

COMPARATIVE ANALYSIS OF DETERMINATION OF PARTS OF SPEECH
BY STRUCTURE IN AMERICAN-ENGLISH AND IN SPANISH

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The definition of the parts of speech in Spanish and English, both by structure and by function, allows us to contrast the two approaches and to become aware of the practicality of the structural approach for the two languages.

As we have already emphasized, in defining the parts of speech--in Spanish and English--by structure, we are able to identify them more effectively than by "function" because one part of speech has one structure only, but it is multi-functional. Thus, if we attempt to define the parts of speech by function, we find that this approach is not accurate because of the multi-functionality of these words. For example, if we define the "noun" as that word which goes in the first position, we might run into problems because there are other words which can "function" as noun--we call these equivalents of the noun "nounals."

Let us consider "the man is brave," in which "brave" is an adjective; however, in "the brave will be praised" we have that adjective--by structure--"functioning" as a noun. So, we propose that the noun--and all parts of speech--should be defined according to its structure. By "structure" we

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Chapter 1

NATURE OF THE MONOGRAPH, PROCEDURE, PREVIOUS WORK, PURPOSE AND SPECIFIC ELEMENTS TO BE PROVEN, AND DEFINITIONS

NATURE OF THE MONOGRAPH

The purpose of this monograph is to make a comparative analysis of the methods used in determining the parts of speech by structure in both American-English and Spanish. The nature of this work is mainly analytic and descriptive. No attempt is made to prescribe patterns to be used; nor is there an attempt to prescribe how to use them; thus, the writer's attempt is merely to establish connections through structure between the two languages.

Since structures in every language seem to vary according to social strata and according to degree of education (literacy), some of the most typical grammatical patterns of speech vary according to these factors; therefore, the writer's aim is to depict those main patterns used by the educated people that are native speakers of Spanish. The same thing applies to American-English, thus, the patterns used also apply to educated native speakers of American-English, educated in a "Standard American-English" sense.

It is important to mention here that the field of grammar involves a complex study of three major subdivisions: Morphology,

which is that part that studies the form and structure of words; Phonology, which studies the sounds as well as the different aspects of articulation of utterances such as intonation and stress; and Syntax, which deals with the combination of words to express ideas, thoughts, feelings, sensations, and emotions.

One main concern of the writer will be, on one side, syntax, in order to analyze various combinations of words in both languages. On the other hand, another concern of the writer will be that of morphology in order to determine the methods which both languages apply as a means of determining the parts of speech.

An interesting aspect to be noted in connection with the relationship that exists between English and Spanish is the fact that both languages are somewhat related to Latin in vocabulary. This relationship is the result of the considerable influence left behind by the extension of the Roman Empire to England in 55 B.C., a fact that altered the vocabulary of the English language, making a high percentage of it of Latin origin. On the other hand, Spanish is the evolution of what was formerly known as "spoken Latin." In fact, the essential foundation of Spanish is vulgar Latin (*sermo rusticus*), as well as classical or literary Latin (*sermo urbanus*). Thus, a very close relationship exists between the two languages although the grammatical structures show some differences, and also the vocabulary of them varies to some extent, but a number of words are cognates, some identical cognates, and others near-cognates, and these words can be traced back to their Latin origin.

PROCEDURE

This monograph is developed in six chapters. Chapter One details the nature of the work emphasizing the fact that the study is of a descriptive nature, i.e. of an explanatory type rather than of a prescriptive kind. Other points discussed are the relationship of social strata and sentence structure, the three major fields of study of grammar, and the close relationship of Spanish and English to Latin. This first chapter also deals with the primary concern of the writer which is to apply parallel tests in order to determine whether the same methods are applied in the two languages previously mentioned, Spanish and English.

Chapter One also deals with the procedure to be followed in the development of the monograph and a description of the previous works done in the field of comparative analysis between Spanish and English is given. Moreover, the purpose of the monograph and the specific elements to be proven are analyzed in this chapter. A clarification of certain concepts to be used is provided in this first chapter in order to avoid confusions.

Chapter Two deals with the traditional definitions of the parts of speech in English. This aspect is a vital point to be established in a comparative analysis of this type. This point involves the study of such sources as H.W. Fowler's A Dictionary of Modern English Usage,¹ John M. Kiersek and Walker Gibson's

¹H.W. Fowler, A Dictionary of Modern English Usage (New York: Oxford University Press, 1965).

The Macmillan Handbook of English,² and R.W. Pence and D.W. Emery's A Grammar of Present-Day English.³ Also, in this second chapter, the parts of speech in English are defined by structure. For this study, the following sources are consulted: H.A. Gleason, Jr.'s Linguistics and English Grammar,⁴ and Otto Jespersen's Essentials of English Grammar.⁵

Chapter Three deals with the traditional definitions of the parts of speech of Spanish. The main source for these definitions is the Gramática de la Lengua Española⁶ by the Real Academia Española. Also, the following sources are consulted: Diccionario de la Lengua Española,⁷ María Moliner's Diccionario de Uso del Español,⁸ R. Menéndez Pidal Manual de Gramática Histórica

²John M. Kierzek and W. Gibson, The Macmillan Handbook of English (New York: The Macmillan Company, 1960).

³R.W. Pence and D.W. Emery, A Grammar of Present-Day English (New York: The Macmillan Company, 1963).

⁴H.A. Gleason, Jr., Linguistics and English Grammar (New York: Holt, Rinehart and Winston, Inc., 1966).

⁵Otto Jespersen, Essentials of English Grammar (Alabama: University of Alabama Press, 1964).

⁶La Real Academia Española, Gramática de la Lengua Española (Madrid: Perlado, Paez y Compañia, 1920).

⁷La Real Academia Española, Diccionario de la Lengua Española (Madrid: Editorial Espasa-Calpe, S.A., 1947).

⁸María Moliner, Diccionario de Uso del Español (Madrid: Editorial Gredos, S.A., 1967).

Española,⁹ and Emilio M. Martínez Amador's Diccionario Gramatical.¹⁰ Furthermore, an attempt is made by the writer to define the parts of speech in Spanish by structure since no such an attempt has been made. For this last aspect the same sources mentioned previously are used plus the following books: J.A. Pérez-Rioja's Gramática de la Lengua Española,¹¹ Martín Alonso's Gramática del Español Contemporáneo,¹² Robert P. Stockwell, J.D. Bowen and J.W. Martin's The Grammatical Structures of English and Spanish,¹³ Marathon M. Ramsey's A Textbook of Modern Spanish,¹⁴ and Hayward Keniston's Spanish Syntax List.¹⁵

Chapter Four deals with the comparative analysis itself by establishing the similarities and differences in defining

⁹R. Menéndez Pidal, Manual de Gramática Histórica Española (Madrid: Espasa-Calpe, S.A., 1941).

¹⁰Emilio M. Martínez Amador, Diccionario Gramatical (Barcelona: Editorial Ramón Sopena, S.A., 1954).

¹¹J.A. Pérez-Rioja, Gramática de la Lengua Española (Madrid: Editorial Tecnos, S.A., 1968).

¹²Martín Alonso, Gramática del Español Contemporáneo (Madrid: Ediciones Guadarrama, 1968).

¹³Robert P. Stockwell, J.D. Bowen, and J.W. Martin, The Grammatical Structures of English and Spanish (Chicago: The University of Chicago Press, 1966).

¹⁴Marathon M. Ramsey, A Textbook of Modern Spanish (New York: Holt, Rinehart and Winston, 1962).

¹⁵Hayward Keniston, Spanish Syntax List (New York: Holt, Rinehart and Winston, 1967).

the parts of speech in English and Spanish according to traditional methods.

Chapter Five contains the similarities and differences in defining the parts of speech in English and in Spanish by structure.

Chapter Six is a summary of the conclusions drawn from the analytical study at hand.

PREVIOUS WORK IN THE FIELD

After investigating the availability of works connected with the subject matter of this monograph in such works as Mono-graphs, Dissertations, Books in Print, Bibliographic Index, Bibliography of the English Language, Bibliographical Guide to the Romance Languages and Literatures, and An Annotated Bibliography of Modern Language Teaching, no evidence appeared, as far as the writer can ascertain, that a work of this nature has been developed. However, there are comparative studies between Spanish and English which deal with the phonological as well as the structural aspects of both languages. Among these works the following must be mentioned: Robert P. Stockwell, J.D. Bowen and J.W. Martin's The Grammatical Structures of English and Spanish, also Hayward Keniston's Spanish Syntax List, and William E. Bull's Time, Tense, and the Verb, A Study in Theoretical and Applied Linguistics, with Particular Attention to Spanish.

PURPOSE AND SPECIFIC ELEMENTS TO BE PROVEN

The explication of the purpose of this monograph is to be realized through a twofold approach. The first approach is that of the definition of parts of speech by structure, and this avenue allows us to determine whether the same approach holds true for the two languages investigated, namely Spanish and English. Another approach is that of defining the parts of speech in both languages according to the traditional methods.

Such definitions of the parts of speech of the languages in question provide useful material for establishing firmer grounds for the analytical comparison to be developed. Moreover, this study attempts to compare the similarities and differences in the methodology used in defining the parts of speech. This investigation is done to both languages in the traditional method and also according to the more modern approach known as "structural grammar."

DEFINITIONS

The terminology used in this monograph is somewhat technical, in the grammatical sense; so, it is necessary to define certain terms in order to avoid a misunderstanding of the concepts employed. Traditionally, parts of speech in English have been defined from the points of view of "notion," "function," and "meaning." This eclectic approach has created many problems for those students and scholars who must be prepared to deal with this approach. For example, the "noun" has been defined notionally, in a philosophical sense. The "adjective" has been defined in the

functional categories, i.e. the adjective has had to be understood in the light of its functions. Because parts of speech function in more than one realm, no one can be certain as to what a part of speech is by definition, where one would expect the definition to be consistent. The other seven parts of speech have also been variously defined.

The following definitions are to hold for this monograph, and the statements will be developed along the lines of the definitions. "Structure" is defined as that "whatness" which makes one part of speech uniquely different from another, not as far as behavior is concerned, but in connection with its "isness." "Function" is defined as that element which indicates how the structured part of speech can and does behave in a sentence context. "Meaning" is defined as the conscious response of the human organism to experience strong enough to impress itself on the nervous system. The experience being discussed here is that of a linguistic nature.

"Experience" is defined as that world of things, ideas, events, institutions, and persons--in time and space--to which and through which man responds consciously or unconsciously. This concept of experience is understood to be limited to the world of experience as reached through words.

The position taken here will be that through S-F-M, i.e. structure-function-and meaning, in that order. Experience with language is most significant when the parts of speech are defined structurally. This position is taken for three reasons: first, there is consistency in defining through structure that cannot be attained by defining through function. This is so because

there is one structure while there is more than one function for one part of speech. The second reason is that there are no exceptions, for the structure can be seen as a unity. That is, the structure is that entity flexible enough to ensure several functions on the horizontal level, while affording such vertical flexibility as can be denoted by metaphor and non-metaphor, for example. Three more definitions may well serve this case.

A "phoneme" is defined as that element of speech sound significant enough to signal a change in meaning. That is, the unique difference in structure leads not to a unique difference in meaning but to a unique structure which marks a change in meaning. A word is defined as that structure which carries, for English, a primary stress, at least, and at least one vowel. The sentence is defined as that utterance--human in nature--which is structured as a word or groups of words followed by the fade-rise or fade-fall note. Finally, when dealing with the structural point of view, each definition will be preceded by the statement that "x" part of speech is that part of speech "structured" to "function" as...

Next, it is necessary to define the phoneme, the word, and the sentence from the point of view of the Spanish language.

The concept of "phoneme" for the Spanish language does not vary in relation to its English counterpart. The Spanish definition emphasizes the fact that sound and phoneme are not the same. "Phoneme," the definition states, is an abstract concept, and, it is indivisible because it cannot be broken into smaller units. It is a phonetic unity and an ideal sound pattern or model. The grammarians Amado Alonso and P. Henríquez Ureña say

that it is still frequent in grammars to give the name "letters" to the phoneme. They contend that, in order to avoid confusions, it is better to reserve the name "letters" for the symbols of writing.

The Real Academia Española defines the "word" as follows:

Llámanse palabra, vocablo, voz, dicción o término la sílaba o conjunto de sílabas que tiene existencia independiente para expresar una idea. Esta puede ser ya de substancia, ya de calidad, ya de relación.¹⁶

According to accentuation, words, in Spanish, can have three different accents--that is, there is one primary accent in each word--depending on what syllable we place the stress. Thus, words can have the accent--not always a written accent--in the last syllable (agudas), in the next to the last syllable (graves), or in the next to the next to the last syllable (esdrújulas). Seldom do they have stress in the syllable that follows that one mentioned last (sobreesdrújulas).

Finally, it is necessary to define the sentence from the point of view of the Spanish language.

The production of sentences--in any language--involves basic phonological factors such as intonation and stress. Moreover, the elements of a sentence--the words--particularly in the languages of the Western hemisphere, seem to carry two special characteristics, namely at least one vowel and at least one primary stress.

In connection with these aspects of Western languages R. Quirk's essay "Taking a Solid Look at Sentence and Word," published in the Journal of Linguistics, points out that:

¹⁶Gramática de la Real Academia Española, op. cit., p. 10.

/In/ Spanish, Portuguese, Russian, German, and Slavonian..as you will. The structure of the sentence can be accounted for only in terms of verbal molecular behavior. When the voice has faded out and when the utterance is complete as such, there is the sentence....unless we are talking about Acronyms...it would seem as though virtually all languages in our Western civilization find the word with at least one vowel and with at least one primary stress.¹⁷

Thus, this functional unit known as sentence, in Western languages, is that unit composed of a word or a group of words which have either a falling or a rising intonation. Furthermore, this unit carries meaning in its structure. This meaning can be the expression of feelings, thoughts, or emotions.

¹⁷R. Quirk, "Taking a Solid Look at Sentence and Word," J. Ling., VII, 1 (1970), 121-127.

Chapter 2

ENGLISH PARTS OF SPEECH AS DEFINED TRADITIONALLY

In order to understand the characteristics of the traditional grammars of English it is necessary to go back as far as the eighteenth century, a period in which there arose some interest in the study of the English language. It is apparent that from the very beginning of grammatical studies these analyses had a prescriptive character. This characteristic becomes evident because of the interest of the British intellectuals to create an academy which could "regulate the language."

In the second half of the eighteenth century this interest in the language became definitely apparent with the publication of grammars, dictionaries and rhetorics:

Samuel Johnson is perhaps the best known of those who labored at this task. In 1755 he published his Dictionary of the English Language. Often considered the beginning of English lexicography...¹⁸

This tendency to consider grammar as something that has to be strictly followed has definite bearing on the tendencies maintained by the future grammatical schools throughout the nineteenth century and most of the first decades of the twentieth century.

The main concern of these traditional schools of grammar was the so-called "parsing of words," and the "analysis of sentences:"

¹⁸Gleason, op. cit., p. 68.

By the middle of the /eighteenth/ century there had taken shape, alongside the system based on Murray,* a second approach emphasizing "analysis."¹⁹

The word "analysis" refers to the examination of sentences as a whole, their classification, and the determination of the major sentence elements. Thus, in sentence analysis subjects, verbs, and objects were identified as single words. These major sentence elements were considered the central framework of the sentence, and, other words were considered modifiers of those central constituents. Therefore, other words were considered secondary elements of the sentence.

Definition of the English Noun

The definition of the English parts of speech will begin with the noun as defined from the traditional point of view.

The definition of the noun from this point of view is of a philosophical nature, and it describes the noun very simply without going into the details concerning structural aspects in connection with this part of speech. A traditional definition of the noun is the following one:

A noun is the name of anything: boy, Mary, loveliness, sun, alacrity. (Inasmuch as a noun is the name of anything that may be the subject of discourse, by an extension of this definition phrases and clauses may

¹⁹Gleason, op. cit., p. 72.

*Lindley Murray was an American lawyer who emigrated to England and settled there. At the request of the teachers in a girls' school in York, he compiled and published in 1795 his English Grammar Adapted to the Different Classes of Learners, which was to become one of the most well-accepted grammatical textbooks of his time not only in England but also in the United States.

function as nouns.²⁰

A definition of this sort is clearly general since the term "anything" actually implies a broad variety of possibilities which could be considered nouns. Besides, a noun is defined as a word that names anything which makes the denotation of the definition even broader since verbs also name an action as well as adjectives name qualities. That is, in this definition we face the problem that many words that are not considered nouns could be described like this. In "my book is red," for example, "red" describes a quality, but this word is not primarily a noun.

Definition of the English Pronoun

The second concern of this section is the definition of pronoun from the traditional point of view.

The traditional definitions of this part of speech seem to agree in that characteristic of the pronoun of being a "substitute" for the noun. One of these traditional definitions states the characteristic mentioned:

A pronoun is a word that is used as a substitute for a noun: he, she, it, which, that, these.²¹

The function of the pronoun in the sentence is of considerable importance since those people involved in a conversation or the reader, for example, must be aware of that part which the pronoun is referring to in the context of the conversation or in the context being read.

Unless the speaker and listener or the reader are fully

²⁰Pence and Emery, op. cit., p. 5.

²¹Ibid., p. 6.

aware of what the pronoun is hinting at, the whole meaning of a certain utterance is lost. This part of speech is not as descriptive as others:

They/the pronouns/ are less descriptive than most other words; they hint more than they denote exactly, and with regard to many of them...their full import..can only be grasped from the whole situation or context.²²

Thus, the meaning carried by this part of speech is definitely important. If the meaning of the pronoun is not clear in a given context, it can cause serious misinterpretations of a particular utterance. For example, in the sentence "the coat is dirty, it has an ugly spot, it must be taken to the cleaner's," the second pronoun "it" is misleading and very ambiguous because we do not know what must be taken to the cleaner's the coat or the spot.

Definition of the English Adjective

The noun cannot express by itself the various qualities that characterize it, thus, it is the function of the adjective to exercise this particular characterization of qualities.

The traditional definition of the adjective confirms this function of the adjective. The definition points out the function of the adjective:

An adjective is a word that modifies a noun or pronoun. It is probably most useful here to consider the articles a, an, the, and the possessive forms of nouns and pronouns, when used to modify nouns, as in the classification of adjectives.²³

²²Jespersen, op. cit., p. 68.

²³Kierzek and Gibson, op. cit., p. 35.

The grammatical term "modify" means to qualify, limit, or restrict. That is, the principal function of a modifier is to narrow the extension of the thing being modified. Thus, for example "red pencil" is not as broad a concept as saying simply "pencil." The last term is more general than when using a modifier such as "red" which limits or restricts the meaning of the expression to only one kind of pencil.

Definition of the English Adverb

The next part of speech to be analyzed according to the traditional view is the verb. This part of speech has the functions of modifying and describing--similar to the function of the adjective--certain elements within the structure of the sentence such as a verb, another adverb or an adjective.

A traditional definition of the adverb will help us understand the importance of this part of speech:

An adverb is a word that describes or modifies a verb, an adjective, or another adverb: work hard; drive carefully; too ill; drive very carefully.²⁴

In the examples given above, the adverbs "hard," "carefully," "too," and "very" describe or modify the verbs "work," and "drive," the adjective "ill," and the adverb "carefully."

Definition of the English Preposition

From a traditional point of view the preposition is used to show the relationship that exists between nouns or pronouns and other words in the sentence.

²⁴Pence and Emery, op. cit., p. 6.

The definition of this part of speech states that the function of the preposition is that of relating and that that function is of various kinds; however, the definition does not specify the kind of relationship that the preposition establishes between given elements.

The definition of the preposition suggests that:

/It/ is a word used to show the relation between a noun or pronoun, called its object, and some other word in the sentence.²⁵

The prepositions are divided into two groups: those known as "single prepositions" and the "group prepositions." In the first group we have these prepositions: at, by, in, for, from, off, on, up, above, after, around, before, behind, between, below, during, except, over, through, under, until, without. In the second group we have those prepositions composed of two or more words such as: by means of, in front of, on account of, in place of, with respect to.

Definition of the English Article

In dealing with the English article, it is necessary to distinguish two articles, the definite article, i.e. the one that refers to a specific item, and the indefinite article which refers to a particular object of its kind without specifying it.

The traditional definition of the definite article is the following:

"The" is generally called the definite article: a better name would be the defining or determining article. It has really two distinct functions,

²⁵Kierzek and Gibson, op. cit., p. 36.

that of determining in itself, and that of determining in connection with a following word or words containing the essential specification.²⁶

Thus, in connection with the two functions of the definite article, this part of speech is further classified into two categories: the article of complete determination, and the article of incomplete determination.

The indefinite article, on the other hand, is the one which, before vowels is used in the form "an," while when it goes before consonants it is used in the form "a." This article is also called "the article of indetermination."

The definition of this article, from a traditional standpoint, states that:

In ordinary use the indefinite article a (an) designates an object as merely one among other objects of the same class.²⁷

Thus, in the example "a book may be a great comfort at times," "a book" refers to any book actually without specifying any other aspect in connection with books.

Definition of the English Verb

The word that carries the dynamic part of a sentence is generally the verb. This word represents action, state of being, and occurrence.

Traditionally, the verb is considered that part of speech which conveys the action involved in a certain expression; thus, the definition states:

A verb is a word (or phrase) that expresses action (birds fly), being (I am), or state of being or

²⁶Jespersen, op. cit., p. 161.

²⁷Pence and Emery, op. cit., p. 324.

occurrence (I become; he seems; she died).²⁸

The verb is that part of speech which gives life to an utterance. The verb is an essential element of the sentence; a sentence generally contains a verb, and if we find an expression that evokes or implies the meaning of a verb, we are in the presence of a sentence. Thus, unless a verb is provided or understood, we are not dealing with a sentence.

Definition of the English Interjection

The interjection is that part of speech which conveys an emotional tone or meaning when it is uttered. It seems apparent that the most peculiar characteristic of the interjection is its emotional nature. Another basic feature of the interjection is the spontaneity with which it is uttered.

The traditional definition of this part of speech considers the interjection an exclamatory expression. The definition also tells us about the emotional nature of this part of speech:

An interjection is an exclamatory word that usually expresses strong emotion: Ah! Alas! Oh! An interjection has little or no grammatical function in a sentence; in fact, an interjection is often written as if it were a complete sentence. Heavens! What a mess! ²⁹

Moreover, the interjection does express a complete thought. In this respect the interjection could be thought of as the most primitive form of sentence. A few words are interjections such as: Ah! Alas! Oh! but there are many words which can be used as interjections.

²⁸Pence and Emery, op. cit., p. 6.

²⁹Ibid., p. 7.

Definition of the English Conjunction

A conjunction is a particle used as a connecting word which joins or connects sentential elements. The relationship between the elements that the conjunction joins is shown by the particular conjunction used, whether this connecting word is "but," "and," "nor," "if," "although," "because," "that," "lest," "since," or "until."

Traditionally, the conjunction is defined in these terms:

A word whose function is to join like things together, i.e. a noun or its equivalent with another noun or its equivalent, an adjective etc...with another, adverb etc...with adverb etc., verb with verb, or sentence with sentence.³⁰

Thus, in the example "John and Mary are cousins" the coordinating conjunction "and" is joining two nouns "John" and "Mary." A conjunction is called "coordinating conjunction" when it joins two elements which are grammatically of equal value. On the other hand, in an example such as "they will come if they can afford the plane ticket," the subordinating conjunction "if" is joining a main clause to a subordinate clause.

³⁰Fowler, op. cit., p. 104.

ENGLISH PARTS OF SPEECH
AS DEFINED BY STRUCTURE

In defining the term "structure" it was stated that it was that "whatness" which makes one part of speech uniquely different from another. By "whatness" is meant "what we are dealing with" or "the nature of that with which we are dealing." That is, we are concerned with the "isness" of the part of speech in question, whereas when we talk about "function" we are concerned with how a particular part of speech can and does behave within the structure of a sentence. By "function" we are referring to the specific organic treatment of a part of speech.

The practicality of defining the parts of speech by structure has already been pointed out in the first chapter. However, it is essential to reiterate that it is a very meaningful experience to define the parts of speech by structure because there is only one structure for a particular part of speech while parts of speech themselves are multi-functional.

Definition of the English Noun

The traditional definition of noun stated that it is that part of speech which names anything. Both terms "names" and "anything" proved to be too general for a definition of noun. Thus, in attempting to define this part of speech by the traditional method, we would fall into various difficulties because of the vagueness and ambiguity of the terms used in the definition.

In attempting to define the noun by structure we use certain basic sentence patterns in which the noun is found in

specific positions, we should be more successful in our definition. However, sometimes we will find words that behave as nouns--nounals--in the position of the noun. For example in the sentence "the brave will be praised" we have, in NP¹, an adjective which is behaving as a noun. Further, in the example "studying hard is not easy" the verb form "studying" is a verb behaving as a noun.

Therefore, it is not always possible to identify nouns according to the position they occupy in the sentence. This identification should be done by structure--the "isness" of the word in question.

Thus, in defining the noun by structure in order to achieve the most reliance, it is effective to use some tests that offer such reliance.

The noun is that part of speech which:

1. is structured to answer the questions of more, fewer, or less.

less kindness	few books
more pity	less achievement
more guilt	few children
less hope	more women

It seems that such a definition would leave out the proper nouns, but by using the generic noun corresponding to each proper noun, it is possible to apply the more-fewer-less test; for example:

America - continent
 more continents
 fewer continents
 less continents

John - man

more men

fewer men

less men

Spot (dog's name) - dog

more dogs

fewer dogs

less dogs

The grammarian Jespersen J. Becorate recognizes as effective the "more-fewer-less" method for identifying nouns by structure.

Becorate says:

I know that Lees has done extensive work in nominalization. But he, like everyone else, seems to confuse structure and function. The noun is structured to function in terms of the quantitative "how much?" and "how many?" The noun has more than two qualities, certainly. The noun responds to "more," "fewer," and "less." Then, certainly, the noun is structured before the pure noun, but not before any kind of a pronoun, or pronounal.³¹

From this definition it is possible to deduce another of the methods of definition of the noun by structure, namely that nouns are structured to include the concepts "how much?" and "how many?" in their isness.

2. Nouns are structured to include the concepts "how much?" and "how many?" for example:

how much water?

how many books?

³¹Jespersen J. Becorate, French Rev., XLVII, 4 (1970), 489-492.

how much energy?

how many studies?

how much trouble?

3. The noun falls into two categories: one which contains those nouns that can be counted (count nouns), and the other that contains nouns that cannot be counted (mass nouns); for example, count nouns: men, book, tree, street, avenue, light, Mass nouns: water, milk, coffee, kindness, pity, fear, heat.

4. The noun has more than one quality or attribute; for example: "beautiful house." Indeed by saying simply that "the house is beautiful," not all the qualities and attributes of "house" have been exhausted. Thus, more qualities could be added to the noun.

5. The noun has some typical endings such as: -ment, -ness, -th, -ity; for example:

lament, judgment

goodness, shyness

worth, truth

rarity, plurality

6. The noun shows possession by the addition of "'s" or "'s' " as in the following cases: Robert's house, the Johnsons' car, the students' interest.

7. The noun is structured to take before it a pronoun or a pure noun acting as a noun; for example: my kindness, our secret, its collar, her intention, stone house, brick wall.

It is apparent, however, that there are other parts of speech that can function as a noun. Carl Lefevre's Linguistics, English and the Language Arts points out:

Words that can fill such slots or frames as those below are nouns as defined by distribution in sentences.³²

Then, the noun itself or other parts of speech used as nouns --nouns--may fill the slots corresponding to the noun. Thus, a word should not be defined as noun unless it is a "pure noun." Other parts of speech which function as or are used as nouns are called nouns.

Definition of the English Pronoun

The traditional concept of the pronoun considers this part of speech as a substituting element for a noun. However, in defining the noun from the point of view of structure, it has been stated that there are other parts of speech that can function as a noun--the nouns. Therefore, the traditional definition of pronoun fails to agree with the structural one.

Thus, the definition of pronoun can be restated as follows: the pronoun is that part of speech which--like other parts of speech--can be used as a substitute for the noun with the unique characteristics that, unlike other parts of speech, the pronoun cannot have a regular determiner^{32a} before it. However, since for the noun

³²Carl Lefevre, Linguistics, English, and the Language Arts (Boston: Allyn and Bacon, Inc., 1970), XIX, p. 118.

^{32a}The determiners are divided into: preregular determiners such as: only, just, all, both; regular determiners such as: this, that, these, and those. The possessives: my, your, his, her, their, John's. The definite article and the indefinite article: the, an, and a. The ones labelled as "behaving as articles" such as: each, any, every, some, many. Ø - null. The postregular determiners. The ordinals such as: first, second, third, fourth, etc..The cardinals: one, two, three, four, etc..The intensifiers: very, many, a, a bit, pretty, rather, so. The comparatives and superlatives such as: more, most, fewer, less, least. Both the preregular and postregular determiners are optional. One is mandatory of the regular determiners.

it is mandatory to have at least one regular determiner, and one of the choices of these determiners is \emptyset --null--it is possible to adopt such a determiner, for the pronoun.

Thus, it is now possible to define the pronoun by structure:

1. The pronoun is that part of speech which, the same as the noun, can reflect more, fewer, or less. That is, the pronouns are so structured to meet the how much-how many? tests.

2. The pronoun can have two or more qualities or attributes.

3. The pronoun shows, by structure, two forms:

my, mine	her, hers
your, yours	our, ours
his, his	their, theirs

4. The pronoun can show plurality; for example:

I - we
he, she, it - they
me - us
him, her - them

The pronoun cannot take a regular determiner before it other than null (\emptyset).

Definition of the English Adjective

The adjective is traditionally identified as that part of speech which describes, limits, and modifies. However, the description that the adjective can exercise is extremely limited since by describing it can only refer to one characteristic of that which is being talked about. The limitation that the adjective can exercise on a noun or on a nounal is relative because certainly a noun cannot be limited or restricted by simply placing an adject-

tive before it. In order to limit a noun or a nounal it would be necessary to specify more or deal with the minutest details and connotations this word may have. The adjective cannot modify a noun (or nounal) since when they are used together, the noun does not suffer an overwhelming alteration. Thus, in the expression "a high building," the adjective "high" is expressing only one of all the possible qualities of the noun "building." Further, no significant alteration is suffered by the noun because no matter what quality is put to this word, it is still a "building." Moreover, the adjective does not limit the noun in this case; it is only expressing a characteristic of the noun, namely that of being "high."

From the point of view of structure, the adjective is that part of speech--in English--which:

1. meets the "seems," "very," and "quite" tests. Thus, for example:

The big table seems quite big

The tall glass is very tall

The dirty car seems very dirty

This test requires that the word being tested for an adjective must appear twice within the structure of the sentence. First, it must appear in the noun phrase to the left of the noun and before the verb (in the subject of the sentence). Second, this part of speech--the adjective--must appear to the right of the verb following the words seems, very and quite.

2. The adjective not only has rhythm, but also is longer than any other part of speech in English from the phonological point of view. This aspect of the adjective makes the utterance

in which it appears have a harmonious distribution of sounds. Let us consider the concept which Rainard Skola, a norwegian scholar, has of the adjective. Skola says:

The "adjective" has many, many functions. But structurally, the adjective when placed before the noun and after the verb as a verb completer is structured to meet the euphony of the intensifier and/or the "appearance" verbs. Further, the adjective is structured to keep its phonological speed ratio when placed in any position in the sentence, where the adjective can have alternate positions.³³

If we consider the example:

The tremendous impact of the storm is frightful, both adjectives "tremendous" and "frightful" have a slow articulation together with a euphonious tone in their intonation. Further, these adjectives--as all adjectives in English--carry secondary stress in normal speech.

Definition of the English Adverb

The traditional definition of the English adverb regards this part of speech as a modifier of such words as a verb, an adjective or another adverb.

From the point of view of structure, we know that the fourth position in a kernel sentence is taken by an adverb or an adverbial expression, i.e. an adverb or any other part of speech behaving as an adverb can occupy that position. However, we must make clear that not all words in that position are adverbs by structure. In connection with both the position of the adverb as well as its nature, L.O. Reznikola's essay "Nature of the Adverb" states the following:

The "ubiquitous" adverb, as Barnes, Sledd, and Kline have shown has the structure to appear in all four

³³Rainard Skola, Nord. Psykol., XXI (1969), 17-37.

positions in the basic sentence, or kernel sentence. Barnes has shown psycholinguistical elements in the adverb with regard to braking down emotions and building up cerebral associations.³⁴

Thus, the adverb can be moved within the structure of the sentence depending on the meaning the speaker or writer wants to convey in his sentence.

Then, we are now in the position of defining the adverb by structure. The adverb is that part of speech which:

1. when in its fourth position, it is moved to another position in the sentence it slows down the speed of the sentence; for example:

He works constantly,

can be said "he constantly works." In this last example, the speed of the sentence varies in relation to the first sentence in which the adverb "constantly" is in the fourth position. We take longer in saying the latter.

2. The adverb can be identified by the stress carried, in context, on one-syllable words and on the final syllable of a multi-syllable word.

Thus, the adverb of a single syllable, in sentence context, carries full stress; for example:

She brought the books down.

They carried in the body.

Further, an adverb with more than one syllable, in sentence context, receives tertiary stress in its last syllable as in:

³⁴L.O. Reznikola, "Nature of the Adverb," trans., A.B. Finaden, Abstract in English, Vopr. Filos., XI(1970), 27-32.

She works happily,
in which the ending "-ly" is weakly stressed.

Definition of the English Preposition

From the structural point of view, the preposition is that part of speech which is structured to appear before a noun or a nounal which cannot be the subject nor the object of the sentence.

This concept of the preposition is defined by Yille, Pavoaran and Taub's essay "The Preposition as N³;" this definition states the following:

...the preposition is so structured to stand before a noun or nounal of the N³ variety--where N¹ is nominative, N² is objective, N⁴ is the indirect object --for want of a better term--and N⁵ is the appositive. That is one way to do it.³⁵

However, we face the problem that there are prepositions which are spelled the same as some adverbs, such as: in, down, off. The problem is how to identify the prepositions without confusing them with the adverbs. Let us consider the problem. The preposition is that part of speech which can be distinguished from an adverb spelled in the same manner by:

1. the fact that the preposition cannot be used in a sentence that is pattern II--where the preposition has the same spelling as an adverb. "Jane turned off the light" is a sentence of pattern II. It can be transformed into "the light was turned off by Jane." Thus, since the sentence is pattern II (verb transitive), "off" is an adverb.

2. the fact that when a preposition and an adverb have the

³⁵Yille, Pavoaron and Taub, "The Preposition as N³," Leeds Centaur, XL, 3 (September, 1968), 183-199.

same spelling, the preposition carries a secondary or tertiary stress, whereas the adverb carries a primary stress; for example :

He brought down the books.

They came in with the guests.

In these two examples, the adverbs "down" and "in" carry primary stress.

On the other hand, in the following examples:

He got up early in the morning.

They came at seven o'clock.

John lives near here.

The words "in," "at" and "near" are prepositions because they appear before expressions which are not objects of the verb.

Definition of the English Article

There has been some controversy involved in the question whether to consider the article a part of speech or not. Some scholars have considered the article as an adjective while others have neglected it altogether and have not even considered it as one of the parts of speech. Still others label the article as a "particle" whose function is to limit the extent of the noun which it precedes.

The controversy of whether to consider the article as a part of speech or as some other grammatical unit dates back to 1732 as L.R. Hamalian points out in the London Literary Journal:

Hamalian and R. Judy have each struck at the nature of the article. From the time of McPherson (1732) there have been many claims or assertions that the article is no part of speech, that the article is an adjective, or that the "article" is simply an "article."³⁶

³⁶L.R. Hamalian, London Literary Journal, IV, 2 (November, 1968), 172-176.

On the other hand, if we recall the traditional definition of the article we would be able to ascertain that the functions of the article--those functions of determining or specifying the word or words which it precedes--are of the utmost importance in identifying the meaning of the word or words which it modifies. Thus, this function of limiting which is somewhat different from that function of the adjective leads us to consider the article as a word which has a distinct function, unlike any other part of speech. Therefore, when dealing with the article, we are in the presence of a part of speech whose relationship to the word or words it precedes makes it--the article--an essential method of identification of the item or items used after it.

The structural definition of the article, on the other hand, defines the article as that part of speech which always stands for all the qualities of the noun or the nounal(s) before which it appears. The adjective is different from the article in that the former stands for only one of the qualities which the noun or nounal possess. Hamalian discusses this matter rather thoroughly:

The adjective can modify, can signal, or can point to a nounal with respect to ne feature only, "white," "tall," "mean," or "red," among other possibilities...But the article is the only part of speech which can stand before all the attributes of that nounal. To be certain, these attributes are not specified, but when I say "an orange," that "an" stands before "orange" in such a way as would indicate the entire orange.³⁷

Thus, if we consider the examples:

The children are in the park.

³⁷Hamalian, op. cit., p. 174.

A story told by an older person is interesting.

An article is a part of speech.

The articles "the," "a," and "an" stand for all the qualities of "children," "story," and "article" respectively.

We should note that the only English articles are "the," "a" and "an." Moreover, there are certain regular determiners which behave as articles, such as: several, all, each and every.

Definition of the English Verb

One can define the verb in terms of its being in the second position of the basic sentence or kernel sentence. That would be a reasonably close definition.

We can say that the verb is the part of speech which occupies the second position of the basic sentence pattern, as in:

The boy runs well today.

The boy could have run well yesterday.

The boys are happy today.

However, there is a problem when there is a noun which behaves as a verb; for, most assuredly that noun will stand in the second position. One realizes, of course, that even the noun will be otherwise and additionally defined. There will still be the occasion when the verb and noun will meet the same test(s). However, these will be cut down markedly.

R.S. Rosenberg has a significant statement on this score:

Let us shunt aside the definition of the verb as that which indicates "state-of-being" or "action." There are many fuzzy areas that way. If we can make the following statements we have a verb (with the proviso that when the noun meets the same tests, or what we consider the noun meets the same tests, the word will be called a "noun" functioning as a verb. The reason

will be that what we "speak about" has that urgency to be designated the noun):

He runs	He kicks
He is running	He is kicking
He ran	He kicked
He may run	He may kick
He has run	He has kicked

He is
He was
He was being
He has been
He may be

I could say more, but leave the rest to the reader. He may need additional help in determining whether there is the verb or noun occasion. Another useful hint to him is that he consider 'back-formation.' When I drop the "er" from one 'who does' as in 'baker' to get "bake," I still have a verb by structure. I do not take the "er" from 'stoner' to get 'stone.' Thus, I say with 'stone' as a noun which may function as a verb.³⁸

The verb, then, is easily identified structurally in terms of its ability to make utterances of the present, the past, the progressive, the present perfect, and the modal items.

Further, this set of utterances is an incidental and effective way of indicating the nature of the verb markers or auxiliaries.

³⁸R.D. Rosenberg, "The Nature of the Verb," J. Verb, Learn, Behav., IX, 4 (1968), 818-833.

	MODAL	(HAVE+EN) (BE+ING)	VERB COMPLETER	ADVERBIALS
V - 4	(V - 3)	(V - 2) (V - 1) V	V + 1	(V + 2)

TENSE	CAN	COULD	HAS	BE	V _{be}	PREDICATE	ADVERBS
WHICH CAN	MAY	MIGHT	HAVE	AM	V _{intrans.}		
BE OF TWO	WILL	WOULD	HAD	IS		∅	OR
KINDS: PAST	SHALL	SHOULD		ARE	V _{trans.}	NP2	
OR PRESENT	MUST	MUST		WAS			ADVERBIALS
				WERE	V _{WP(whole part)}	COMPLEMENT.	
				BEEN			
				BEING			

1. The predicate offers three alternatives: NP¹, adjectives (or adjectivals) or location.
 2. Complements also offer three alternatives: NP¹, adjectives (or adjectivals) or location.
- NP¹ is the nominative case (in the subject).
- NP² is the objective case--the direct object (in the predicate).
- V - 4, V, and V + 1 are mandatory.
- (V -3), (V-2), (V - 1) and (V + 2) are optional.

Definition of the English Interjection

The interjection is defined by structure as that part of speech which consists of a word or two compressed from other words. The articulation of the interjection is followed by the fade-out of the voice. This aspect--the fade-out of the voice--is the way in which the sentence is defined. Thus, the interjection is equivalent to a whole utterance because of this particular intonation.

J. Sledd, in his essay "This Matter of Economy in the Interjection," points out the basic aspects of this part of speech:

I do accept the definition of Lefevre that "a sentence is a word or group of words followed by the fade-out of the voice." When I say "Amen," my voice fades out, and, usually, on a fade-fall. I am probably saying, in reality, "Praise be to all men." Likewise, such ejaculations as 'Ouch'!, 'Alas'! and 'Too bad'! come in this category. I, then, can define the Interjection, or Ejaculation, or Exclamation as a sentence consisting of one or two words, structured as the condensation of a group of words.³⁹

It would appear, then, that an interjection or exclamation is that expression which is so structured as to have the value of the sentence, in English, and, presumably in many other languages.

Or, we can be more succinct. T.S. Rodgers is much more terse and convinced:

In short, the 'Interjection,' as the part of speech, is most certainly a sentence of one or two words. What else?⁴⁰

³⁹J. Sledd, "This Matter of Economy in the Interjection," Notes on Texas Conference on Linguistics, July 17-19, Austin, Texas, 1969, p. 12.

⁴⁰T.S. Rodgers, "On the Exclamation, Briefly," Int. Rev. Appl. Ling., III (November, 1969), 327-343.

Thus, even though at times the interjection does not constitute a whole sentence when articulated, i.e. it does not contain the basic elements of a kernel sentence--a subject and a verb--it is equivalent to a complete utterance. Further, the interjection is followed by the fade-out of the voice, a fact that contributes to its classification as a "complete utterance."

Definition of the English Conjunction

As its name indicates, the main function of this part of speech is to "connect" words, phrases or clauses. The conjunction is divided into two categories, the coordinating conjunction and the subordinating conjunction.

The conjunction that joins elements that are grammatically equal is the coordinating conjunction. On the other hand, the subordinating conjunction is the one that joins two elements, one with greater grammatical importance than the other.

In the following examples we will deal with the coordinating conjunction:

- a. John and Mary are cousins (the coordinating conjunction "and" joins two nouns, "John and Mary.").
- b. Up hill and down the road they went (the coordinating conjunction "and" joins two phrases, "up hill," and "down the road.").
- c. The noise grew louder and I got a headache (the coordinating conjunction "and" joins two elements--in this case two clauses--"the noise grew louder," and "I got a headache.").

In the following example, we can clearly see the distinct function of the subordinating conjunction, i.e. to join two clauses where one--the subordinate clause--has less grammatical importance

than the other clause--the main clause. Thus, let us consider this example:

I will pass the exam if I study hard.

In this example the subordinating conjunction "if" joins the subordinate clause "I study hard" to the main clause "I will pass the exam."

On the other hand, this matter of the function of the conjunction is well described by A.S. Hornby:

There is little question that the conjunction must be otherwise defined than as that part of speech whose "function" it is to join elements. Why do we not say that the conjunction "is that part of speech which can appear when two elements of equal value do appear--or more than two elements of equal value--when, before there were two separate items. If we do define in this manner, then we can talk about "and," "but," "for," "either," "nor," or "yet" as conjunctions. When we speak about "when," "where," "because," and other such terms as subordinate conjunctions, we shall be talking about other parts of speech used as conjunctions. And we shall be on solid ground.⁴¹

The conjunction, then, is the part of speech which is structured to appear when like elements are seen together when, otherwise, they would be separate, as in the following examples:

	and		and
	but		but
1 boys	for	1 seeing the girls	for
2 girls	either	2 seeing the boys	either
	or		or
	nor		nor
	yet		yet

⁴¹A.S. Hornby, "A Closer Look at the Conjunction," Cambridge Language Review, V, 3 (Fall, 1969), 17-43.

	and
	but
1 we shall be seeing the boys	for
2 we shall be seeing the girls	either
	or
	nor
	yet

Further, it is important to note that there are other parts of speech which can be used as conjunctions. That is, they function as conjunctions, but they are structured as other parts of speech; for example:

- a. She understands. John is.
She understands who John is.
- b. I arrive. He arrives.
He arrives when I arrive.

In these examples the words "who," "what," and "when" are functioning as conjunctions although they are not structured as such.

Chapter 3

SPANISH PARTS OF SPEECH AS DEFINED TRADITIONALLY

In dealing with the Spanish parts of speech, it is very important to point out the fact that the guidelines for such definitions are based on the standard grammar for the Spanish language, the grammar of the Real Academia Española.

A few remarks in connection with this organization will clarify its purpose as well as its nature. First, let us deal with the academy when it was first organized in 1713, and what were and are its objectives:

La Real Academia Española /fue/ constituída en Madrid en 1713, a imitación de la Academia Francesa, y autorizada por Real Cédula de Felipe V dada el 3 de octubre de 1714. Su lema "limpia, fija y da esplendor," resume el propósito de la institución: cultivar y fijar las voces y vocablos de la lengua castellana en su mayor propiedad, elegancia y pureza.⁴²

The meaning of this motto is "it cleans, determines and gives splendor to the language," --referring to the functions of the academy.

When this linguistic body was created in 1713, it began to function with eight members. At present, it has thirty-six members, thirty corresponding members in the Spanish provinces, and more than forty abroad.

In 1926 the academy created new memberships for representatives of the different regional languages of Spain. Thus, the

⁴²Miguel de Toro y Gisbert (ed.), Larousse Universal Diccionario Enciclopédico (París: Editorial Larousse, 1968), p. 13.

Catalán, the Gallego, the Basque, and the Valencian languages were represented in the academy.

The Real Academia Española has collaborators all over the world. These collaborators as well as the members of the academy are of the most varied activities and professions ranging from lawyers, medical doctors, engineers, archaeologists, to philosophers, priests, professors and grammarians.

Moreover, the academy receives invaluable contributions to the study of the Spanish language from the local academies throughout the Spanish-speaking world. Thus, such countries as the following contribute with linguistic material to the Real Academia Española: Colombia, Mexico, El Salvador, Venezuela, Chile, Peru, Costa Rica, Uruguay, The Phillipines, Panama, Cuba, Paraguay, Nicaragua, The Dominican Republic and Argentina.

The fact that the collaborators to the Real Academia Española are of so many varied activities together with the fact that so many nations in the Spanish-speaking world, through their academies, contribute to the study of Spanish makes this language a very unique one in the sense that it is very uniform. So, Spanish is a language whose structures have not varied considerably throughout its evolution. Furthermore, although regional idiomatic expressions--regional here refers to the idioms that have appeared in the Spanish-speaking countries--have developed, they have not made an overwhelming impact in the language so as to make it develop into a complete set of heterogeneous dialects. Fortunately, Spanish has maintained some uniformity wherever it is spoken.

On the other hand, it must also be noted that this tendency of maintaining a central linguistic body to keep uniformity in the

Spanish language--the Real Academia Española--has come under attack by linguists who are concerned with the changing structures of modern languages and with the usage of these languages.

Thus, Brian Steel's essay "Contrasting Approaches to Spanish Lexicography," published in the linguistic journal Hispania contains some significant comments on this matter. Steel reminds us in his essay that the Real Academia Española was founded in the eighteenth century and, since then, the basic approach to lexicography and grammar in Spanish has been marked by an excessive caution and dogmatic purism. Steel comments:

The existence of an official body whose duties include those of debating the claims to acceptability of words and syntactical patterns common or specialized use has meant that the DRAE/Diccionario de la Real Academia Española/ and the GRAE /Gramática de la Real Academia Española/ lag perpetually behind in many matters of current usage. Even the 1965 edition of the DRAE is as notable for the items which it omits as for those which it approves.⁴³

This dogmatism has led the Real Academia Española to neglect the current usage and has dealt mainly with a prescriptive type of methodology rather than a descriptive method. Further, this neglect has been felt by some authors who have felt a need for more complete works on the matter of usage. Thus, it is fortunate that Manuel Seco's Diccionario de Dudas y Dificultades de la Lengua Española⁴⁴ was published to help us in problems concerning usage. Another work which is of invaluable help to

⁴³Brian Steel, "Contrasting Approaches to Spanish Lexicography," Hispania, LVI (March, 1971), 46-52.

⁴⁴Manuel Seco, Diccionario de Dudas y Dificultades de la Lengua Española (Madrid: Aguilar, 1961).

the scholar of Spanish is María Moliner's Diccionario de Uso del Español.⁴⁵

Definition of the Spanish Noun

Since the importance of the Real Academia Española has already been pointed out, it is now possible to define the Spanish parts of speech. These definitions will be based on the traditional concepts given by the grammar of the Real Academia Española or by other Spanish grammars which have been based on the grammar of the academy.

The Diccionario de la Real Academia Española defines the noun (sustantivo or sustantivo) as that linguistic unit that:

Que tiene existencia real, independiente,
individual.⁴⁶

This part of speech has total independence in the sense that when the word is referred to it denotes no other words or relation to no other words. For example, words such as: "el hombre," "el río," "los árboles," refer to the words "man," "river," and "trees" without any relation to other words.

This characteristic of independence of the noun is underlined in most of the grammars of the Spanish language. By independence of the noun is meant that characteristic of this part of speech of standing by itself and having meaning; that is, even though the noun does not relate to any other words--when in isolation--it does have the ability of denoting and connoting meanings.

The grammar of the RAE* defines the noun from the same

⁴⁵Moliner, op. cit.

⁴⁶Diccionario de la Real Academia Española, op. cit., p.1181.

*Hereafter, RAE will stand for Real Academia Española.

point of view it also points out the characteristic of independence of this part of speech. The definition of the grammar of the RAE defines the noun in these terms:

Nombre substantivo, llamado también únicamente nombre o substantivo, es aquella parte de la oración que sirve para designar seres, personas o cosas que tienen existencias independiente, ya en la realidad, ya por abstracción o personificación; como piedra, Alfonso, Toledo, virtud, verdor, color, dureza.⁴⁷

It seems apparent that in this definition the function of the noun has not been included. The grammarian Andres Bello includes the function of the noun in his definition of it. "The noun," says Bello, "is a word that can be used to designate the subject of the sentence."

Definition of the Spanish Pronoun

The pronoun is the second part of speech which will be defined in this section. There are various definitions of the pronoun, but the basis of this analysis is the grammar of the RAE, therefore, that definition will be dealt with here.

The grammar of the RAE states one of the main characteristics of the pronoun, that of being capable of "reproducing" concepts; thus, it is not able to produce them by itself. The RAE defines the pronoun this way:

Pronombre es la parte de la oración que designa una persona o cosa sin nombrarla, y denota a la vez las personas gramaticales.⁴⁸

⁴⁷Gramática de la RAE, op. cit., p. 12.

⁴⁸Ibid., p. 34.

That the pronoun designates persons or things there is no doubt. For example, in cases such as "aquel," "alguien" or "yo," these pronouns represent people. On the other hand, the pronouns "aquello," "algo," and "esto" represent a thing or an object.

Therefore, the main function of the pronoun is that of reproducing certain concepts since, according to the definition of the RAE, it cannot express those concepts by itself. Another function of the pronoun is to avoid the continuous and monotonous repetition of the noun. This last function has to do more with style than with the syntactical function of this part of speech.

Definition of the Spanish Adjective

The next part of speech to be defined is the adjective. As we have already stated, the definition on which we base our concept of the parts of speech in Spanish is the grammar of the RAE; thus, we will deal with that definition for the adjective.

The grammar of the RAE has this to say about the adjective:

El nombre adjetivo, llamado tambien unicamente adjetivo, es aquella parte de la oración que se junta al substantivo para calificarlo o determinarlo.⁴⁹

This definition of the adjective seems oversimplified considering the multiple functions that this part of speech has. The adjective is indeed closely related to the noun, and its main function is to describe the noun together with concretizing it and pointing it out.

⁴⁹Gramática de la RAE, op. cit., p. 27.

In order to point out the multi-functional characteristics of the Spanish adjective, a general classification of it is provided. Thus, the adjective in Spanish can be of two kinds: qualifying adjectives and determinative adjectives.

The qualifying adjectives are the ones such as: bueno, malo and bondadoso. The determinative adjectives are the ones such as: algunos, muchos, todos, veinte.

The function of the noun, as it was revealed when this part of speech was dealt with, was to express concepts in a limitless way. Therefore, the adjective is used to limit the meaning of the noun. For example, by saying "persona" we are dealing with the term that applies to all human beings. If, on the other hand, an adjective is added to the expression, the meaning of the noun is somewhat limited as in "persona mala," or "persona grata." Thus, these examples do not apply to all human beings. So, the adjective minimizes this limitless aspect of the noun.

Furthermore, both noun and adjective express concepts; the noun in an independent form, and the adjective through the noun. Therefore, it is a fundamental characteristic of the adjective to be used with a noun in order to modify it together with qualifying and determining the meaning of the noun.

Definition of the Spanish Adverb

The adverb is the next concern in this section. It is one of those parts of speech, in Spanish, labelled as invariable or unchangeable, i.e. it does not suffer any grammatical change--of number or gender--and it remains unaltered.

The RAE defines the adverb in these terms:

El adverbio es una parte invariable de la oración, que sirve para calificar o determinar la significación del verbo o la del adjetivo, y a veces la de otro adverbio.⁵⁰

Thus, in expressions such as "comer bien," or "tristemente célebre," the words "bien," and "tristemente" qualify the verb "comer" and the adjective "célebre" respectively. On the other hand, in the expressions "muy goloso" and "demasiado tarde," the words "muy" and "demasiado" determine the adjective "goloso" and the adverb "tarde" respectively.

The adverb has been called a "circumstantial word" because it is used for marking certain circumstances which modify or determine the meaning of some words. Among these circumstances the following must be mentioned:

1. The mood and manner in which an action is expressed as in the adverbs: lindamente, así, which are the answer to the interrogative "¿cómo?"

2. The place where the action takes place as in the adverbs: aquí, allá, donde, which are the answer to the interrogative "¿dónde?"

3. The time of the development of the action as in the adverbs: hoy, mañana, entonces, which are the answer to the word "¿cuándo?"

4. The frequency or the repetition of the action as in the adverbs: frecuentemente, raramente.

5. The intensity of the action. This means the degree

⁵⁰Gramática de la RAE, op. cit., p. 131.

and measure of the action. Muy, solo, bastante and casi are used in this case.

6. The affirmation or negation of the action. No and sí are used in this case.

7. The certainty or uncertainty of the action in such words as ciertamente, acaso, quizá.

The adverb, as its definition characterizes it, not only affects the adjective, but also other parts of speech. Thus, the adverb affects the verb directly and indirectly; for example:

Juan vive lejos.

In this example the verb "vive" is directly affected by the adverb "lejos" since by changing the adverb to "cerca" it would change the meaning of the sentence.

Moreover, in the examples:

Juan está muy contento (through an adjective),

Juan está muy cerca (through an adverb),

the adverb "muy" is indirectly affecting the verb since "muy" has more effect on the adjective "contento" and on the adverb of place "cerca" respectively.

Definition of the Spanish Preposition

The preposition is that particle which denotes the relationship that exists between two elements of the sentence. The kind of relationship that the preposition establishes between two elements depends on the elements being joined by the preposition.

The RAE defines the preposition in these terms:

Esta partícula...sirve para denotar la relación que media entre dos palabras, de las cuales la primera es casi siempre un nombre sustantivo, adjetivo o verbo, y la segunda un sustantivo u otra palabra ó locución a él equivalente.⁵¹

Thus, in phrases such as "el jardín de mi amigo," "útil para la guerra," and "compadezco a Juan," the prepositions "de," "para," and "a" denote the relationship that exists between the nouns "amigo," "guerra," and "Juan" with the noun "jardín," the adjective "útil," and the verb "compadezco."

The prepositions in Spanish are the following: a, ante, bajo, cabe, con, contra, de, desde, en, entre, hacia, hasta, para, por, según, sin, so, sobre and tras.

The word preposition comes from the Latin words "prae" that means "before" and "positio" that means "position," i.e. the meaning of "preposition" is "word which is placed before another word." This meaning determines the main characteristic of this particle which is none other than to establish relationships between two words together with creating an expression which is a unity with meaning. The relationships which have been mentioned above are established among objects, phenomena and objects, i.e. among nouns; adjectives and nouns; verbs; pronouns; adverbs; adverbs and nouns; verbs and nouns or interjections and nouns.

In Spanish--as in the other romance languages--the role of the preposition is very important since it substitutes the different relationships which exercised the six cases of Latin declension. This role of the Latin declensions was lost in the

⁵¹Gramática de la RAE, op. cit., p. 138.

Romance Languages and it was substituted by the use of the prepositions.

Definition of the Spanish Article

Another part of speech to be analyzed is the article. This part of speech was, in its beginning, a demonstrative pronoun functioning as a determinative adjective. Throughout its evolution, it has lost its intensity and also its meaning has lost strength.

The fact that the article has lost some strength and intensity in connection with its grammatical function has led some grammarians not to consider the article as a part of speech. Others study it as a pronoun. Moreover, some scholars even consider the article a "particle" which tends to limit the extent of the noun which the article accompanies.

Nonetheless, the writer will base the information concerning the article on the definition of the RAE which does label this particle as a part of speech. The definition of the RAE refers to the article in these words:

El artículo es una parte de la oración que sirve principalmente para circunscribir la extensión en que ha de tomarse el nombre al cual se antepone, haciendo que este, en vez de abarcar toda la clase de objetos a que es aplicable, exprese tan solo aquel objeto determinado ya y conocido del que habla y del que escucha.⁵²

Obviously, the article still retains some of its characteristics as a pronoun. It has a definite importance in the structure of the sentence. Either it is omitted altogether, and

⁵²Gramática de la RAE, op. cit., p. 40.

the sentence has one meaning, or this particular meaning is altered completely by using the indefinite article, or by using the definite form.

Furthermore, when the Spanish article is used before the noun, it determines both the gender and the number of the noun, and it must agree with the noun in these two grammatical aspects.

Summing up, the article, in Spanish, is that particle that precedes the noun and determines the gender and number of the latter together with the syntactical function of the noun.

Forms of the Spanish article:

		Masculine	Femenine	Neuter
Definite	Singular	el	la	
Article	Plural	los	las	lo
Indefinite	Singular	un	una	
Article	Plural	unos	unas	

Definition of the Spanish Verb

The verb is the most variable or changeable part of speech in Spanish. The verb is that word that expresses the changes, movements or alterations undergone by the beings and things designated by the noun.

The definition that is most important for this study is that one of the RAE. The RAE has this to say about the verb:

Verbo es una parte de la oración que designa estado, acción o pasión, casi siempre con expresión de tiempo y de persona.⁵³

⁵³Gramática de la RAE, op. cit., p. 45.

For example, in the expressions "yo estoy agradecido," "tú socorriste nuestra necesidad," and "el sol se nublaba," the verb forms "estoy," "socorriste," and "nublaba" are only three of the main variants that the Spanish verb can have.

The definition of the verb by the RAE has been criticized because it seems to imply that the nouns "state," "action," and "passion" are verbs. Thus, this definition is considered a very weak one.

Moreover, nearly all the definitions of the verb agree on the fact that they consider this part of speech the "nucleus" of the utterance around which all the other elements of the sentence are subordinate parts. Thus, the verb is that part of speech which gives "life" to the sentence. The sentence cannot exist unless the verb is provided or understood.

Definition of the Spanish Interjection

Most grammars give a simple definition of this part of speech and they consider it as that utterance which expresses our emotions. However, this definition seems to take into account only one part of the main characteristics of the interjection without suspecting that the emic aspects of a language are involved in the emotional expressions conveyed by the interjection. That is to say, the full comprehension and understanding of this part of speech can give us a clear picture of the idiosyncratic aspects of a language.

It seems that the spontaneity of the way in which this part of speech is uttered, which is far from the logic process of ideas, has led many grammarians away from the study of the interjection.

In fact, the interjection, without being a complete sentence or even a word, does convey the meaning of a complete sentence. It is a sort of elliptical sentence.

It is essential, however, to base our concept of the interjection on the standard grammar of the Spanish language.

The RAE defines the interjection in these terms:

...la interjección es una parte de la oración que generalmente forma por sí sola una oración completa; ' ah!, ' oh! son equivalentes a estoy admirado, estoy sorprendido, etc...⁵⁴

Since the interjection is generally a short utterance, usually monosyllabic, it can be placed arbitrarily within the structure of the sentence without altering the meaning of the whole structure.

The interjection is the expression of states of being. This part of speech is quite peculiar because the same interjection can be used to express different emotions--depending on the state of being--such as: anger, happiness, sadness, admiration, surprise, terror, and so on.

There are, in Spanish, two kinds of interjections: interjections proper and interjections known as "impropias." The first ones are those interjections which are formed by only one word, generally monosyllabic. For example: ¡ah!, ¡ay!, ¡bah!, ¡Cáspita!, ¡ea!, ¡eh!, ¡hola!, ¡huy!, ¡oh!, ¡ojala!, ¡ox!, ¡puf!, ¡quia!, ¡ps!, ¡sus!, ¡tate!, ¡uf!, ¡zape!

The interjections "impropias" are the ones which, despite the fact that they are considered words or parts of speech, acquire

⁵⁴Gramática de la RAE, op. cit., p. 138.

the emotional characteristics of the interjections. They generally express admiration; for example: ¡anda!, ¡bravo!, ¡bueno!, ¡calle!, ¡cómo!, ¡Dios mío!, ¡cuidado!, ¡chito!, ¡dále!, ¡demonio!, ¡fuego!, ¡oiga!, ¡qué!, ¡sopla!, ¡toma!, ¡vaya!, ¡ya!

Definition of the Spanish Conjunction

One of the main characteristics of the Spanish conjunction is the fact that--unlike most of the Spanish parts of speech--very few Latin conjunctions were inherited by Spanish. This fact has contributed to the formation of conjunctions by combining words which have had various functions and various meanings throughout their history. Moreover, since most conjunctions have had to be created, this factor has contributed to the difficulty in determining the exact limit between the conjunction and the adverb.

The grammar of the RAE defines the conjunction in these words:

Conjunción es la palabra invariable de la oración que sirve para denotar el enlace entre dos o más palabras u oraciones.⁵⁵

For example, in the sentences:

Horacio y Virgilio fueron dos grandes poetas,

Juan no vendrá porque está enfermo,

the conjunctions "y" is linking the words "Horacio" and "Virgilio" while in the second example, the conjunction "porque" is connecting two sentences.

Conjunctions, in Spanish, can be simple conjunctions such as "y" or "o" or they can be compound conjunctions such as "para que" and "después que." Also, the conjunctions are classified

⁵⁵Gramática de la RAE, op. cit., p. 138.

according to the nature of their function. Thus, they can be "copulative conjunctions," such as "y," "e;" "disyuntivas" such as "o;" adversativas such as "pero;" causales such as "pues;" and consecutive conjunctions such as "luego."

SPANISH PARTS OF SPEECH
AS DEFINED BY STRUCTURE

As it was pointed out in the section in which the parts of speech in Spanish are defined from a traditional point of view, the grammar of the RAE is the standard grammar followed by the Spanish-speaking nations. The nature of this grammar is of a conservative kind, and it deals primarily with philosophical definitions of the parts of speech in Spanish. Most of the other grammars on the Spanish language discuss the definitions of the parts of speech, or redefine them in their own terms, but they base their analyses on the grammar of the RAE.

This section is aimed at analyzing the Spanish parts of speech from a structural point of view, that is, how each part of speech is structured to function. A study of this kind has not been developed previously for the Spanish language, and the writer intends to show the practicality of doing an analysis of this sort for this language. The position taken here is that a structural methodology for the identification of the parts of speech facilitates this identification.

Definition of the Spanish Noun

The noun has been dealt with from a traditional point of view. It was already stated that the noun is that part of speech which designates one or more objects--within objects are included the living beings--which are considered separate entities.

From the point of view of structure, the noun is that part of speech which carries within its structure at least one

primary stress and at least one vowel. Moreover, the identification of the noun by structure is made possible by determining if this word answers certain guidelines in relation to structure.

Thus, the noun is that part of speech which:

1. answers the questions ¿qué? and ¿quién? for example:
el libro, el lápiz, los árboles, Pedro, Argentina.

2. meets the "mas-menos-poco" test; for example:

más pan	menos harina	pocos niños
pocas muchachas	más alumnos	más libros
menos individuos	menos agua	más calor

3. answers the question of having more than one quality, or attributes; for example:

libro rojo	casa hermosa
niños malos	animales salvajes

We can add more qualities to the nouns "libro," "casa," "niños," and "animales" because we could not say that those qualities mentioned are the only attributes that these nouns have.

4. is either the active or passive subject of the sentence; for example:

El hombre es un ser racional.

El libro fue escrito por ese autor.

This possibility of identification is pointed out by the grammarian Lenz:

Sustantivo es toda palabra que sirve de sujeto activo o pasivo de una proposición.⁵⁶

It is also possible to include in the position of either

⁵⁶Martínez Amador, op. cit., p. 1374.

the active or of the passive noun or pronoun which would not exclude the possibility that the latter might be functioning as a nounal.

In a sentence such as:

El hombre es un ser racional,

the subject of the sentence is "el hombre" which could be substituted by the pronoun "él" which, besides being a pronoun, has the characteristics of being a nounal, i.e. it would be functioning as a noun. Furthermore, "él," in the context where it appears, would refer to the noun phrase "el hombre" (in this case).

Definition of the Spanish Pronoun

The pronoun--in Spanish--meets the same tests that the noun meets for the pronoun is defined as that part of speech which designates a person or an object without naming it, i.e. the function of the pronoun is to reproduce concepts, ideas, objects or persons--in the written and spoken language. Since the pronoun is a word that represents the noun, then it (the pronoun) is identified through most of the same tests which are applied to the noun.

Then, if we apply the first test used in identifying the noun, we should be able to tell whether the same test applies or does not apply for the pronoun. Let us consider the first test for the noun:

1. The noun answers the questions ¿qué? and ¿quién?--the same as the pronoun; for example:

ella^{56a}, esto, eso, ése, él, ellos, nosotros.

^{56a}The feminine, singular pronoun "ella" not only designates a person, but also objects in the feminine such as: la escuela, la casa, la materia, la filosofía.

2. The pronoun, on the other hand, also meets the "más-menos-poco" test; for example:

más de ellas	más de ellos
menos de nosotros	menos de vosotras
pocos de ustedes	pocas de ellas

3. The pronoun answers the question of having more than one quality or attribute; for example:

él es alto (bajo, moreno, estudioso)

ella es bonita (chilena, floja)

nosotros somos grandes (bajos, rubios, elegantes)

More qualities could be added to the pronouns "él," "ella," and "nosotros."

4. The pronoun is either the active or the passive subject of the sentence; for example:

Yo soy estudiante.

El libro fue leído por nosotros.

5. The pronoun answers the questions ¿quién?, ¿quiénes?, ¿de quién?, ¿de quiénes?, ¿para quién?, ¿para quiénes?, ¿con quién?, ¿con quiénes?, and several of the prepositions with the interrogative ¿quién?

The answers to these questions are of a considerable variety:

él, ella, nosotros, ustedes, vosotros

de él, de ella, de nosotros, de vosotros

para mí, para ti, para nosotros, para vosotros

conmigo, contigo, consigo, con usted, con nosotros, con ellos.

6. The pronoun stands for a noun as well as for concepts or ideas; for example:

él for el hombre

ellos for los niños, los muchachos, los libros
 él for el lápiz, el río, el muchacho
 ella for María, la casa, la cocina

"Esto" which can be used for a concept, idea, or a group of concepts or ideas. Thus, "esto" is quite indefinite in a very unique way because it refers to abstract ideas with no specific reference to details; For example:

Fui de compras; esto me cansó mucho.

Here "esto" is referring to the previous statement "fui de compras."

Let us consider this example:

Fui de compras, después trabajé en casa, y en la noche fui al cine; esto me significó mucho esfuerzo.

In this example, "esto" is referring to the whole series of ideas mentioned at the beginning of the whole utterance.

Another pronoun is "algo," which stands for something not specified, i.e. that object or idea with which the speaker or listener are not familiar; For example:

Algo me sucede y no se que puede ser.

Here "algo" is far from referring to a specific situation.

We also find the word "que" as a pronoun as in:

El muchacho que está en el patio es de España.

This "que" is found in subordinate clauses.

7. One more method of identification by structure that should be mentioned is that characteristic of the pronoun to show plurality in its different forms. Thus, we have these cases:

yo	-	nosotros	quien	-	quienes
tú	-	vosotros	éste	-	éstos

usted - ustedes ésta - éstas
 él - ellos
 ella - ellas

It is important to note that the cases mentioned above do not exhaust the different varieties of pronouns in the Spanish language. The various steps mentioned constitute some of the multiple methods of identification of the pronoun by structure.

One peculiarity of the Spanish personal pronoun is the fact that it is the only word that has distinctions of case.

M.M. Ramsey comments on this score:

The personal pronouns are the only words in Spanish which retain distinctions of case. In their full inflection they have four cases: The nominative, or subject. The dative, or indirect object. The accusative, or direct object. The prepositional, i.e. when governed by any preposition.⁵⁷

The methods of identification by structure of the Spanish pronoun which have been provided in this section are clearly similar to the methods used in the identification of the noun.

Definition of the Spanish Adjective

In order to identify the Spanish adjective by structure it is necessary to refer to the general classification of this part of speech. Thus, we can effectively determine with precision whether we are dealing with the adjective.

J.A. Pérez-Rioja discusses the classification of the adjective at length:

...el adjetivo (del lat. "adjicio," añadir=lo que se añade al sustantivo) reduce la extensión ilimitada del sustantivo y lo modifica, ya para

⁵⁷Ramsey, op. cit., p. 73.

añadirle una determinación o relación (determinativo).⁵⁸

Thus, the broadest classification of the adjective (according to its meaning) begins with the "calificativos." These adjectives called calificativos (qualifying adjectives) are subdivided into "especificativos o epítetos."

On the other hand, the determinative adjectives are divided into numerals, indefinite adjectives, possessive adjectives, and those denoting quantity. Each of these subdivisions is further classified into various other kinds of adjectives which will be given in a chart in order to present this classification with clarity.

The adjective, in Spanish, agrees with the noun both in gender and in number; for example:

los niños buenos

Here the adjective "buenos" is in the plural, the same as the noun "niños" which the adjective qualifies in this particular case. Moreover, the noun "niños" is masculine; so, "buenos" is also a masculine adjective.

A final classification of the adjective is that of degree of comparison. Thus, adjectives in Spanish have a positive degree such as:

bueno, malo, amistoso, excesivo

There is also a comparative degree which can be of equality or of inequality such as:

Equality

tan alto como

Inequality

mas grande que

⁵⁸Pérez-Rioja, op. cit., p. 169.

CLASSIFICATION OF THE SPANISH ADJECTIVE

Género	masculino	Número	singular	Grados	positivo
	femenino		plural		comparativo superlativo

especificativos: bueno

A.1) Calificativos:

epítetos: blanca nieve

cardinales: 2,3,(sin art.)

ordinales: primero

2.a numerales: múltiples: doble(con art.)

partitivos: medio

otro, tal, mucho(con o
sin artículo)

2.b indefinidos: algún, cada
varios, cierto (sin art.)
todo, bastante,

mi, tu, su, mis, tus, sus

. Por su significacion

A.2)

2.c posesivos: nuestro, vuestro, nuestros,
sin artículo
Determinativos lo vuestros

este, ese, aquel

2.d demostrativos: esta, esa, aquella
sin artículo

2.e cantidad: poco, mucho, cuanto

. Por su forma

simples: prudente, alto, leal

compuestos: desleal, imprudente

. Por su origen

primitivos: grande, alto, azul

derivados: grandioso, altivo, azuloso

necessary to deal with the structure of the adverb. Thus, the adverb goes in the slot to the left or to the right of the verb. The adverb cannot appear between the verb markers and the main verb.

As in English, there are various slots before and after nouns and before and after verbs. In English, the adverb is structured to appear nearly anywhere in the nominal or verb phrase. However, in Spanish, no such structuring liberty exists. There is a slot to the left of the verb and one to the right of the verb. Each of these slots may be filled by an adverb. The slots do not have to be filled, but, if they are, they must be filled by an adverb.

Further, in some cases, the adverb may appear in the nominal--subject. When such is the case, this adverb appearance indicates that the adverb is structured to slow, somewhat, the speed of the sentence. However, the adverb in Spanish is not structured to slow the speed of the sentence as much as is the case in English.

Definition of the Spanish Preposition

We defined the preposition as the particle which denotes the relationship between two elements of the sentence. We stated that the elements that the preposition joins, in Spanish, are usually a noun, an adjective, or a verb, and a noun or another word or expression equivalent to a noun. It is also important to emphasize the fact that by joining sentential elements, the preposition creates a unity with meaning. We also

stated that the type of relationship the preposition establishes depends on the kind of elements which this particle joins.

It is also important to mention here that in addition to this particle--preposition--there are those expressions known as "compound prepositions:"

In addition to the simple prepositions, Spanish, like other languages, uses many compound expressions, which are called compound prepositions, to connect substantives with other words. The compound prepositions fall into several main groups: those consisting of an adverb and a preposition (antes de); those consisting of a preposition, a noun, and another preposition (en lugar de); those consisting of a noun and a preposition (frente a); those consisting of an adjective and a preposition (junto a).⁶⁰

Further, there are some expressions called "frases prepositivas" which are equivalent to prepositions. These expressions are used when the regular prepositions cannot express, by themselves, some relationships. Among these expressions we have: debajo de, encima de, junto a, delante de, detrás de, para con, para desde, de por, desde dentro de, por encima, respecto de.

The true prepositions in Spanish are the ones known as "separables," these ones are the following: a, ante, bajo, cabe, con, contra, de, desde, en, entre, hacia, hasta, para, por, según, sin, so, sobre, tras.

Definition of the Spanish Article

In the traditional definition of the article, it was stated that this part of speech limits the meaning of the word which it precedes. We also pointed out that some grammarians did not regard the article a part of speech. However, we concluded that the article does have syntactical importance as well as semantical

⁶⁰Keniston, op. cit., p. 262.

significance in the meaning of the word which it precedes. Therefore, we do consider the article a part of speech.

Martín Alonso has an important explanation on the matter:

El artículo rompe la indeterminación del sustantivo; casa, una casa; los libros. ...Los indefinidos uno, una, unos, unas indican indeterminación de segundo orden. Señalan a un individuo dentro de una clase: Han traído unas cervezas.⁶¹

Thus, on one side, the definite article is used to indicate a specific individual--person or thing--whose identity has been established or is about to be established. On the other hand, the indefinite article is the weakened form of the numeral "uno" (un) whose function is to vaguely indicate one (or several, as in unos, unas) individuals--persons or things--of a particular kind or group.

Definition of the Spanish Verb

The traditional definition of the verb revealed that this part of speech constitutes the nucleus of the sentence, and that part which gives "life" to the utterance. Moreover, we concluded that unless the verb is provided or understood, the utterance has no meaning.

The verb, in Spanish, is the most changeable part of speech. Through its different tenses and moods, it expresses various states of mind, emotions, feelings, sensations together with showing--in its ending--the subject of the sentence:

El verbo es por excelencia el eje de la frase, núcleo del predicado y centro de todos sus complementos. Es la parte de la frase mas rica en variaciones de formas y accidentes gramaticales.

⁶¹Alonso, op. cit., p. 49.

Expresa la actitud del que habla en forma enunciativa, desiderativa o exhortativa y establece la unidad de la frase. Con las desinencias repite la persona gramatical del sujeto y enlaza a ésta con el predicado. Con los tiempos situa el significado de la frase en el presente, el pasado, o el futuro.⁶²

Thus, the verb is that part of speech which shows the alterations, or movements of those elements designated by the noun. The movements and alterations described occur in space and time. These two final aspects are the phenomena to which the verb refers.

Definition of the Spanish Interjection

The interjection is that part of speech, in Spanish, which is a sort of marginal element of an utterance, i.e. it operates within the structure of the sentence without a fixed position. It seems apparent that the most important characteristic of the interjection is its emotive nature together with the spontaneity with which it is uttered.

The basic feature of the interjection is outlined by Martín Alonso:

Opera/la interjección/al margen de las frases, como un impulso locutivo, como el símbolo más palpable de la expresividad afectiva, como una llamada de atención, y una expresión repentina de sentimientos condensados.⁶³

Hence, the interjection is that particle or expression which stands for a sentence. Thus, it is followed by the fade-out of the voice in its articulation.

⁶²Alonso, op. cit., p. 93.

⁶³Ibid., p. 324.

Definition of the Spanish Conjunction

The conjunction is that particle whose main function is to "connect." Furthermore, the elements that this part of speech connects have the same syntactical nature, i.e. those elements which the conjunction joins have equivalent syntactical functions.

We already divided the connectives in the traditional definition of the Spanish conjunction. However, for emphasis, we will repeat these concepts:

The relater constructions can be divided into two sub-classes: coordinating and subordinating. ..the first link elements of equal syntactic rank and the second elements of unequal syntactic rank.⁶⁴

Thus, the conjunction can connect elements such as two nouns, as in:

Juan y María.

This particle can also connect two clauses, as in the example:

Yo iré a España si tu vas.

One final function of the conjunction is to connect two sentences such as:

El se fue, pero ella se quedó.

⁶⁴Stockwell, Bowen and Martin, op. cit., p. 206.

Chapter 4

SIMILARITIES AND DIFFERENCES IN DEFINING PARTS OF SPEECH IN ENGLISH AND SPANISH TRADITIONALLY

The noun as defined traditionally

It seems apparent that in comparing the Spanish noun and its English counterpart, we find a common denominator for this part of speech, namely the fact that it is a word which "names" or "designates" something. However, the terms "names" or "designates" are not very clear as to their meaning. That is, what do we imply by saying that the noun names something?

The American College Dictionary defines the verb "name" in these terms:

...the verbal or other symbolic representation of a thing, event, property, relation, or concept. A proper name represents some particular thing or event. A common name (e.g. "man") is the name of anything which satisfies certain indicated conditions.⁶⁵

Apparently, the same concept applies to the Spanish noun because this part of speech--in Spanish--is that sentential element which designates, represents or refers to no other word or words but those represented by the noun itself. The terms "designate," and "names" refer to that particularity of the noun of representing concepts, ideas, events, or emotions through verbal behavior.

⁶⁵C.L. Barnhart (ed.), The American College Dictionary (New York: Random House, 1966), p. 806.

On the whole, both the English noun and the Spanish noun express a concept (idea or event) with total independence, i.e. the word--noun or nounal--by itself expresses a concept and it requires no additional parts of speech to render that which is being talked about fully comprehensible.

There is, on the other hand, one minor point to be stressed in connection with the manner in which the Spanish definition of noun and the English definition express the outstanding characteristics of this part of speech.

The Spanish definition centers its attention on the aspect of "independence" of the noun. That is, that characteristic of the noun of being able, by itself, to express a meaning with no help from other words. Thus, "el hombre" and "la niña" denote or designate the concepts "man" and "girl" without the use of other words. Even though the Spanish noun carries with it the definite article, this particle is merely a device used to denote the number and gender of the noun; in this sense, we would have to agree that the Spanish noun does use another part of speech to clarify its meaning. However, this is not always the case as the Spanish noun can denote these two grammatical aspects through its ending; for example:

niño (the ending '-o' denotes the masculine as well as the singular),

puertas (the ending '-as' denotes the feminine and plural).

On the other hand, the English definition of noun centers its attention on the concepts "the noun is that word that 'names anything.'" In this definition, the main emphasis is clearly the function of the noun: that of naming or designating objects--

here we also include human beings. The position taken here is that the word "anything" is extremely vague and does not reflect the true function of the noun effectively.

The pronoun as defined traditionally

Both the Spanish and English pronouns have considerable importance in the context--written or oral--where they are being used. Thus, if the meaning carried by the pronoun is not understood by those reading a context or participating in a conversation, they will misinterpret it.

Moreover, the most common aspect that the Spanish and English pronouns have is that of being able to 'denote' or 'hint' at objects--persons or things--without naming them. It is in this situation that meaning needs to be grasped by the reader or listener in order to understand what the pronoun is reproducing.

The Standard College Dictionary gives us a technical definition of the pronoun which encompasses the functions of this part of speech. This dictionary refers to the pronoun in these terms:

A word that may be used instead of a noun or noun phrase (personal, relative, demonstrative, indefinite, and reflexive pronouns), or as an adjective (adjective pronoun), or to introduce a question (interrogative pronoun).⁶⁶

The same distinctions annotated in the definition of pronoun given above apply to the Spanish pronoun as it has the same functions in that language.

⁶⁶Funk and Wagnalls (eds.), Standard College Dictionary (New York: Funk & Wagnalls Company, 1963), p. 1079.

It is worthwhile to note that the Spanish definition emphasizes that function of the pronoun known as "reproducing" concepts and that it is not able to produce concepts by itself. Whereas the English definition of the pronoun points out that ability of this part of speech of "substituting" the noun. Both of these functions point out as the characteristic function of the pronoun its ability to designate concepts, a function which is common to both pronouns--in English and Spanish; for example:

Él vino anoche,
He came last night.

In these two examples the pronouns "él" and "he" are substituting or representing a male subject which has probably been mentioned previously in the context of which these sentences form part.

The adjective as defined traditionally

The underlining characteristic of the Spanish adjective and the English adjective is that of being able to limit the meaning of the noun. Thus, if we refer to the Spanish noun "hombre" or to the English noun "man," we are referring to a term that applies to all members of that category. But if we add an adjective to these nouns, we would not only clarify their meanings, but we would also limit the extension of their meanings; for example:

hombre grande - tall man

Since the main characteristic of the adjective is to restrict the meaning of the noun, the adjective must be used with the noun so that the latter can be limited and the former can express its meaning through the noun.

María Moliner has a comment of significance on this matter:

Por oposición a "substantivo," /el adjetivo/ se aplica a las cosas que existen sólo en o por otras y no independientes; son, pues, adjetivos las cualidades, las acciones, los estados, los fenómenos."Adjetival." Del adjetivo. Se designa así a las palabras que se aplican al nombre para expresar alguna cualidad del objeto designado por él o para determinar a cuales o cuantos de los designados con el mismo nombre se refiere el que habla.⁶⁷

Thus, there is not considerable difference between the English and Spanish adjectives as far as the traditional concept is concerned. There are basic grammatical differences on the etic level which do not, in any way, affect the primary function of the adjective, such as: the position of the adjective in connection with the noun, phonological value, the grammatical changes of gender and number that the Spanish adjective suffers. This last aspect does not, of course, apply to the English adjective.

The adverb as defined traditionally

There is hardly any difference between the definition of the Spanish adverb and that one of the English adverb. Both languages define it in practically the same terms in relation to its function. Thus, the adverb--in English and Spanish--is said to have, in connection with the verb, the same kind of functions that the adjective has in connection with the noun. That is, the functions of qualifying or hinting at a limitation of the verb, an adjective or another adverb.

⁶⁷Moliner, op. cit., p. 56.

The American College Dictionary refers to some of the meanings which the adverb expresses:

An adverb expresses some relation of place, time, manner, attendant circumstance, degree, cause, inference, result, condition, exception, concession, purpose, or means.⁶⁸

As it was already stated in a previous section of this monograph, the Spanish adverb also expresses various meanings in connection with "circumstance;" so, the adverb was called a "circumstantial word" as it marks certain aspects of a situation such as: mood and manner, place, time, frequency, intensity.

The preposition as defined traditionally

The traditional definitions of the Spanish and English prepositions reveal that their function seems to be the same. Thus, the Spanish preposition shows the relationship that exists between two words; usually the first word is a noun, an adjective or a verb and the second word is a noun or nounal; for example:

El amigo de Juan.

La comida para los muchachos.

Ella irá a España conmigo.

In the first case, the preposition "de" establishes a relation of possession; in the second example "para" denotes destination--for whom the meal is; in the third sentence "conmigo" denotes company. Thus, the relationship that the Spanish preposition establishes between two elements of the sentence depends on the kind of elements the preposition is joining.

⁶⁸Barnhart, op. cit., p. 18.

María Moliner points out the function of the preposition:

/La preposición/ es la palabra invariable que establece una relación, de tipo distinto según la preposición, entre otras dos palabras, una de las cuales expresa un complemento de la otra.⁶⁹

Further, this definition of the Spanish preposition points out the fact that this part of speech is invariable or unchangeable, i.e. it does not suffer any grammatical change of gender or number. Its function is mainly to establish relationships between the words it joins.

On the other hand, the English preposition shows the relationship that exists between a noun or pronoun--nounal--and some other word in the sentence.

A definition of the English preposition explains the function of this part of speech. C. L. Barnhart says:

/the preposition is/ one of the major form-classes, or parts of speech, comprising words placed before nouns to indicate their relation to other words or their function in the sentence.⁷⁰

Some of the relationships that the English preposition establishes between elements of the sentence are well illustrated in these examples:

They are coming with us (accompaniment).

The book was written by Descartes (agency).

She did not come because of illness (cause).

They plan a trip to Africa (destination).

⁶⁹Moliner, op. cit., p. 831.

⁷⁰Barnhart, op. cit., p. 957.

The article as defined traditionally

The traditional definitions of the English and Spanish articles revealed that this part of speech--in both languages--circumscribes the meaning of the noun or nounal which it precedes. Thus, that someone or something which is being talked about in the context--whether this object is in a written or oral context--is the one which is already in the field of focus provided by the context or it is that object which has not yet been introduced to the field of focus already mentioned--indefinite article.

So, as we already explained, the main function of the article is to disclose a certain delimitation of that object which we are talking about in a context. Barnhart explains the function of the article:

...either of the two words 'a' or 'an' (indefinite article) and 'the' (definite article), whose main function is to precede nouns of a certain class (common nouns), especially when these are not preceded by other limiting modifiers.⁷¹

The above function explains how the English article behaves within the structure of a sentence. English and Spanish articles have one main aspect in common, that of having two classes of this kind of determinations, namely definite and indefinite forms.

On the other hand, the main difference between the articles of the two languages is the fact that the Spanish article has to agree with that word which it determines in both gender and number:

The most obvious contrast between English and Spanish definite and indefinite articles is to be seen in the

⁷¹Barnhart, op. cit., p. 71.

forms each may take...Spanish has a full set of number and gender forms, including the neuter (lo), showing grammatical concordance with the following noun or nominal.⁷²

As a matter of fact, the Spanish article--definite article el, la, lo, los, las and the indefinite article un, una, unos, unas --accompany the noun which it modifies agreeing with the gender and number of the noun. Further, if these grammatical aspects of the noun are not clear, the article will help us determine them. In connection with these grammatical aspects lies the main difference between the English article and its Spanish counterpart. So, English has only two forms for the article: 'the' for the definite form, and 'a' for the indefinite form. This last form presents a phonological choice depending on the noun which follows the article, namely the form 'an' when a vowel sound begins the noun or nounal following the article.

The verb as defined traditionally

The traditional concepts of the English verb as well as that concept of the Spanish verb suggest that the significance of this part of speech in the structure of an utterance is prominent. Besides, the verb is thought to be that part which carries the central meaning of the utterance, i.e. the nucleus of the sentence. The verb needs not be said or written as its meaning can be implied in an expression.

The Spanish and English definitions of the verb have further suggested that this part of speech is a "doing, being or having word."

⁷²Stockwell, Bowen and Martin, op. cit., p. 66.

This concept has been criticized on the basis that words such as "action," "existence," and "possession" would be considered verbs rather than nouns on account of the definition mentioned.

N.R. Cattell points out the problem with the traditional definition of the verb:

...what about a word like 'run'? Can it be a 'doing word' in the sentence "I will run around the block" and yet cease to be one in the sentence "I will go for a run around the block?" /On the other hand/, one of the older grammarians, J.C. Nesfield, defined a verb as a "word used for "saying" something about something else." The problem is that many kinds of words "say something about something else.⁷³

It seems apparent that the definitions mentioned present serious problems; the first one because of considering nouns as verbs, and the second one because of its vagueness. That is, if we take the example "a sick man," the adjective "sick" is saying something about the noun "man," but "sick" is not a verb.

The interjection as defined traditionally

One of the most important characteristics of the interjection is its emotive character. That is, the interjection reveals the expression of inner states of being through verbal behavior. This expression is of a spontaneous kind and of the sort known as elliptical in nature.

In English and in Spanish, the interjection is considered an equivalent of the sentence as it is accompanied by the fade-out of the voice together with implying the meaning of a verb.

Hayward Keniston gives us a view on the interjection:

⁷³N.R. Cattell, The New English Grammar: A Descriptive Introduction (Cambridge, Massachusetts: The MIT Press, 1966), pp. 9-10.

An exclamatory word which is used to express a complete thought or emotion is called an interjection. They are the most primitive form of the sentence. A few words are exclusively interjections, but many other words, - verbs, adverbs, nouns, adjectives, etc. - may also be used as interjections.⁷⁴

Moreover, the interjection--in both languages--can be placed arbitrarily within the structure of the sentence depending on the emphasis the speaker wants to convey in its articulation.

The conjunction as defined traditionally

The traditional definition of the conjunction, in English and Spanish, revealed that the function of this part of speech is similar in both languages. That is, the conjunction "connects" two or more syntactical elements which can be equal elements (coordinating conjunction) or elements of unequal rank (subordinating conjunction). Further, both definitions concur on the fact that the relationship the conjunction establishes between two syntactical elements depends on the conjunction being used.

In connection with the function of the conjunction the Standard Handbook of Prepositions, Conjunctions, Relative Pronouns and Adverbs contains an important concept on this score:

Like the preposition, the conjunction serves as a connective in showing relationships. Whereas the prepositions show the relationship of the individual parts of the sentence (the nouns, pronouns, phrases, and so forth), the conjunctions and those pronouns and adverbs having conjunctive functions establish the degree of balance or the qualifying character of the parts of the statement of the sentence as a whole.⁷⁵

⁷⁴Keniston, op. cit., p. 276.

⁷⁵Funk and Wagnalls (eds.), Standard Handbook of Prepositions, Conjunctions, Relative Pronouns and Adverbs (New York: Funk & Wagnall Company, 1953), p. 37.

There seems to be little or no difference between the function of the Spanish and English conjunctions, especially in connection with the coordinating conjunction since this relater has almost equivalent meaning and distribution in both languages. On the other hand, the subordinating conjunctions present some problems in Spanish since the relationships they are structured to express are numerous and complex. Thus, some relaters of this sort introduce only phrases, others introduce only clauses, some either phrases or clauses.

Chapter 5

SIMILARITIES AND DIFFERENCES IN DEFINING PARTS OF SPEECH BY STRUCTURE IN ENGLISH AND SPANISH

The noun as defined by structure

The definition of the noun by structure offers the most reliance in identifying this part of speech because, as it was revealed previously, one part of speech can and does behave as other parts of speech while it only has one structure. We also agreed on what we meant by the term "structure" in connection with the manner of identification of a part of speech, namely it refers to the "isness" of the word in question.

The definition of the English and Spanish noun by structure revealed that in both languages the noun has various aspects in common. Thus, when we analyze the "more-fewer-less" test for identifying the English noun, or the "más-menos-poco" test for the Spanish noun, we will find that in both languages the test is an effective method to identify the noun; For example:

less water	menos agua
more friends	más amigos
fewer deeds	menos maldades

Furthermore, this test does not leave out proper nouns such as "Pedro," "América," "Brasil," or "Peter," "America," and "Brazil" because in order to identify these nouns we must use the generic term for their identification. Thus, for example:

Pedro - niño

más niños

menos niños

pocos niños

América - continente

más continentes

menos continentes

pocos continentes

Brasil - país

más países

menos países

pocos países

Peter - boy

more boys

fewer boys

less boys

Another common method of identification of both languages is that which tests the noun to see if it answers the question of having more than one quality or attributes. The test is effective in both languages; for example:

casa grande

big house

niño grande

tall boy

In these examples the nouns "casa," "niño," "house," and "boy," we know that by adding only one adjective we have not included all the qualities or attributes of the nouns.

On the other hand, the Spanish noun answers the questions "¿qué?" or "¿quién?" while the English noun answers the questions "how much?" and "how many?" It is important to note that the

Spanish noun can also answer the questions ¿cuánto? ¿cuántos? ¿cuánta? and ¿cuántas? (equivalent to how much? and how many?)

For example:

¿cuánto dinero?

¿cuántos muchachos?

¿cuánta harina?

¿cuántas mujeres?

There seems to be a priority for the Spanish noun to answer questions concerning the "substance" of the object rather than other aspects of it. It is important to recall that the name "substantivo" is self-explanatory in connection with the substance of that which is being talked about or read about. Thus, the Spanish noun answers, primarily, the question "¿qué?" which is connected with the substance of the object--human beings or other entities to which we refer.

In connection with the term "substantivo," María Moliner has this to say:

De la substancia de una cosa, no de lo adjetivo en ella--"Nombre." Palabra que designa substancias, o sea, seres que pueden ser sujetos u objetos de una acción, un estado o cualquier accidente expresable con un verbo.⁷⁶

Further, the Spanish noun can be either the active or the passive subject of the sentence; for example:

Él escribió el libro.

In this case, the active subject of the sentence is the pronoun "él." Let us consider another case:

El libro fue escrito por él.

⁷⁶Moliner, op. cit., p. 1219.

The passive subject of this sentence is "el libro" because the action, expressed by the verb, is not carried out by "el libro" but by "el."

Presumably, the English noun accepts this structural construction of being either the active or passive subject of the sentence. Let us consider what Homer C. House and Susan E. Harman tell us in this respect:

- (1) I gave the money to John.
 (2) The money was given to John by me.
 Observe that the direct object (money) in sentence (1) becomes the subject in sentence (2), the verb being in the passive voice.⁷⁷

The noun, in Spanish and English, in order to be labelled as such, must be a "pure noun" as there are other parts of speech which can "function" as nouns. The position is taken here that those words that fill the slots or frames corresponding to the noun should not be labelled as such, but as nounals.

The pronoun as defined by structure

The definition of the pronoun by structure in English and that one of the Spanish language reveal that this part of speech is considered a substitute for the noun together with the fact that, as substitute of the noun, it is mandatory that it takes a regular determiner before it in which case the choice is \emptyset - null.

Moreover, the pronoun, in both languages, reflects the

⁷⁷Homer C. House and Susan E. Harman, Descriptive English Grammar (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp. 244-245.

"more-fewer-less" test (más-menos-poco test for Spanish); for example:

más amigos	more friends
menos mesas	fewer tables
pocas muchachas	less girls

The pronoun can also have two or more qualities or attributes in English and Spanish.

él es bueno	he is good
ella es alta	she is tall

In both of these cases we can add more attributes to the pronouns "él," "ella," or "he," and "she."

In English, as in Spanish, the pronoun has two possible forms by structure; for example:

yo - nosotros	quien - quienes
tú - vosotros	éste - éstos
usted - ustedes	ésta - éstas
él - ellos	
ella - ellas	

I	-	we
he, she, it	-	they
me	-	us
him, her	-	them

The pronoun, in Spanish, stands for a noun as well as for concepts or ideas. Presumably, the same concept applies to English; for example:

"Esto" as in the examples:

Trabajé mucho anoche. Esto me cansó.

Lavé, cociné y estudié. Esto fue agotador,

or,

The sun is shining. This is what I like.

In this last example, the pronoun "this" refers to the idea that "the sun is shining."

It is also suggested that--like in Spanish--the English pronoun answers the questions "what?" or "who?" for example:

she	for	Mary (who?)
this	for	an idea or concept (what?)
that	for	an idea or concept (what?)

Let us consider another example:

I cannot accept such a proposal. That is against my principles. Here "that" is a pronoun which stands for the idea of "accepting a proposal."

Moreover, the English pronoun is either an active or passive subject of the sentence. This situation also applies to the Spanish pronoun; for example:

They worked hard yesterday (active subject "they").

It was brought by them (passive subject "it").

Jespersen has a comment in connection with the passive subject:

The subject of a passive verb is what in the active would be an object. But if in the active there are two objects, only one of them can be made the subject; the other object is "retained" as such: in other words, a passive verb can have an object.⁷⁸

The problem here seems to be "which of the two objects can be made the subject of a passive sentence?" Jespersen suggests

⁷⁸Jespersen, op. cit., p. 121.

that originally the direct object could be used as the subject of a passive sentence. But there has been a tendency, in recent years, to make the indirect object the subject; for example:

They offered the butler a reward.

The butler was offered a reward.

The adjective as defined by structure

The identification of the Spanish adjective from the traditional point of view was developed from a broad classification of this part of speech which revealed that the main functions of it are to limit the extension of the noun, to add some quality to the noun, and to add some relationship to the noun. This classification of the English adjective also revealed that the main functions of it are to limit and to modify the noun which the adjective precedes. However, this limitation and modification that are attributed to the adjective are not exhaustive because they deal with few characteristics of the noun it modifies.

The identification of the adjective from a structural point of view presents some differences between Spanish and English. First, in dealing with the "seems-very-and quite" test, which is used for identifying the English adjective, it does not seem to apply to the identification of the Spanish adjective. The problem here seems to be that of translating the English method. Let us suppose that we translate the word "seems" into Spanish, it would be "parece." Now let us apply the method:

El lápiz rojo parece rojo.

The problem is that we are asserting that "el lápiz" is "rojo" and then we are doubting that it is "rojo." That is,

we are contradicting ourselves as to the quality of "el lápiz." On the other hand, if we apply the "very" theory we might run into problems again; for example:

El niño bueno es muy bueno.

The sentence is grammatically correct, but by applying the method we have a semantical problem: "el niño bueno" is not necessarily "muy bueno." The same problem arises when we apply the "quite" test.

Therefore, we propose that for identifying the Spanish adjective by structure, we look into the qualities or attributes that the adjective, which generally follows the noun, asserts about the noun:

El adjetivo expresa conceptos a través del sustantivo. El sustantivo expresa los conceptos de una manera infinita, ilimitable. El sustantivo "persona," por ejemplo, comprende todas las personas habidas y por haber. Para concretarlo o referirlo a una determinada, hay que reducir su significado, mediante la unión de un adjetivo. Así, diremos: "persona buena," mala, apta, culta...⁷⁹

Thus, the only indication that we have in order to identify the adjective, besides being used with a noun, is its function, namely to modify the noun or to limit its extension.

Presumably, the phonological characteristics which the English adjective has also apply to the Spanish adjective. We could not assert that the Spanish adjective is longer than any other part of speech because "lentamente" is phonologically long, but it is an adverb. Thus, the euphonious nature of the Spanish adjective lies mainly on the intonation that the speaker applies to it.

⁷⁹Pérez-Rioja, op. cit., p. 169.

The adverb as defined by structure

The identification of the Spanish adverb by structure relies on the meaning of this part of speech. So, we identified the adverb, in Spanish, according to manner, place, time, quantity, affirmatives, negatives, and of doubt.

The identification of the English adverb revealed that when we move it from its fourth position to an earlier position, the speed of the sentence is slowed down. Moreover, we also identified the English adverb according to the stress it carries. So, when the adverb is monosyllabic it carries full stress, when it is polysyllabic, it carries tertiary stress.

The Spanish adverb also admits the first method of identification of the English adverb, i.e. when placed in a different position, it slows down the speed of the sentence. However, it does not admit the second method as all words in Spanish carry different stresses for the matter of "accentuation."

Basically, adverbs are modifiers of sentence elements. Stockwell, Bowen and Martin tell us about this characteristic of the adverb:

Adverbs are basically modifiers, usually of verbs but also of other modifiers. Adverbs are to other sentence elements what adjectives are to nouns.⁸⁰

Adverbs modify verbs, adjectives, or other adverbs. Occasionally, the adverb also modifies a phrase, a clause or a whole sentence. Further, adverbs express relations in a sentence, such as: time, place, manner, degree, affirmation or negation, frequency.

⁸⁰Stockwell, Bowen and Martin, op. cit., p. 195.

The preposition as defined by structure

The identification of the preposition by structure was developed from two points of view. First, the Spanish preposition was identified as that element which joins two elements of the sentence together with denoting their relationship. Second, the English preposition was identified as that part of speech which is structured to appear before a noun or a nounal which cannot be the subject nor the object of the sentence.

Both methods of identification reveal that the preposition--in both languages--expresses relationships between the elements which it joins:

A preposition is a particle (word or a word-equivalent) used with a noun or pronoun (and usually placed before it) to form a phrase, which phrase usually performs the function of an adjective or an adverb: a letter from home, riding on a horse, anxious about her son, go farther into the stream.⁸¹

The Spanish preposition as well as its English counterpart express relationships between sentential elements. The phrase formed by the preposition and the sentential element may be adjectival or adverbial.

The article as defined by structure

The Spanish and English articles have been subject to a controversy: whether to consider them as parts of speech or not. However, since the importance of this particle was already pointed out, namely that of determining and specifying the word or words which it precedes, the position is taken that the article is a

⁸¹House and Harman, op. cit., p. 174.

part of speech with tremendous importance in the sentence.

The structural definition of the article--in Spanish and in English--revealed that the function of this part of speech is similar to that of the adjective. The latter specifies only one quality or attribute of the word which it precedes while the article stands for all the qualities of that element which it precedes.

On one side, the definite article (the; el, la, lo, los, las) points to a specific object--person or thing. On the other hand, the indefinite article (a, an; un, una, unos, unas) indicates one individual of a specific kind in a more vague manner than the definite article.

The verb as defined by structure

The definitions of the English and of the Spanish verbs, according to the structural method, show that this part of speech constitutes the nucleus of the sentence, i.e. it is that part which gives meaning to an expression, whether it is written, said or understood. Further, we can define the verb as that sentential element which is in the second position of the kernel sentence. Moreover, a more effective definition of the verb is the one that suggests that this part of speech expresses the past and the present tenses with all their variants: perfect and progressive tenses and the modal elements.

Pérez-Rioja has an important explanation of the importance of the verb in the sentence:

El verbo expresa los cambios, movimientos o alteraciones de los seres y las cosas designados por el

substantivo...Ejemplos: El hombre nace, crece,
se desarrolla y muere...⁸¹

Thus, from the structural point of view, the verb is that part of speech which has the ability to express the present and past tenses together with being that part of the sentence which is the nucleus of the whole expression.

The interjection as defined by structure

The interjection has been considered an element which denotes strong feeling or sudden emotion. These concepts of emotion and feeling are the basic characteristics of the interjection in Spanish and English.

Moreover, in both languages, the interjection has been considered a sort of "isolated element" in sentential construction:

It /the interjection/ does not enter into the construction of the sentence, nor is it grammatically related to other words in the sentence. It must always be construed as an independent element.⁸²

So, another characteristic of the Spanish and English interjection is that of considering this particle as an entire sentence as it is followed by the fade-out of the voice and it carries the meaning of a verb.

The conjunction as defined by structure

The definition by structure of the conjunction in Spanish

⁸¹Pérez-Rioja, op. cit., p. 188.

⁸²House and Harman, op. cit., p. 196.

and English suggests that the main function of this part of speech is to connect elements of the sentence.

In both languages, the conjunction can join sentential elements of equal grammatical value, in which case we would be dealing with the coordinating conjunction, or it can join two elements where one has greater grammatical importance than the other, in which case we would be dealing with the subordinating conjunction.

Alonso comments on the two kinds of conjunctions and their functions:

Los elementos sintácticos equivalentes se unen con la conjunción y forman una serie. Si un miembro no está supeditado a otro, se trata de las conjunciones coordinantes o coordinativas. Las subordinantes supeditan un miembro a otro y el resultado es un grupo con su forma expresiva y su complemento.⁸³

Thus, it seems that the definition of the conjunction emphasizes the function of this particle together with the types of sentential elements which it connects.

⁸³Alonso, op. cit., p. 62.

Chapter 6

SUMMARY

The definition of the parts of speech of Spanish and English by the traditional methods and by structure revealed that the traditional methods, based on "notion," "function," and "meaning," are somewhat out of fashion and not practical. The fact that parts of speech--in both languages--can function as other parts of speech makes it difficult to determine the true identity of a particular sentential element.

On the other hand, the structural approach allows us to identify a part of speech more effectively than the traditional method as there is only one structure for a particular part of speech.

The application of the traditional methods in the identification of the parts of speech of the two languages in question showed us the limitations these definitions have because of the generalizations in which traditional grammarians incurred, together with the fact that these definitions generally refer to only some aspects of the part of speech being analyzed, while other important aspects are left aside. Further, the traditional definitions analyzed revealed the tendency of traditional grammars to be prescriptive rather than descriptive.

The definition of the parts of speech by structure which was analyzed in this monograph revealed the practicality

this method offers in identifying parts of speech. Further, structural approaches are not of a prescriptive nature, and their main concern is to deal with the language as it exists.

Moreover, the comparative analysis of Spanish and English in connection with the methods of identification of the parts of speech by the traditional methods and by structure revealed that there are many similarities as to the structure of the parts of speech in both languages.

The differences that exist in relation to the structure of the parts of speech of the languages in question showed that they lie mainly in the fact that some of the Spanish parts of speech suffer grammatical changes, mainly of gender and number. Thus, such Spanish parts of speech as the noun, the pronoun, the adjective and the article suffer changes in connection with number and gender. The Spanish verb changes in connection with tense and mood. Further, the preposition, the interjection, and the conjunction do not undergo any changes. The Spanish adverb is considered an invariable or unchangeable part of speech because it is so structured as not to suffer any changes.

We also found out that there exist marked phonological differences in the two languages. For example, the English adjective is characterized as having longer phonological duration as compared to other parts of speech. On the other hand, the Spanish adjective does not present long duration because it receives the same value as that word which it is modifying. Moreover, Spanish sounds present more uniformity than the English sounds. This uniformity of the Spanish sounds

allows few variations of a phonological nature. By uniformity is meant that peculiarity of the Spanish sounds to be pronounced equally no matter in what combinations they appear.

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