchand's notes on the theme-rheme structure of compounds. They bear out the view that even morphemes are to be regarded as participants in the development of communication, i.e. as carriers of degrees of communicative dynamism.

Special mention must be made of the perfect typographic lay-out of the book.

Jan Firbas

**Projekt für angewandte kontrastive Sprachwissenschaft, Arbeitsbericht Nr 5, Institut für Literatur- und Sprachwissenschaft, Lehrstuhl Anglistik: Linguistik, Universität Stuttgart, Juli 1970, 202 pp.**

Since 1968 five reports of the *Project on Applied Contrastive Linguistics* have been published, providing information about the results of the research carried out by a team of German linguists headed by G. Nickel. The research is concerned with a contrastive analysis of English and German on all structural levels with the practical aim of providing new teaching material for German schools.

The connection of linguistic research with teaching practice is most marked in the volume under review, which contains the fifth report. It is devoted to a systematic analysis of errors, which is to verify the results of contrastive linguistics by showing if the sources of errors and the degrees of difficulty as predicted by the contrastive analysis really have any immediate didactic relevance. The analysis makes use of material drawn from school tests written by German pupils. In G. Nickel's introductory article the still unsolved problems raised by the evaluation of errors are discussed and suggestions for therapy offered. Several contributions (by W. Kuhlwein, B. Drubig, C. Gnutzmann and E. König) examine the occurrence of different types of errors on different structural levels, attempt their classification and try to find their sources. The