

Titel: The two aspects of language study, [uldall] 003-0090

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Anvendt udgave: Louis Hjelmslev og hans kreds

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Page 2. (a) English medium - description of syllabus  
(b) subject in story and other diff. lang. like put the arsenic in the trap  
Typing without looking at keys after doing history - could be description of B. Athlete

Hence in teaching or learning any language, (whether how to speak it, to understand it when spoken, to write it, to read it, to pronounce it, to intone it, to spell it) we must at every moment realize that we are doing two things, and to decide which of the two things we are doing at that particular moment.

(Compare a similar dualism in subjects other than linguistics, e.g. organisms, institutions, travel, games of skill, sports, etc.)

THREE PHASES (or STAGES) OF STUDY

The process of causing a person ignorant of a subject to become a person proficient in a subject is usually divided into three PHASES:

1. We give him information
2. We cause him to remember the information
3. We cause him to make use of the information.

These three phases apply both to the system-aspect and to the behaviour-aspect, but particularly to the former.

THE SYSTEM-ASPECT

The information that we are going to give (or the knowledge that we are going to impart) is usually classified under such headings as

- PHONETICS (with or without symbols)
- SPELLING (with or without rules)
- SYNTAX (the method of building up sentences from smaller units)
- SEMANTICS (the study of meaning)
- STYLISTICS (the study of style).

Note the various methods and devices for teaching the above. Note the place of the SUBSTITUTION TABLE and similar SYSTEM-devices.

THE SUBSTITUTION TABLE

This is a device underlying much oral (and written) work, and can be utilized in many ways. Here is an example of a "compound" substitution table:

I	can	see	him
You	could	hear	her
We	may	look at	it
They	must	listen to	them
John	ought to	wait for	the other

This table contains 625 grammatical sentences that make sense. By adding other appropriate words to the various columns a far greater number of sentences can be made. If the pupil comes to memorize any one of these sentences, is familiar with the remaining component words, and is aware of the possibilities of substitution, he is able to understand and to say the remainder of the sentences.

THE CONSTRUCTION PATTERN

This is a device by which substitution tables (as well as other tables of analysis) may be expressed in "grammatical shorthand". Thus the substitution table shown above may be expressed as  
Subject X anomalous finites X infinitive X direct object.

THE SYNTAX CHART

This is a device by which any number of construction-patterns may be combined and shown syntactically. It is possible to construct a syntax chart in such a way that it shows the whole of the construction-patterns of a language.