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**Word-order in English and in Slovak:  
Principles and Means**

**Bachelor's thesis**

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**UNIVERSITY OF ECONOMICS IN BRATISLAVA  
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**Affirmation**

**I hereby affirm, that I have elaborated the final thesis independently and that I have listed all the literature used.**

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## **ABSTRAKT**

BAGINOVÁ, Lucia: Slovosled v anglickom a v slovenskom jazyku: princípy a prostriedky. – Ekonomická univerzita v Bratislave. Fakulta aplikovaných jazykov, Katedra lingvistiky a translológie. – Vedúci záverečnej práce: doc. PhDr. Daniela Breveníková CSc. – Bratislava FAJ EU, 2012, 39 s.

Cieľom záverečnej práce je vypracovať typologickú charakteristiku anglického jazyka z hľadiska slovosledu na kontrastívnom základe. Poukázať na príčiny a dôvody inverzie v dvoch pomerne odlišných jazykoch – v anglickom a slovenskom jazyku.

Práca je rozdelená do 7 kapitol, obsahuje 6 tabuliek a 1 schému.

Prvá kapitola sa zaoberá pôvodom slovosledu oboch jazykov a prezentuje tiež základné slovosledné štruktúry. Druhá kapitola opisuje prínos Pražskej školy k vývoju jazyka a lingvistiky samotnej. Popri slovoslede sa zaoberá najmä syntaxom, fonológiou, fonetikou a sémantikou. Uvádza tiež stručný prehľad hlavných predstaviteľov Pražskej školy ako aj amerických lingvistov po roku 1950. V tretej kapitole sa zameriavame na základný slovosled anglickej vety – SVOMPT, analyzujeme ho na uvedených príkladoch a uvádzame možné preklady do slovenského jazyka. Opisujeme tiež ďalšie princípy anglického slovosledu a slovosledu v otázkach. Slovosled v slovenskom jazyku charakterizujeme vo štvrtej kapitole, ktorú doplníme uvedením všeobecných faktorov o postavení slov vo vete. Piata kapitola sa zameriava na objasnenie problémov vyskytujúcich sa v modernom anglickom jazyku a prínos predstaviteľa Pražskej školy, Viléma Mathesiusa, k danej problematike. Inverzia je hlavným objektom, ktorý je skúmaný v šiestej kapitole. Venujeme sa jej rozdeleniu, dôvodom vzniku ako aj eliminovaniu chýb pri jej používaní. Posledná kapitola sleduje osvojenie jazyka v rovine detského myslenia a jeho rozvoja. Ponúka návody na správnu výučbu anglického jazyka a jej dopad na deti, pre ktoré angličtina nie je materinským jazykom.

V prílohách uvádzam analýzy slovenských a anglických textov v ekonomickom a literárnom štýle, ktoré su zamerané na porovnanie slovosledu a výskyt inverzie.

### **Kľúčové slová:**

slovosled, faktory slovosledu, inverzia, Pražská škola, osvojenie jazyka, vetné štruktúry

## **ABSTRACT**

BAGINOVÁ, Lucia: Word-order in English and in Slovak: Principles and Means – University of Economics in Bratislava. Faculty of Applied Languages, Department of Linguistics and Translatology. – Tutor: doc. PhDr. Daniela Breveníková, CSc. – Bratislava: FAJ EU, 2012, 39 pp.

The aim of this bachelor's thesis is to work out a typological characteristic of the English language in terms of word-order based on contrastive basis as well as to point at causes and reasons of inversion in two relatively unrelated languages – in the English and in the Slovak language

The bachelor's thesis is divided into 7 chapters, contains 6 charts and 1 scheme.

First chapter deals with the origin of word-order in both languages and presents the fundamental structures of word-order. The second chapter describes a contribution of the Prague School to the progress of language and linguistics itself. Besides word-order, it deals mostly with syntax, phonology, phonetics and semantics. There is also stated the brief overview of the representatives of Prague School and the American linguists after 1950s. In the third chapter, we target at the basic word-order of English sentence - SVOMPT-, we analyse it on the practical examples and show the possible translations into Slovak. We also describe other principles of English word-order. The Slovak word-order is characterized in the fourth chapter, which we complete with introduction of universal factors considering the position of words in a sentence. Fifth chapter is aimed at clarifying problems occurring in the Modern English and a contribution of V. Mathesius, main representative of the Prague School, to this fact. Inversion belongs to the main objectives exploring in the sixth chapter. We addit ourselves to its dividing, the motives of its origin and to elimination of mistakes. The final chapter follows the language acquisition in the way of children thinking and its development. It offers the hints for proper English language teaching and its impact on the non-native English speaking children.

The appendices include the analyses of texts written in economic and literary styles. These analyses are aimed at comparison of word-orders and appearance of inversion in both languages.

### **Key words:**

word-order, word-order factors, inversion, Prague School, language acquisition, sentence structures



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## Introduction

We evaluate the word-order as one of the most important parts of a grammar in every language. In the field of translation and interpretation there is a must to eliminate fundamental grammar mistakes. The wrong structure of translating sentences from foreign languages may lead to misunderstandings. The correct understanding of word-order refers to the general rules of the linguistics as well as methodological background of this study. We can say that the study of word-order means the study of the principles and rules. The core includes the function of both languages but mostly the differences as well as causes of these differences between these languages.

The bachelor's thesis is divided into eight chapters. At the very beginning we have pointed at the origins of word-orders in both languages. Then we have picked the most significant representatives of the Prague school and their contributions to the linguistics. Other chapters contain facts about basic word-order, various types of inversion, word-order in the Modern English and sentence structures of both languages. The last but not least chapter is dedicated to the processes of teaching and learning the English language to non-native children. It is based on developmental psychology and some tips for effective teaching and the right teachers' attitude to children. In this globalized age, there is must to know at least one foreign language. This was an impulse which persuaded us to mention also a necessity of teaching English, in this case, to small children at age of 4 or 5 years. The practical part is devoted to the analysis of two types of the text formats. We have chosen economic and literary styles. There we compare the differences of the texts with the same contents but in different languages – English and Slovak. We target at the various types of inversions and their reasons. We use here the theoretical knowledge which we acquired from particular sources.

The problem of the corpus of phenomena in general referred to as word-order may be studied from various perspectives. As a contribution of this bachelor's thesis we regard clarifying theoretical and methodological background of such studies. Both -fixed and free word-orders- have been studying from various perspectives and by using various principles. We will try to underline the most relevant and significant of them. Despite of strict rules in both languages – English and Slovak – each grammar tolerates diversity and that is the cause of forming inversion and other variations in the word-order.

The languages still change, so the word-order does. Many linguists and philosophers has been dealing with this part of grammar and studying it from several perspectives. This phenomenon belongs to quite difficult tasks to clarify but many experts dedicated their effort to do so. We hope that also our contribution will fulfil the goal and make clear all the uncertainties and problems considering the word-order.

## **Aims of the Thesis**

The goal of this bachelor's thesis is to find out what may be the sources and purposes of the diversity of word-order characteristics in two relatively unrelated languages – English and Slovak. We will try to explain and interpret the opinions on this phenomenon on the basis of comparative analysis. We have chosen three types of written texts – economic, literary and journalistic – where my major task will consist in comparing various types of inversion in both languages. We will target at correct application of word-order, proper understanding of words or sentences and how to eliminate the fundamental misunderstandings in editing text. We hope that this bachelor's thesis will be considered as valuable source in improving of written and oral discourses. It should be for us, as non-native speakers, a suitable and an adequate source in explaining the basic features of the right use of the word-order.

We have formulated the following partial goals that should be helpful in satisfying the conditions of the main goal:

- to exemplify the contribution of the Prague School for Slovak (or Czechoslovak) and English linguistics
- to interpret principles on which the basic word-orders in both languages are based
- to clarify an uncertainty in formation of an inversion and specify it on the practical examples
- to find out the beginnings of language development and acquisition considering the children ability of learning native and foreign language
- to compare relatively unrelated languages such as English and Slovak are, and find out which principles and rules they share

## 1. Basic Rules and Structures of Word-Order

As the languages are different, also their grammars and word-orders are different. According to many experts and professors, the word-order belongs to the one of the weakest parts of the grammar in many languages. You can imagine simple sentence e.g. in Slovak language – *Včera kúpil otec v obchode chlieb a maslo.* – We can also say this sentence in different way – *Otec kúpil včera v obchode chlieb a maslo.* – There are far more options how to formulate this sentence. This implies that Slovak language has not fixed structure and the way of formulating the sentences is very flexible. In comparison to strict English or German word-order, Slovak language offers various models of formulating sentences in writing and speaking form. Slovak language is much more difficult as English in many ways – declension, conjugation, diacritical marks etc. Someone can consider flexible word-order as an advantage but many foreigners such as Italians, Germans or Britons see it as one of the most difficult tasks in our language.

Word-order structure	Number of languages using this structure	Names of the languages	Examples (English equivalent)
SOV	565	Japanese, Turkish, Basque, Korean	I you like.
SVO	488	English, Slovak, Spanish, French	I like you.
VSO	95	Irish, Scots	Like I you.
VOS	25	Malagasy, Fijian	Like you I.
OVS	11	Ungarinjin (Australian tribe), Hixkaryana	You like I.
OSV	4	Warao (Venezuela)	You I like.

Chart 1: *Six word-order structures in the order of most common to the rarest*<sup>1</sup>

<sup>1</sup> According to DRYER, Matthew S. 2011. *Order of Subject, Object and Verb*. In *The World Atlas of Languages Structures Online*. [online]. 2011. [cit. 2012-05-03]. Available on the Internet: <<http://wals.info/chapter/81>>

As the chart on the previous page indicates, the word-order may not seem so complicated. There are only six basic Subject-Verb-Object structures which are used all over the world.

## 1.1. The Origin of Slovak Word-Order

The Slovak language is the official language of Slovak Republic. It is spoken by more than 4 million Slovak inhabitants, by more than 1 million emigrants in the United States of America and by more than 300 000 people in Czech Republic. Some small language communities also occur in Hungary, Romania, Serbia, Croatia, Bulgaria, Poland etc. Slovak language is known as “esperanto”<sup>2</sup> of Slavic languages and it is understood as the most comprehensible language for the users of other Slavic languages.<sup>3</sup>

Considering the study of word-order in Czech and Slovak there is such a wide and rich tradition. After mentioning the names such as Henri Weil or E. Berneker who studied and described the word-order questions in foreign languages, the main representative and funder of word-order in Czechoslovakia was undoubtedly Vilém Mathesius. Most of the additional works and principles are based on his studies. According to V. Mathesius the base element of the word-order is a structuring of the sentence. To the secondary elements belong rhythmical moment, grammatical moment and fellowship of clause members.

The well-known Slovak representative who was concerning himself about word-order was E. Paulíny. He linked his theory on the approach of V. Mathesius. The significant representatives who deserve to development of word-order are J. Ružička, L. Dvonč, J. Oravec and J. Horecký. It is obvious that there are various opinions. The difference in understanding of word-order was related to different factors. The most significant was a capability to differentiate a grammatical structure of a sentence (syntagmata and clauses) from a semantic system conception (utterance).<sup>4</sup> The grammatical structure form was primarily presented by Mathesius. A grammaticalized word-order has e.g. the English language. It means that a subject is at the first place and is

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<sup>2</sup> Definition of esperanto: It is constructed language, invented in the late 1800's. It is referred to as an 'international auxiliary language', intended to facilitate communication between people of different native languages. Simply put – it's a second language for everyone. Esperanto's creator was a Polish oculist named L. L. Zamenhof. <<http://www.language-learning-advisor.com/what-is-esperanto.html>>

<sup>3</sup> According to ONDREJOVIČ, S. 2008. *Slovenský jazyk, jazyky na Slovensku*. Bratislava: Ševt, a. s. 2008. pp. 6, ISBN 978 – 80 – 8106 – 005 - 2

<sup>4</sup> According to MISTRÍK, J. 1966. *Slovosled a vetosled v slovenčine*. 1<sup>st</sup> edition: Bratislava, Vydavateľstvo SAV. 1966. pp. 8, ISBN 71 – 029 – 56

followed by a predicate. It indicates that a position of word is given by its grammatical function.

## 1.2. The Origin of English Word-Order

*“English is spoken as a first language by more than 300 million people throughout the world, and used as a second language by as many, if not more. One in five of the world’s population speaks English with some degree of competence. It is an official or semi-official language in over 70 countries, and it plays a significant role in many more.”*<sup>5</sup>

The English of a few hundred years ago was different in many ways from Modern English. Grammar, vocabulary, pronunciation and spelling have all changed since Shakespeare’s time. The Old English shares some typical features with Modern High German. Inversion was more common, and infinitives and past principles could come later in a clause than in Modern English. The syntax of Old English was more flexible than Modern English one. A reason was the declensions of the nouns. The case endings terminated the function of the word in the sentence. That indicated irrelevancy of the word-order. However, word-order in Modern English shows a significant role because the general word-order SVO has varied in a few instances:

- When an object is a pronoun, it often precedes the verb.
- When a sentence begins with an adverb, the subject often follows the verb.
- The verb often comes at the end of a subordinate clause.<sup>6</sup>

This introductory chapter constituted both languages in the sense of their origins. It reflected the most needful facts and affairs that influenced the progress of the languages. It compared them in the structure of basic word-order and in the following flexibility or fixity in formulating the sentences. We named several philosophers and linguists who were interested in improvement of language culture and general linguistics with specialization on word-order and syntax. The attached chart also described six general word-order structures used all over the world. We consider this chapter as a tool for basic comprehension of the expression ‘word-order.’

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<sup>5</sup> WEHMEIER, S. 2005. *Oxford Advanced Learner’s Dictionary*. 7th Edition: Oxford University Press, 2005. pp. 178. ISBN 978-0-19-400116-8

<sup>6</sup> According to FENNELL, A.B. 2001. *A History of English*. 1<sup>st</sup> edition: Oxford UK, Blackwell Publishing, 2001. pp. 106. ISBN 0 – 631 – 20073 - 8

## 2. Contribution and Formation of the Prague School

The Prague School played a significant role in the improvement of structuralism, phonology, and linguistics in general. It was established in 1926 and in this year started its activity by starting the first official meetings. The important member of the Prague School was undoubtedly Vilém Mathesius, therefore it should not be omitted to mention the year 1911, when the unofficial papers and works were already published. The foundation members based their theories on the studies of Ferdinand de Saussure. They were also in connection with the Moscow Linguistics Circle. Due to the October Revolution and other affairs occurred in Russia, the members of the Moscow Circle were forced to leave Russia and to renew their endeavour elsewhere. Some of them, such as Roman Jakobson or N.S. Trubetzkoy, joined the Prague Circle. The membership was composed by linguists from many countries so the works were published besides Czech in German, English, French, Russian and etc. Also because of this diversity, the Prague School is considered as one the most multilingual and influential schools of linguistics in the pre-war period. The Prague School influenced the cogitation of the European linguists in many ways. It is impossible to imagine present-day structuralism and linguistics without the contribution of the Prague School. The Prague School representatives also deserve the honour for the alterations in the domains such as syntax, phonology or phonetics.<sup>7</sup>

### 2.1. Scientific Syntax Study of a Language

In the sense of domestic format, the concept of language structure was presented by V. Mathesius in his *Functional Analysis of Present-day English (1961)*. Here he presents the language structure by a two-stage process in functional onomatology, where the process of encoding and the process of bringing naming units into mutual relations are in progress. The consequent process of functional syntax deals with the relations between naming units. According to Mathesius' definition, the sentence represents the basic element of communicative process. It indicates that the sentence is qualified as an utterance. Formerly these two concepts – sentence and utterance – were defined as highest grammatical units. In present-day syntactic documents, we may distinguish a sentence from an utterance.

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<sup>7</sup> According to *The Contributions of the Prague School to the Study of Language*. [online]. [cit. 2012-04-30]. pp 371-372. Available online: <[http://www.uab.ro/reviste\\_recunoscute/philologica/philologica\\_2003\\_tom2/59.herteg\\_crina.pdf](http://www.uab.ro/reviste_recunoscute/philologica/philologica_2003_tom2/59.herteg_crina.pdf)>

The sentence is defined as an autonomous unit and the utterance as an autonomous but only in terms of its communicative function. The constitutive element of Mathesius' description of syntax embodies in comprehension of theme-rheme relation. These segments belong to the parts of functional structure. These fundamentals were later on expanded by Jan Firbas, and he was the one who reworked the functional sentence perspective (FSP) full-valued theory. Apart from FSP, there appeared more questions in Mathesius' functional syntax considering two significant matters – complex condensation and word-order. The research of complex condensation was mainly led by Josef Vachek.<sup>8</sup> Word-order is described as the matter of fact influenced by four word-order principles: grammatical, functional sentence perspective, emotive and rhythmical principle. We deal with clarifying of these principles with the use of examples in the 5<sup>th</sup> Chapter – Modern English Word-Order. The important statement to highlight is an importance of first two principles. The grammatical principle plays more significant role in English than in Slovak or Czech language.

For describing the study of the Prague School in an easier way, its representatives were dealing with two approaches – *structuralist* and *functionalist*. The term of structuralist approach comprises the fact, that no element in the sentence can be correctly understood without researching the relation of this element to other elements in the same system. Practically it means, deliberating English and Slovak, the nominative case of substantive nouns in English does not have the same position in the system of the English declension as the Slovak nominative case. The case embodies in the fact that the English nominative case is opposed to only one other case – the objective or the accusative one – whereas the Slovak nominative case has at least five opposite cases – genitive, dative, accusative, locative or instrumental. The definition of functionalism “*points out the fact that the primary function (i.e. the primary task) of language is to serve the mutual communication within the language community using it.*”<sup>9</sup> The most valued works considering this phenomenon of functionalism were presented by Bohuslav Havránek.

The significant approach made by Mathesius consisted in the recognition between focus and topic. This assignment improved the synchronisation and the role of word-order in the information structure. The theory of topic-focus articulation (TFA) was restructured by Sgall and Hajičová. They also elaborated the theoretical framework of Functional

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<sup>8</sup> VACHEK, J. 1974. *Selected Chapters from English Syntax*. 1<sup>st</sup> edition. Praha: Státní pedagogické nakladatelství, 1974. p 3. ISBN 17-101-74

<sup>9</sup> Ibid. pp 1-9

Generative Description (FGD). This study disposes the strict methodological requirements of a formal language characteristic. Unlike the other theories, topic and focus are characterized here as being either contextually bound or nonbound.

There are three principles of TFA in the Praguian theory: <sup>10</sup>

- *the topic and focus dichotomy (= the Relatum and the Attributum)*
- *contextual boundness*
- *communicative dynamism*

Hajičová and Sgall presented an intensive coincidence between word-order and communicative dynamism. They explained that contextually nonbound dependents are regarded as more dynamic and their counterparts – bound dependents – are less dynamic. To be more specified, I attach the examples with reference to Hajičová and Sgall: <sup>11</sup>

- |    |   |   |
|----|---|---|
| a) | <b>Slovak</b> Čo Filip urobil?<br>Filip kúpil knihu.<br>TOPIC={ACTOR:Filip} | <b>English</b> What did Phillip do?<br>Phillip bought a BOOK.<br>FOCUS={PATIENT:book} |
| b) | <b>Slovak</b> Čo Filil kúpil?<br>Ø kúpil knihu.<br>TOPIC={ACTOR:he, buy}    | <b>English</b> What did Phillip buy?<br>He bought a BOOK.<br>FOCUS={PATIENT:book}     |

In terms of international format, Noam Chomsky is marked as the one who started with the creation of new form in linguistics. He introduced new methodological standards and theories not only in American linguistics. “As J. Lyons put it, Chomsky’s arguments can be accepted or rejected: they cannot be ignored.”<sup>12</sup> The aim of Chomsky and his followers was to clarify the concept of grammar. The progress in the United States was mostly noticed in the field of lexical functional grammar and optimality theory. The main ground of syntax processed by Chomsky belongs to the X-bar theory. It deals with the similarity of categories and their internal structures. On this basis, four categories were

<sup>10</sup> See KRUIJFF, Jan M. – VASISHTH, S. *Competence and Performance Modelling of Free Word Order*. 2001. [online]. [cit. 2012-04-29]. p 46.

Available online: <<http://www.helsinki.fi/esslli/courses/readers/K2.pdf>>

<sup>11</sup> Ibid. p 48

<sup>12</sup> DUŠKOVÁ, L. 2000. *Rudiments of English Linguistics: Syntax in the Concept of the Prague School and in British Grammar*. 1<sup>st</sup> edition. Prešov: Slovacontact. 2000. p 196. ISBN 80-88876-04-4

characterized: noun (N), verb (V), adjective (A), preposition (P) and the following respective phrases: NP, VP, AP and PP. <sup>13</sup>

Last, but not least, it is essential to mention Chomsky's idea of Universal Grammar (UG). It is coherent with the human capability by language acquisition. Especially the children acquisition seems to be much easier providing that the children are born with certain inborn qualities. These properties correspond to the fundamental grammatical patterns of natural language. We closely deal with language acquisition in the 7<sup>th</sup> chapter – Learning and Teaching the English Language to Non-native English-speaking Children.

## 2.2. Representatives of the Prague School

Slovak Representatives	Czech Representatives	International Representatives
Ludovít Novák	Vilém Mathesius	Noam Chomsky
Eugen Paulíny	Bohumil Trnka	L. Bloomfield
Jozef Ružička	Jiří Nosek	R.S. Wells
	Ivan Poldauf	C. Hockett
	Josef Vachek	R. Montague
	Vladimír Skalička	J. Lyons

Chart 2: *Representatives of the Prague School*

In the chart, we named the most important and influential linguists acting the significant role in the Prague School or in American linguistics after 1950s. We already described the work of some of them in the previous part so we continue with briefly overview of the rest.

Bohumil Trnka was one of the founders of the Prague Linguistic Circle and professor at Charles University. He, as one of the Mathesius' followers defined that

<sup>13</sup> DUŠKOVÁ, L. 2000. *Rudiments of English Linguistics: Syntax in the Concept of the Prague School and in British Grammar*. 1<sup>st</sup> edition. Prešov: Slovacontact. 2000. pp 205-214. ISBN 80-88876-04-4

[...] “the syntax is treated as one of the four structural language levels (planes in his terminology, among which it occupies the position between morphology and the suprasyntactic (or stylistic) level [...]”<sup>14</sup>

Jiří Nosek, the next representative interested in a syntax area, who addicted his works to the study of clause members, complex sentences and subordinate clauses. Vladimír Skalička, the younger member of Prague Circle, underlined the requirements in the respect of need to take a notice of utterance and discourse integral and necessary objects of linguistic studies. At the centre of interest of the Prague School was the stylistics. “B. Havránek defined the style, in a concise formulation, as the ‘singularizing organization’ of a language utterance in its wholeness. [...]”<sup>15</sup> Leonard Bloomfield was an American linguist who was dealing with structural linguistics and he also influenced Noam Chomsky in his creation of Universal Grammar. He was the most influential figure of American Structuralism. His main goal was to make linguistics a scientific study. His studies were expanded by R.S. Wells later on. To his main works belongs the book “*Immediate constituents*” which deals with the analysis of describing the constituents within a sentence. Charles Francis Hockett, the next representative of structuralist linguistics, represents the post-Bloomfieldian period. Richard Montague was American philosopher who became famous mainly because of his logical approach known as semantics. It is also named as Montague grammar which is based on formal logic. To the post-Bloomfieldian period is significant to mention the English representative – John Lyons. This linguist has been addicting his studies to semantics, too. Some of his works are as follows: *Introduction to Theoretical Linguistics*, *Structural Semantics* or *Chomsky*.<sup>16</sup>

Our aim in this chapter was to pick out the most important occasions of the Prague School in the way of linguist progress. The studies of Prague School are very rewarding and also extensive. We pointed at the works of Vilém Mathesius and Noam Chomsky – the most significant linguists with a large contribution to language culture. V. Mathesius was the one who connected phonology, grammar and stylistics of English and Czech languages (so we transferred the Czech examples into Slovak and gained the best basis for my thesis). In the sub-chapter of the representatives we named the personalities integrated in the Prague

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<sup>14</sup> DUŠKOVÁ, L. 2000. *Rudiments of English Linguistics: Syntax in the Concept of the Prague School and in British Grammar*. 1<sup>st</sup> edition. Prešov: Slovacontact. 2000. pp 179-180. ISBN 80-88876-04-4

<sup>15</sup> DANEŠ, F. 1994. *Prague School Functionalism as a Precursor of Text Linguistics*. Prague: Académie des Sciences. p 119

<sup>16</sup> According to *An Outline of the History of Linguistics*. [online]. [2012-05-02]. Available online: <[http://mcgregor.continuumbooks.net/media/1/history\\_outline.pdf](http://mcgregor.continuumbooks.net/media/1/history_outline.pdf)>

School, especially Slovak and Czech ones. Then we mentioned some famous linguists of American scholar area.

### 3. Basic Word-Order - SVOMPT

Word-order is perhaps the most widely discussed grammatical phenomenon in Chomsky's generative grammar.

In English grammar there is necessary to follow the rules of the SVOMPT word-order. It means to keep the right position of verbs, nouns and adverbs to get the right meaning of a sentence. In the chart below you can see a structure of a basic English sentence with all members:

<b>S</b>	subject	podmet	Kto	Pán Kováč	Mr Smith
<b>V</b>	verb	sloveso	Robí	chodieva	is going
<b>O</b>	object	predmet	Čo	so svojimi deťmi	with his children
<b>M</b>	manner	spôsob	Ako	príležitostne	occasionally
<b>P</b>	place	miesto	Kde	do kina	to the cinema
<b>T</b>	time	Čas	Kedy	počas svojho voľna.	during his free time.

Chart 3: SVOMPT structure

As you can see the sequence of members is constructed according to the SVOMPT model. It is obvious that non-native speakers used to build up the sentences in various ways e.g.

*Mr Smith is going with his children occasionally to the cinema during his free time.*

or

*Mr Smith is going to the cinema with his children occasionally during his free time.*

It does not count as a significant mistake. A native speaker would understand you but from grammatical point of view it is necessary to follow the rules and use 'clear' and

'proper' language. On the other hand, when we translate this sentence into the Slovak language there are more options how to do so. First possibility offers the close translation, it means:

*Pán Kováč chodieval so svojimi deťmi príležitostne do kina počas svojho voľna.*

When we target at the fact that Slovak grammar shows free structure, we can transform this sentence into various ways.

*Pán Kováč chodieval príležitostne do kina so svojimi deťmi počas svojho voľna.*

*Pán Kováč chodieval príležitostne so svojimi deťmi do kina počas svojho voľna.*

Another example: *You can take a horse to the water, but you can't make him drink.*

This sentence can be translated into Slovak as

*Môžete odvieŕ koňa k vode, ale nemôžete ho prinútiť, aby pil.*

*Koňa k vode môžete odvieŕ, ale aby pil, k tomu ho neprinúťte.*

*Odvieŕ koňa k vode môžete, ale piť ho neprinúťte.*

As we can see, there are at least three possibilities how to translate this sentence without breaking any grammatical rule or changing the meaning of the sentence. On the other hand, if we move any word in English sentence, it would cause an incomprehensible and mistaken sentence. As a consequence, the English language abounds in a passive much more than Slovak.

*Stratil som kľúče. = I had lost my keys.*

*Našiel ich istý človek, ktorý išiel za mnou. = They were found by a man who had been following me.*<sup>17</sup>

### 3.1. Principles in English Word-Order

*“Word order is very important in English, but it is not complicated, and can be reduced to a few rules and principles.”*<sup>18</sup>

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<sup>17</sup> According to HAIŠ, K. 2006. *Anglická gramatika*. 6<sup>th</sup> edition: Bratislava. SPN-Mladé letá, 2006. pp. 400. ISBN 80-10-01092-8

<sup>18</sup> *How to build correctly ordered sentences in English*. In *Linguapress* [online]. 2012. [cit. 2012-04-10]. Available online: <<http://linguapress.com/grammar/word-order.htm>>

- **Direct word-order**

- |  |   |
|--|---|
| 1. subject (S)   | 4. direct object (O)                                  |
| 2. verb (V)  | 5. prepositional indirect object (O <sub>p</sub> )    |
| 3. non prepositional indirect object (O <sub>i</sub> ) | 6. adverb of place manner, time (A <sub>p,m,t</sub> ) |

**He will tell you all about himself.** = Povie vám o sebe všetko.  
 ↓ ↓ ↓ ↓ ↓  
 (S) (V) (O<sub>i</sub>) (O) (O<sub>p</sub>)

- **Indirect word-order / Inversion** – we consider with this phenomenon in the 6<sup>th</sup> Chapter - Variations on the Basic English Word-Order

- **Role of the object** – In an usual English sentence, the object is situated after the verb- form. As follows: *I can do it myself.* **or** *She loves receiving gifts.*

If the sentence contains adverbial parts such as *to take off, to put on ...*, a position of the object is ruled by rhythm. Examples: *Take your shoes off* **or** *Take off your shoes.*

If you want to emphasize some action or situation, the object stands before an adverbial word. Example: *Let them in!* = Pust' ich dnu!

If you want to emphasize the object itself, there comes the inversion of the object and subject. Example: *In your own interest you must not do that.* = vo vlastnom záujme to nesmiete robiť.

The exceptions such as an indirect object also occur. The most common model of the role of indirect object we can see in the following sentence:

*The postman brought **me** **two letters** this morning.*  
 ↓ ↓  
 indirect prepositional object followed by direct object

- **Role of the attribute** – the basic structure of the English sentence indicates that the attribute qualifies the subject before which it stays. Example: *I like good music.*

The exceptions apply in the cases when the adjective is qualified more closely such as: *a room eight feet high* = izba vysoká osem stôp **or** *a woman proud of her looks* = žena, ktorá je pyšná za svoj vzhľad<sup>19</sup>

<sup>19</sup> According to HAIS, K. 2006. *Anglická gramatika*. 6<sup>th</sup> edition: Bratislava. SPN-Mladé letá, 2006. pp 404. ISBN 80-10-01092-8

- **Role of the adverb** – The order of the adverbs is as follows –manner→place→time  
Example: *He heard it deliberately at his office yesterday.*  
*manner place time*

### 3.2. Word-Order in Questions

We put an auxiliary verb (and non-auxiliary *have* and *be*) directly before the subject of a clause in several different structures.

- Have your brother and sister arrived? (NOT Have arrived your brother and sister?)
- Where is the concert taking place? (NOT Where is taking place the concert?)

Spoken questions do not always have this word-order.

- You are coming tomorrow?

#### Indirect questions

Indirect questions do not usually have this word-order.

- I wondered what time the film was starting. (NOT what time was the film starting)

In reported questions the subject normally comes before the verb in standard English, and auxiliary verb *do* is not used.

DIRECT: Where is Jane?    INDIRECT: I asked where Jane was. (NOT...where was Jane.)

DIRECT: When are you coming?    INDIRECT: She wanted to know when I was leaving.

There is no use of question marks in reported questions.

- She asked where the keys were. (NOT...where the keys were?)

#### Negative questions

A structure of contracted and uncontracted negative questions is different in the way of word-order. (Uncontracted negative questions are usually more formal).

- auxiliary verb + n't + subject  
**Doesn't he** understand?    Why **haven't you** booked your flight ticket yet?
- auxiliary verb + subject + not  
Does **he not** understand?    Why **have you not** booked your flight ticket yet?

Negative questions can have two different meanings. The situation and context usually indicate what kind of question is being asked.<sup>20</sup>

a) *'It's true that..., isn't it'*

A negative question can be asked for confirmation of a positive belief. In this case the question expects the answer *YES*

- **Didn't you** go and see Kate yesterday? How is she?

(= I believe you went and saw her)

b) *'Is it true that...not...?'*

A negative question can be asked for confirmation of a negative belief. In this case the question expects the answer *NO*.

- **Don't you** feel well? (= Am I right in thinking you don't feel well?)

The negative questions have often the form of exclamations.

- *Isn't it* cold?                      *Hasn't she* got lovely eyes?

In a rather old-fashioned literary style, inversion is sometimes found in exclamations after *what* and *how*.

- How beautiful *is the nature here!*<sup>21</sup>

At the beginning of this chapter, we decided to put a chart displaying the same sentence in English and Slovak. Then we pointed at eventual interpretation of this sentence from English to Slovak. We used these examples for explaining the equality and the difference between these two languages. We mentioned the clause members especially object, attribute, adverb, and their roles in a sentence. Very important part is the word-order in questions. There we can observe how the verbs act in the cases of direct, indirect and negative questions. From my point of view, there was a need to highlight the order after Wh-pronouns integrated into indirect questions. Many foreigners tend to put a verb right on the second place after the Wh-pronoun as they are used in asking questions: 'Where *were* you?' but an order in the indirect question seems as follows: He asked me where *I were*. It is very important, especially for non-native English speakers, to realize this fact.

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<sup>20</sup> According to SWAN, M. 2005. *Practical English Usage*. 3<sup>rd</sup> edition: New York. Oxford University Press. 2005. p 345. ISBN- 13: 978 0 19 442098 3

<sup>21</sup> DRYER, Matthew S. 2011. *Order of Subject, Object and Verb*. In *The World Atlas of Languages Structures Online*. [online]. 2011. [cit. 2012-05-03]. Available on the Internet: <<http://wals.info/chapter/81>>

## 4. Principles Determining the Order of Word in a Language

*“The order of words is a subject of great interest. Unfortunately it is not always conceived in a sufficiently wide perspective. It can be treated from two different viewpoints.”*<sup>22</sup>

The first viewpoint describes the positions of two particular sentence elements – the subject and the predicate, the object and the predicative verb, etc. The second one embodies an analysis of the general factors that determine the word-order in a sentence. The word-order is not specified by one principle, but by several methods. We deal with these principles (grammatical principle, rhythmical principle, emotive principle and principle of functional sentence perspective) more closely in the next chapter – Modern English Word-Order.

In this chapter, we would like to point at the theory of Jan Firbas. He presented his concept of *Functional Sentence Perspective* (FSP) enlarged by a third element. Besides the theme and rheme, he added so-called *transition*. *“He also introduced the scale of communicative dynamism (CD) going from theme proper (typically at the beginning of the sentence) to rheme proper (at its end).”*<sup>23</sup>

Firbas bases his theory on the following four factors:

1. **Linear Modification** – which is actually qualified as word-order. *“[...] as a factor gradually raising degrees of CD can assert itself provided no other factors work counter to it”*<sup>24</sup>
2. **Contextual Factor** – [...] *“in which a concept of ‘known’ information is narrowed by introducing the immediately relevant verbal and situational context”*<sup>25</sup>
3. **Semantic Factor** - this factor plays a significant role in Firbas’ analysis of the presentation function
4. **Prosodic Factor** – this factor gives an importance to a thematic element rather than to the transition.

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<sup>22</sup> MATHESIUS, V. 1975. *A Functional Analysis of Present Day English on a General Linguistic Basis*. Prague: Academia 1975. pp. 153, ISBN 8465-21-025-75

<sup>23</sup> ŠTEKAUER, P. 2000. *Rudiments of English Linguistics*. Prešov: Slovacontact 2000. pp. 243, ISBN 80-88876-04-4

<sup>24</sup> FIRBAS, J. 1992. *Functional Sentence Perspective in Written and Spoken Communication*. New York: Cambridge University Press 1992. pp. 10, ISBN 0 521 37308 5

<sup>25</sup> Ibid. p 22

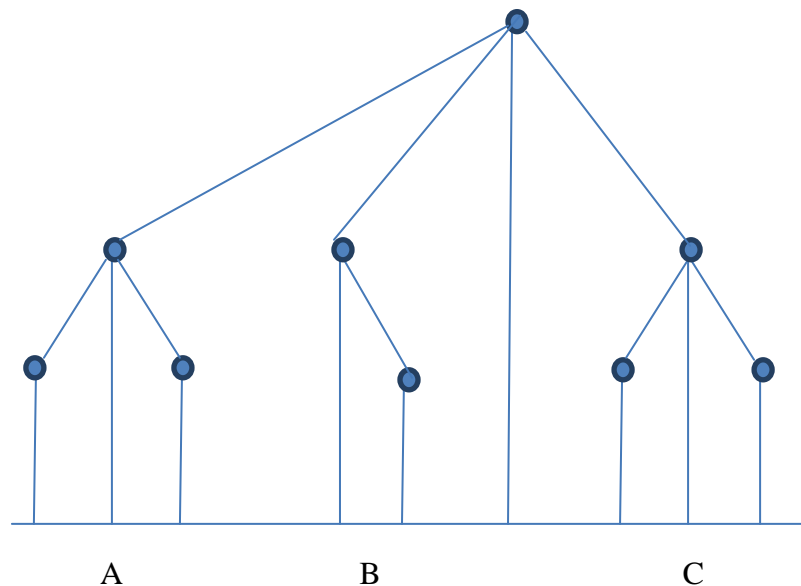
## 4.1. Three Layers of Word-Order

It is required to differentiate between three layers of the ordering of lexical parts of a sentence.

- a) **Systematic Ordering** – is termed in the valence frames of individual verbs and other lexical units.
- b) **Communicative Dynamism** – it coincides to the systematic ordering within focus, but may differ from it in the left-dislocation of items included in the topic.
- c) **Surface Word-Order** – may differ from the communicative dynamism in several aspects such as the positions of the subject and the object or the location of function words.<sup>26</sup>

*“A strong condition that restricts the relationship between the left-to-right order of items and the dependency relation is that of projectivity which is illustrated by the scheme. [...]*

*A dependency tree is projective if for every set of nodes A, B, C present in the tree, it holds that if A depends on C, and if B is placed between A and C in the left-to-right order, then B is subordinated to C. [...]*<sup>27</sup>



Scheme 1: A dependency tree<sup>28</sup>

<sup>26</sup> ŠTEKAUER, P. 2000. *Rudiments of English Linguistics*. Prešov: Slovacontact 2000. pp. 254, ISBN 80-88876-04-4

<sup>27</sup> Ibid. p 255

## 4.2. Principles in Slovak Word-Order

As we already mentioned, the Slovak word-order is relatively free but it also follows some rules. It depends on the actual division of utterance (i.e. the division into the theme = the basis of utterance and the rheme = new information). The words in a sentence are organized by certain rules so called *word-ordered principles*.

There are three word-ordered principles in Slovak:

- 1) **Semantic construction of discourse = fundamental element** – This principle is based on larger sense of text into which an utterance is integrated or on the situation in which an utterance originated. However, the structuring of an utterance is frequently quite difficult. Particularly when we do not maintain an *objective order* and we use *subjective order* due to stylistic reasons. An objective order is used mostly in declarative sentences. On the other hand, interrogative and imperative sentences are based on a subjective order.

*Examples:* a) Kúpila som si nové šaty. → *objective order*  
known utterance = **theme**      unknown / a new piece of information = a core meaning = **rheme**

b) Nové šaty som si kúpila! → *subjective order*  
a core meaning = **rheme**

Such sentences as the sentence in example b) are used when we want to put a focus on some expression in verbal communication.

- 2) **Grammatical element** – is commonly used with a position of an attribute or an apposition. *Examples:* môj dobrý priateľ → *objective order*

A possible modification of this collocation would lead to subjective order caused by addition of a focus.

- 3) **Rhythmical element** – entitled as phonetic principle, too. This principle applies in classification of *enclitics* and *proclitics* (= tzv. príklonky a predklonky). They are considered as unaccented from phonetic aspect.

*Examples:* enclitics = sa, ho, ťa, mi, je, sú, mu = Smeje sa, vidí ho, vidím ťa. they tend to incline to the words. proclitics = some conjunctions and particles before the word = a povedal, že príde až kričal<sup>29</sup>

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<sup>28</sup> Ibid. p 255

<sup>29</sup> According to *Slovosled a slovosledné princípy*. [online]. 2012. [cit. 2012-05-02] Available online: <<http://kniznica-sgzp.webnode.sk/news/slovosled-a-slovosledne-principy/>>

This chapter was addicted to theory of Jan Firbas. His theory is based on four factors and we tried to clarify them by specifying the examples. In the second sub-chapter, we showed another perspective (dependency tree) of word-order and its functioning. As conclusion, it is essential to mention principles that influence the Slovak word-order. The most significant elements are the objective and subjective order there.

## 5. Modern English Word-Order

The second half of 20th century was represented by many linguists like L. Bloomfield, R. S. Wells, C. Hockett or C.C. Fries (1952). They “[...] attempted a fully distributionist description of the grammatical patterns of English. The one who started a new paradigm in linguistics was N. Chomsky.”<sup>30</sup>

The English language belongs to the one with the most grammaticalized word-order. The early works of Noam Chomsky and George Miller included a phenomenon of syntax and grammar significance. They [...] “clarified the need for a distinction between a theory of performance and a theory of grammatical competence.”<sup>31</sup>

### 5.1. Problems of the Modern English Word-Order

The word-order belongs to the most complicated parts of any grammar. Especially in the case, when we compare different languages with their grammars and sets of rules.

*“The complexity of the problems of word-order is, among other things, due to the fact that in any language (including, of course, ModE=Modern English as well as ModSlk=Modern Slovak language or ModCz=Modern Czech language) the rules that govern the word-order cannot be reduced (as many scholars wanted to do) to the operation of one single factor, but that these rules usually constitute the result of the operation of these factors appear to be, as a rule, at variance or even they are found to be mutually contradictory.”<sup>32</sup>*

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<sup>30</sup> ŠTEKAUER, P. 2000. *Rudiments of English Linguistics*. 1<sup>st</sup> edition. Prešov: Slovacontact, 2000. p 196. ISBN 80-88876-04-4

<sup>31</sup> HAWKINS, John A. 1990. *Linguistic Inquiry*. The Mit Press, 1990. vol. 21, no. 2, p 223.

<sup>32</sup> VACHEK, J. 1974. *Selected Chapters from English Syntax*. 1<sup>st</sup> edition. Praha: Státní pedagogické nakladatelství, 1974. p 128. ISBN 17-101-74

One of the many scholars who had concerned with the problems of word-order was Vilém Mathesius. According to him, there are many factors and circumstances that must be considered in studying languages. A specific analysis of different languages has suggested that there are 4 factors influencing the rules of the word-orders.

The first factor is called the *grammatical* principle. It says that the positions of elements in the sentence are defined by their grammatical functions. As we know the basic English grammar form SVO it means that the subject precedes the verb and the object follows after that verb. In comparison to Slovak grammar, there is not strict rule or model of the position of the subject, verb or the object in the sentence.<sup>33</sup>

John likes going to the cinema.	Vs.	Ján chodí rád do kina.	or	Do kina chodí Ján rád.
<i>subject</i> <i>verb</i> <i>object</i>		<i>subject</i> <i>verb</i> <i>object</i>		<i>object</i> <i>verb</i> <i>subject</i>

Chart 4: *English sentence structure vs. Slovak sentence structure*

In English, there is also very important to distinguish the subject and the object. If we exchange their positions, the meaning of the information may be confusing. For example:

*A dog bites a cat. – A cat bites a dog.*

On the other hand, in the Slovak language this principle is not so important. The exchange of the subject and the object does not cause any significant and semantic misunderstanding. An example: *Pes pohryzol mačku. – Mačku pohryzol pes.*

The second factor is the principle of “*functional sentence perspective.*” This principle deals with communicative dynamism including the theme and the rheme – important aspects of linguistics. These two terms represent how pieces of information are distributed and explained in a sentence. The theme means what the sentence is about – also called *topic* – and it contains already mentioned and given information. The rheme – also called *comment* – is usually linked with the subject and adds new information which readers need to be aware of due to the sequent understanding of the text.<sup>34</sup>

<sup>33</sup> According to VACHEK, J. 1974. *Selected Chapters from English Syntax*. 1<sup>st</sup> edition. Praha: Státní pedagogické nakladatelství, 1974. p 129. ISBN 17-101-74

<sup>34</sup> Ibid. p 130

An example:

Theme	Rheme
The lion	beat the unicorn all around the town
All round the town	the lion beat the unicorn
However, the unicorn	still did not want to bow to the lion
The lion	decided to beat him to death
Would the unicorn	give in to the lion
When the lion got to the battle field	the unicorn was ready for the battle

Chart 5: *Theme vs. Rheme*<sup>35</sup>

A significant study of the theme and rheme issue created the members of the Prague School. They pointed at the importance of understanding the 'topics' and 'comments' particularly in the field of translating. Vilém Mathesius, a Czech co-founder of Prague Linguist Circle, linguist and literary historian, commented on differences and equality between English and Czech morphemic systems. For example, Czech, as well as Slovak language differs from English in the way of introducing the new information in the sentence. The English grammar has the fixed narrow form of subject-object word-order.

Example 1: *Túto komédiu napísal William Shakespeare.*

This sentence points at the function of the theme which is performed by the object and the function of the rheme performed by the subject.

Example 2: *This comedy was written by William Shakespeare.*

The third of the factors is the *emotive* principle. This factor deals with the reversion of the usual sequence theme-rheme. In Slovak language, this sequence must be followed because its exchange or replacement may lead to incomprehension of a meaning of a sentence.<sup>36</sup>

Example 1:

*Ani dnes si nedá kávu.* = sequence of theme and rheme is *correct*

**but**

*Ani dnes kávu si nedá.* = sequence of theme and rheme is *wrong*

<sup>35</sup> WANG, L. 2007. Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing. In *Asian EFL Journal* [online]. 2007, vol. 9, issue 1, article 1 [cit. 2012-02-20] Available online: <[http://www.asian-efl-journal.com/March\\_07\\_lw.php](http://www.asian-efl-journal.com/March_07_lw.php)>

<sup>36</sup> According to VACHEK, J. 1974. *Selected Chapters from English Syntax*. 1<sup>st</sup> edition. Praha: Státní pedagogické nakladatelství, 1974. p 131. ISBN 17-101-74

However, the situation in the English language is essentially different. Although the English grammar may seem as strict and limited there are also some exceptions. One of them is a deviation from the common word-order specified by the grammatical principle. The example below shows the sentence apparently influenced by the emotive factor.

Example 2:

*These great men we trust that we know how to prize.*

*“As we can see this sentence does not deviate from sequence theme-rheme (this rule is followed) but it deviates from the formal rules of the fixed word-order.”<sup>37</sup>*

The fourth factor is called *rhythmical* principle. It differentiates heavy and light elements in the sentence. As rhythmically heavy elements we can mention a noun or a verb. The light elements are e.g. the non-emphatic pronominal forms. In the Slovak sentence, there is rhythmical ‘weight’ usually at the word which we want to emphasize. This factor many times influences the word-order.<sup>38</sup>

Examples: *Daj to otcovi! – Daj mu to!*

*Včera som sa stretol s bratom. – Včera som sa ním stretol.*

On these examples you can see the different rhythmical ‘weight’ expressed by the Slovak sentence-pairs.

The sentences of ModE also include the different positions of rhythmically light and heavy words.

Examples: *He put on his coat – He put it on.*

*Take off your hat – Take it off.*

For summarizing all the problems formulating in the Modern English word-order, there are some points to remember:

- Distinguishing the subject and the object in a sentence. This rule is relevant for English not for Slovak language.
- Acquaint with important aspects of linguistics- theme and rheme.
- This point deals with right recognizing of the theme-rheme sequence.
- Difference of high and light elements in a sentence. This principle also includes a focus and emphasis especially in exclamatory sentences.

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<sup>37</sup> VACHEK, J. 1974. *Selected Chapters from English Syntax*. 1<sup>st</sup> edition Praha: Státní pedagogické nakladatelství, 1974. p 132. ISBN 17-101-74

<sup>38</sup> Ibid. p 133

## 6. Variations on the Basic English and Slovak Word-Order

### 6.1. Inversion

*“To invert something means to put something in the opposite position to the one it was in before.”<sup>39</sup>*

Generally, the subject in the position before the verb represents the basic structure of English sentence. The exceptions, however, do exist. The inversion belongs to them. Inversion is a common tool in a literature such as prose or drama. More often this ‘changed order’ occurs in the questions, conditionals or in the negative sentences. In other words, *“the term inversion is used to refer to those instances in which the predicative finite verb form precedes that of the subject. The use of the term thus takes for granted that the ‘normal’ sequence of the subject and the predicative is the one in which the subject come first, so that the reversed order is a secondary phenomenon.”<sup>40</sup>*

#### 6.1.1. Types of inversion

There are two main types of inversion:

- optional inversion – when the verb comes before the subject
- necessary inversion – when the auxiliary verb comes before the subject and the rest of the verb phrase follows the subject<sup>41</sup>

Examples:

1)

At the airport waited her fiancé *or* ..... her fiancé waited.

→ *optional inversion*

2)

Rarely had she seen such a great concert. *not* Rarely she had seen.

→ *necessary inversion*

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<sup>39</sup> Gramming. What is inversion? In *A Guide to English Grammar* [online]. 2012, [cit. 2012/04/10]. Available online: <<http://www.gramming.com/what-is-inversion>>

<sup>40</sup> VACHEK, J. 1974. *Selected Chapters from English Syntax*. 1<sup>st</sup> edition. Praha: Státní pedagogické nakladatelství, 1974. p 137. ISBN 17-101-74

<sup>41</sup> According to HEWINGS, M. 2005. *Advanced Grammar in Used*. 2nd edition. Cambridge: Cambridge University Press, 2005. p 294. ISBN 978-3-12-534147-0

Other instances where inversion is used:

- Inversion after negative adverbials
- Time relationships
- Frequency
- General emphasis
- Not using inversion
- Inversion in conditions
- Inversion with 'come'
- Inversion with 'prepositions'
- Inversion in direct speech
- Inversion without auxiliary verb
- Inversion in comparisons
- Inversion in Wh-clauses

According to Mathesius's classification (see his *Obsahový rozbor současné angličtiny*, Praha 1961, pp. 188ff), the ModE instances of inversion can be also divided into optional and necessary as we already mentioned above (according to M. Hewings, 2005). He described further subcategories of these types of inversions. The first -optional-inversion comprises these kinds of instances:

1. the existential construction *there is/are*
2. beginnings of the sentences with a negative emphatic expression – e.g. never, at no time etc.
3. so called *confirming sentences* - an example – *I do not suppose she will come. Neither do I.*

The second – necessary – inversion comprises:

- a) sentences which are inserted into direct speech or placed after it and have the function of identifying the speaker
- b) instances in which some important part of the sentence becomes shifted to the very beginning of the given sentence.<sup>42</sup>

An example:

- “Don't blame me!” shouted the man. - “Don't blame me!” the man shouted or shouted he.

## 6.2. Inversion in spoken English

The phrases like *Here comes + noun* or *There goes + noun* are quite common during conversation.

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<sup>42</sup> VACHEK, J. 1974. *Selected Chapters from English Syntax*. 1<sup>st</sup> edition. Praha: Státní pedagogické nakladatelství, 1974. p 137. ISBN 17-101-74

Examples:

*Here comes* the taxi.                      *There goes* Steven Spielberg, the film director.

When we want to say that something is going to happen soon we also say: *Here comes* dinner.

In the cases when the phone is ringing or when money being lost we can say: My wallet was stolen. *There go* 50 €.

The use of adverbs *along, away, back, down, in, off, out, up* with verbs of movement such as *go, fly* and *come* also indicates the position of the verb before the subject.

Examples:

The door opened and *in came* my sister. (less formally – and my sister came in.)

If we want to avoid using *if* in the sentence, we can replace it with inversion.

Example:

*If you should* need more information, call me later.



*Should you need* more information, call me later.

In general, the sentences with inversion are considered as more formal. There exists the principle of *end-focus* when we emphasize the subject at the end of the sentence.

Examples:

Across the street *was my favourite shop*.

Here's *Peter*.<sup>43</sup>

Relating to the grammatical background, the English language [...] “*is averse to splitting of elements that we feel as being closely connected.*”<sup>44</sup> However, there are some exceptions when the English strict oriented word-order structures tolerate a disposition of sentence elements. The most frequent instance of the splitting of connected elements is as follows:

*The visit* to our shores *of the German President* may have war-reaching consequences.  
subject

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<sup>43</sup> According to HEWINGS, M. 2005. *Advanced Grammar in Used*. 2<sup>nd</sup> edition. Cambridge: Cambridge University Press, 2005. p 295. ISBN 978-3-12-534147-0

<sup>44</sup> MATHESIUS, V. 1975. *A Functional Analysis of Present Day English on a General Linguistic Basis*. Prague: Academia 1975. p 162. ISBN 8465-21-025-75

In this case, the subject - the word *visit* - is modified by the construction *of the German President* but it is separated by the adjunct *to our shores*, which also belongs to the subject but not so closely as the genitive.<sup>45</sup>

### 6.3. Inversion in Slovak Language

The inverse order in Slovak language is quite infrequent. In former time, our language was considerably influenced by Latin. As result of this phenomenon, an attribute follows a noun.

*Examples:* Matka božia, Syn boží, Duch svätý etc.

Mostly the words of the religious style and the language of the Bible are concerned. They are still used nowadays even only infrequently. There are many terms in the field of botany, zoology or chemistry where a postponed attribute is used. This is another case influenced by Latin in Slovak terminology.

*Examples:* fialka trojfarebná (*viola tricolor*), blatúch bahenný (*callha palustris*), kyselina sírová etc.

Another inverse order is used in the names of some institutions.

*Examples:* Matica slovenská, Štátna banka československá etc.

The titles of some universities, colleges or pedagogical institutes also included reversed order.

*Examples:* Vysoká škola technická, Výskumný ústav pedagogický etc.

Inversion can be defined as the change of order in particular idioms.

*Examples:* Brnkať niekomu popod nos. /or/ Niekomu popod nos brnkať. /or/ Niekomu brnkať popod nos.<sup>46</sup>

The most common form of inversion occurs in the literature especially in poetry. In general, we can observe two types of inversion. On the one side, there is its connection with a meaning, a rhythm and a rhyme (semantic construction is in our language the most frequent due to formation of an inversion). Back in 1928, P. Bujnák and J. Menšík characterized the inversion based on functional implication. They claimed that inversion occurs to emphasize a particular inverted word in a sentence. Another reason for using an inversion is keeping a rhythm in the poems. On the other side, we can observe the inversion in its own meaning

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<sup>45</sup> MATHESIUS, V. 1975. *A Functional Analysis of Present Day English on a General Linguistic Basis*. Prague: Academia 1975. p 162. ISBN 8465-21-025-75

<sup>46</sup> According to MISTRÍK, J. 1966. *Slovosled a vetosled v slovenčine*. 1<sup>st</sup> edition. Bratislava: Vydavateľstvo SAV 1966. pp. 32-35, ISBN 71 – 029 – 56

without concerning the attendants. In this case we speak about formal part of inversion. In a study of occurrence of inversion in Slovak poetry, the second approach is more preferred.<sup>47</sup>

As we mentioned at the previous page, the most common type of inversion is in conjunction with adjective, i.e. with attributes. There are various types of attributes and many of them are not even used in English language – ‘zhodný a nezhodný prívlastok’, ‘prívlastok určujúci a hodnotiaci’, ‘rozvinutý prívlastok’. In the period when the writers preferred the fixed verse, the inversion was used more often than in the following fixed verse. The increased appearance of inversion was caused by rhythmical and rhyme requirements. Some examples of splitted attributes by superior expression are indicated below:

*Examples: ... a zhučal výstrel do temných okien nebeských (Beniak)*

*... smutný sprievod pohrebný (Válek)*

*... stará hora javorová (Horov)*

Another type of inversion consists in dividing the semantic phrase by a verb such as:

*Examples: ozveny sa duté vlnia (Krasko)*

*povláčkou opásali zdobnou (Hviezdoslav)*

An infrequent appearance, but also used, is represented by any word which divides the attributive syntagma:

*Examples: dve však ženy zaplakali (Krasko)*

*prišli v nedel'ný zas deň (Hviezdoslav)*

There is a next type of inversion used in the poetic style. It concerns the inversion of multiply equal attribute.

*Examples: zvelebujúce život krásny a zúfalý* →  
*v kuchyniach mokrých a dusných* →  
(Mihálik)

The poetry includes the highest number of inversions. Besides the inversion considering the attributes, there are other cases of frequent inversion – inversion with positions of prepositions, rhythm keeping, inversion in comparisons etc. According to Mistrík comprehension of inversion, the changing positions of the subject and predicate are not considered as an inversion. Various poets used in Slovak literature various types of inversion.

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<sup>47</sup> According to MLACEK, J. 1972. *Podoby inverzie v slovenskej poézii*. In *Slovenská reč*. ISSN 0037-6981. 1972. vol. 37, no. 3, pp. 129-139.

If we considered all these changes in the word-order, we are able to recognize who is an author of the poem based on the inversion used in it.<sup>48</sup>

An inversion belongs to ordinary modifications of word-order. The understanding of this variation is a must for understanding and following the other word-order structures. There are various types of inversion in English language. Some of them you can learn, the others you have to feel. Concerning the inversion in Slovak language, we mostly mentioned an inverse order used in literature, especially in poetry. In this style, we can see the most practical patterns and styles of inversion. We picked the verse collocations from the well-known Slovak writers such as Pavol Országh Hviezdoslav, Miroslav Válek or Ivan Krasko. We deal with another analysis and research of appearance of inversion in the practical part of my. This analysis is attached at the end of this bachelor's thesis.

## **7. Learning and Teaching the English Language to Non-native English-speaking Children**

Nowadays, it is becoming more and more common that even 4 or 5 years children start to learn foreign languages. The teachers and lectors claim it is better for child to begin as soon as possible. The younger the child is, it is easier for him/her to learn the other language apart from his/her native one.

The textbooks used by teachers, particularly at the elementary schools, should be written understandably and easily. Pupils should come to understand that because authors are no table to use the voice to emphasise key points in a sentence. After few lessons, the child should be able to learn his name, address and phone number in English or in other foreign language. They have to use a wide range of grammatical structures (such as the passive, or other alternations of word order) to bring about the desired emphasis. The authors of the book *A Practical Guide to the Teaching of English as a Second or Foreign Language* quote the opinions of the elementary teachers and that is as follows:

*“It is clear that we cannot expect our students always to speak English in well-formed sentences in the heat of personal expression, when they do not do so in their native language. We must also expect students to hesitate, restructure sentences, and make sudden changes of*

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<sup>48</sup>According to MLACEK, J. 1972. *Podoby inverzie v slovenskej poézii*. In *Slovenská reč*. ISSN 0037-6981. 1972. vol. 37, no. 3, pp. 129-139.

*lexical choice which may temporarily affect agreements of person and number in the immediate vicinity. These imperfections are important only if they affect comprehensibility.*”<sup>49</sup>

### Some tips for effective teaching:

<b>Singing</b>	use songs to practice and learn vocabulary and grammar patterns
<b>Storytelling</b>	Examples: Alice in Wonderland and Peter Pan in Neverland
<b>Use pictures, gestures and body to explain meanings</b>	Example: What’s the weather like today?
<b>Do not translate</b>	Use English as much as you can.
<b>Write and draw</b>	lists of vocabulary.
<b>Check</b>	previous knowledge before introducing new contents.
<b>Games</b>	Examples: Matching the words with pictures. or Create a sentence from given words.
<b>Try to</b>	speak in short and easy sentences.

Chart 6: *Tips for effective teaching* <sup>50</sup>

*“In accordance with British Council researches, the children possess an advantage in learning a foreign language in comparison to young and old. They have natural affection for studying languages. They are able to imitate pronunciation and they figure out themselves how the language rules operate. They don’t even think about the difficulties during speaking in English.”* <sup>51</sup>

How we all know, the children are spontaneous and they act this way in speaking, too. They have more free time and do not take learning as a must, but as a game. Their minds are not full of information and their bodies are not under any pressure. In general, when you already know some foreign language, it has becoming much easier to study second or third one. This rule also applies to children. It is more preferable for them to learn their native language and foreign language simultaneously. It will be reflected in their future life and in the way of studying and absorbing new knowledge in other languages.

The spoken language overtakes naturally the written and reading form. The easier approach for children is firstly to listen, than to speak and finally to write. They start with

<sup>49</sup> RIVERS, W.M. – TEMPERLEY, M.S. 1978. *A Practical Guide to the Teaching of English as a Second or Foreign Language*. New York: Oxford University Press, 1978. p 59. ISBN – 0-19-502210-6 pb.

<sup>50</sup> According to FERRER, G. 2008. Teaching English as a Foreign Language to Children. On the *e-Portfolio* [online]. 2012 [cit. 2012-04-10]. Available online: <<http://teachingenglishtoprimarychildren.blogspot.com/2008/11/teaching-english-as-foreign-language-to.html>>

<sup>51</sup> According to DUNN, O. 2008. Learn English Family. Učít’ sa spoločne je zábava. On the *British Council* [online]. 2012 [cit. 2012-04-10]. Available online: <[http://www.britishcouncil.org/learnenglish\\_family\\_slovakia.pdf](http://www.britishcouncil.org/learnenglish_family_slovakia.pdf)>

elementary words such as *dog, cat, house* than they learn to add articles, for example: *a dog, the house* and step by step they formulate short collocations and sentences.

To obtain better results, the parents should help their children and cooperate with them. When a child comes home from English course or school, a parent should ask him few questions such as: *How was the lesson going? What new have you learnt? Did you like it?* Even if the parent does not speak English, he/she can learn some basic phrases and help not only to his/her child but to themselves, too. The children like when they feel support from parent's side and they are motivated by them. A common learning between children and parents may help to establish and keep good family relationship.<sup>52</sup>

### **Boys-girls differences**

*“The brains of boys are being shaped differently than the girls’ ones. This aspect influences the way of learning not only language, but also another pieces of information or knowledge.”<sup>53</sup>*

In the mixed classes, the girls may excel with their natural skills more than boys. In some cases, it is preferable to evaluate the boys' and girls' tasks separately. The parent's support also plays a significant role in the motivation of children. The children need to feel their support and encouragement.

## **7.2. Language Input**

*“What the child hears, the input, is nevertheless vital to the principles and parameters theory. What children need is raw linguistic data to get their teeth into. Without hearing any words of the language, they would have nothing to say; without hearing sentences, they would not be able to set the parameters appropriately for the language they are acquiring.”<sup>54</sup>*

An acquisition of vocabulary and basic word phrases in spoken form is for small children the only but also the best way how to speak properly. Nevertheless, this method shows some difficulties. The children hear and absorb characteristics, which may contain mistakes such as improper pronunciation, skip article, null subject and so on. When such

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<sup>52</sup> According to DUNN, O. 2008. Learn English Family. Učiť sa spoločne je zábava. On the *British Council* [online]. 2012 [cit. 2012-04-10]. Available online: <[http://www.britishcouncil.org/learnenglish\\_family\\_slovak.pdf](http://www.britishcouncil.org/learnenglish_family_slovak.pdf)>

<sup>53</sup> Ibid. p 9

<sup>54</sup> COOK, V.J. - NEWSON, M. 1996. *Chomsky's Universal Grammar*. 2<sup>nd</sup> edition, p 115. ISBN 0-631-19896-6

problems occur, they should be eliminated by the learner. He or she should guide a child to mistake-free communication. In contrast stay the opinions of philosopher David Braine. He proclaims that “*a model of language learning cannot be predicated on children hearing only grammatical sentence, it has to be able to tolerate a certain amount of ungrammatically.*”<sup>55</sup> We partly agree with his theory. It is obvious to anticipate some mistakes even high-educated people do so. We think it is better when children are more communicable rather than shy and speechless. In the age of 6 or 7 years, the children start to communicate with people and acquire social roles – the attitude to parents, to their same-age friends or to the teachers in a kindergarten. The children start to realize what they hear and repeat it with thinking about meanings of particular words. Without hearing an example of word *see*, they are not able to record it as a verb. The learner should tell them an example such as: *Jane sees Kate*. Obviously they cannot build up the lexical entry for *see* with the object NP that has to follow it. For example: *Jane sees herself*.<sup>56</sup>

The process of acquisition belongs to more difficult ones so the parents and the learners should concentrate on the right approach to the children. Concerning learning and teaching any languages, the learners should possess the basic facts of developmental psychology. The theoretical meaning of developmental psychology embodies in providing fundamental knowledge about process of psychical development, its patterns, causes and conditions. The practical meaning consists in the fact that the knowledge about psychical development enables people to understand the psychic of human being much better. It is also subservient to shape and develop child psychic and to observe whether the development proceeds accurately.<sup>57</sup>

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<sup>55</sup> Ibid. p 116

<sup>56</sup> Ibid. p 117

<sup>57</sup> According to KONČEKOVÁ, L. 2010. *Vývinová psychológia*. Prešov: Vydavateľstvo Michala Vaška, 2010. pp. 68. ISBN 978-80-7165-811-5

### 7.3. Language Acquisition

*“Numerous studies show that children who are just beginning to combine words together into sentential utterances do not get the right word order of their language correctly.”*<sup>58</sup>

Children are acquiring the language in various ways and the fact is that many times in the incorrect way. They learn the proper pronunciation, the vocabulary as well as the right word-order in sequence. In accordance with experimental studies with small children indicate that they learn different aspects of their target language syntax at different point in their linguistic development. They acquire the language principles based on three parameters of Mark Baker: Head Directionality Parameter, Verb Raising Parameter and Subject Placement Parameter. The first parameter is observed already at the age of 18-22 months. The second parameter defines the position of a verb considering certain adverbs and negation markers. The English children about 21 months are able to formulate sentence with right position of the tensed verb after the negation marker. *Example: Not want milk!* The children use only simple, two- or three-word sentences. The Slovak children say e.g. *Daj hračku! Nechcem toto!*

About the age of 24 months, they acquire the word order characteristics by the Subject Placement Parameter. In this stage, the children starting to realize where the subject should be place in a sentence. They produce a VSO rather than SOV utterance.<sup>59</sup>

The process of language acquisition begins already at the age of 18 months. As the various studies shows, small children are starting to differentiate the right word-order from 2 years. This age is also suitable for learning the second language. Children in the youthful age are able to absorb new pieces of information better than in their later years. The parents are best teachers for them. Though in the way of learning foreign language, there is point to reflect on professional lector. A major emphasis is laid on the creative activity which impresses the children's mentality.

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<sup>58</sup> PERELTSVAIG, A. 2011. *Paramatic theory of word order, language acquisition and historical change*. In *Languages of the World*. [online]. 2011. [cit. 2012-05-02].

Available online: <<http://languagesoftheworld.info/syntax/parametric-theory-of-word-order-language-acquisition-and-historical-change.html>>

<sup>59</sup> Ibid.

## Conclusion

The aim of this bachelor's thesis was to observe and analyse the diversity of word-orders. We used numerous examples for comparison of the sentence structures of both languages. We explained the approaches of the Prague School as one of the most significant school of linguistics in the pre-war period with its impact to present linguist progress.

When solving the theoretical questions of the word-order, attention has been paid -in the past- firstly to problems of the existence, the hierarchy and the function of the word-order factors. However, the principles of the word-order theory elaborated and in some parts even developed by V. Mathesius still remain unchanged: the functional sentence perspective is the principal word-order factor to which the other, secondary factors are subordinated.

We described theories such as Functional Sentence Perspective, Universal Grammar, Theme/rheme connotation, SVO structure and its alternatives, Jan Firbas four-factor theory and the others. All of these approaches should clarify and help to understand the fundamental functioning of the English grammar and word-order.

The examples of inversion should be the evaluated sources of properly understanding of inverted situations in both languages.

On the level of the grammatical structure, the word-order is a passive, incidental element of the grammatical form and its existence is felt – more or less – only when a change of the usual or stable word-order form is used for purposes of the functional sentence perspective.

Nowadays, the study of word-order does not play such significant role as in the past. Anyway, we consider it as full-valued part of the grammar which deserves the attention of scholars.

As the beginning of the bachelor's thesis indicates, the English and Slovak are quite unrelated language at eye. When we consider their origins, progresses, grammars and other aspects, they do so. On contrary, based also on this thesis, they are very similar in many ways, too.

The proper understanding and acquiring the phenomenon of word-order may lead to mistake-free communication and using of other grammatical principles.

## Slovak summary (Zhrnutie)

Tak ako sú rozdielne jazyky, sú rozdielne aj ich gramatiky. Podľa mnohých odborníkov zaoberajúcich sa jazykmi a lingvistikou, slovosled patrí k tým slabším častiam gramatík mnohých jazykov. Ak porovnáваме všeobecne slovenský a anglický jazyk, na základe rôznych gramatických javov môžeme skonštatovať, že slovenský jazyk patrí k jazykom s tzv. voľnou štruktúrou slovosledu. Na druhej strane, anglická veta je vytvorená na pevnom základe a ten nedovoľuje žiadnu zmenu poradia jednotlivých vetných členov. Aj keď sú tieto dva porovnávané jazyky odlišné, predsa len majú niečo spoločné. Obidva patria medzi jazyky so SVO štruktúrou. To znamená, že na prvom mieste vo vete stojí podmet, potom nasleduje prísudok a za ním predmet. Okrem tejto štruktúry existuje ďalších päť alternatív – SOV, VSO, VOS, OVS a OSV. Štruktúra SVO je druhou najpoužívanejšou vo svete, hneď po štruktúre SOV, na ktorej je založený napríklad japonský alebo turecký jazyk.

Slovenský jazyk má veľmi bohatú históriu a vývoj. O rozvoj slovenského, respektíve českého slovosledu, sa zaslúžili najmä predstavitelia Pražskej školy ako Vilém Mathesius, J. Ružička, L. Dvonč, J. Oravec a iní. Forma anglického slovosledu v období, kedy pôsobil William Shakespeare, sa nepodobala tej súčasnej a tiež prešla dlhým vývojom, kým získala dnešnú podobu.

Dôležitú úlohu v oblasti rozvoja syntaxu, fonetiky, fonológie, slovosledu a lingvistiky samotnej zohrávala v povojnovom období Pražská škola. Vychádzala zo štúdií Ferdinanda de Saussure a okrem českého jazyka publikovala svoje diela tiež v nemeckom, anglickom, francúzskom a ruskom jazyku. Jej hlavný predstaviteľ Vilém Mathesius vypracoval mnohé štúdie, v ktorých sa zaoberal problematikou slovosledu. Vypracoval teóriu štyroch hlavných princípov, ktoré ho ovplyvňujú: gramatický, emotívny, rytmický princíp a funkčná vetná perspektíva. Definoval tiež postavenie podmetu a predmetu vo vete. Z predstaviteľov americkej lingvistiky treba spomenúť meno Noam Chomsky, ktorý sa zaslúžil o rozvoj gramatiky a známy je jeho koncept generatívnej gramatiky.

Anglická gramatika a jej slovosled je založený na princípe SVOMPT. Tieto skratky začiatkových písmen vetných členov predstavujú určené poradie na akom je bežná anglická založená. Poradie je nasledovné: podmet, sloveso=prísudok, predmet, príslovkové určenie spôsobu, miesta a času. Slovenský jazyk má podobnú štruktúru avšak nie je taká striktná a stabilná ako tá anglická. Nakoľko je slovenský slovosled pomerne variabilný, pri stavbe vety sa nemusia dodržiavať takéto striktné pravidlá podobné SVOMPT štruktúre. Na zmenu

poradia slov v anglickej vete vplývajú rôzne činitele. K zmene dochádza v prípade otázok, nepriamej reči alebo v prípade negatívnych slovných spojení vo forme otázok umiestňovaných na koniec vety.

V lingvistike sú definované nasledovné tri princípy, ktorými sa riadi slovenský slovosled:

1. Základný činiteľ – významová výstavba výpovede (aktuálne členenie vety) – jadro spočíva v rozlíšení objektívneho a subjektívneho poradia vo vete. Objektívne poradie sa používa najmä v obyčajnej oznamovacej vete, zatiaľ čo subjektívne je súčasťou rozkazovacích a opytovacích viet.
2. Gramatický činiteľ – využíva sa najmä pri postavení prívlastku a prístavku vo vete.
3. Fonetický činiteľ – zahŕňa používanie takzvaných príkloniek a predkloniek.

V anglickom jazyku rozlišujeme niekoľko typov inverzie, jej základné členenie však možno rozdeliť na *voľnú* = *nepovinnú* inverziu a na *povinnú* = *nevyhnutnú* inverziu. V prvom prípade ide o situáciu, kedy je slovesný tvar v pozícii pred podmetom.

Príklad: *At the airport waited her fiancé or ..... her fiancé waited.*

Preklad: Na letisku čakal jej snúbenec *alebo* ..... jej snúbenec čakal.

V druhom prípade prichádza k zmene pozície pomocného slovesa, ktoré sa dostáva pred podmet, ale zvyšok slovesného zvratu ostáva za podmetom.

Príklad: *Rarely had she seen such a great concert. not ..... Rarely she had seen.*

Preklad: *V slovenčine nie je možné daný jav vysvetliť na takomto príklade.*

V hovorenom anglickom jazyku sa vyskytuje inverzia častejšie a to najmä po slovných spojeniach na začiatku viet ako *Here comes* alebo *There goes*. Vo všeobecnosti sa inverzia používa skôr vo formálnom štýle alebo pri potrebe zdôraznenia nejakej časti vety alebo výpovede.

Príklad: *Acroos the street was my favourite shop.*

Preklad: Tam cez ulicu *bol môj obľúbený obchod*. (Chceme dať dôraz na koniec vety.)

Inverzia je typickým znakom literárnych diel. Najmä v slovenčine je veľmi príznačná pre básnické diela rôznych autorov pôsobiacich najmä v období romantizmu a symbolizmu.

Príklady: *ozveny sa duté vlnia* – Ivan Krasko

*prišli v nedeľný zas deň* – Pavol Országh Hviezdoslav

Slovenský jazyk bol značne ovplyvnený latinčinou. Odzrkadlilo sa to v náboženských a biblických výrazoch, kde môžeme sledovať prvky inverzie.

Príklad: *Matka božia, Syn boží, Duch svätý*

Taktiež oblasti zoológie, botaniky a chémie sa vyznačujú častým obráteným slovosledom.

Príklad: fialka trojfarebná, kyselina sírova

Ďalším príkladom sú názvy inštitúcií, pedagogických ústavov a vysokých škôl, ktorých vznik sa datuje už pred niekoľkými rokmi.

Príklad: Matica slovenská, Vysoká škola technická, Výskumný ústav pedagogický

Mnoho lingvistov sa zaoberalo problematikou slovosledu a samozrejme ich názory sa rôznia. Napríklad Jan Mistrík podľa svojej teórie nepovažuje výmenu podmetu a prísudku za inverziu. Iní neoznačujú za inverziu vyššie spomenuté príklady, kde sa mení poradie podstatného a prídavného mena.

Neodmysliteľnou súčasťou štúdie jazyka je jeho osvojenie a vývinová psychológia pozorovaná od narodenia dieťaťa. V dnešnej globalizovanej dobe je bežným javom vyučovanie cudzieho jazyka čo najmenších detí (už vo veku 4 – 5 rokov). V tomto prípade treba dbať viac na spôsob výučby ako aj na celkové zaobchádzanie s deťmi ako v iných prípadoch (vyučovanie detí na prvom stupni základných škôl alebo na stredných školách). Deti sú v ranom veku oveľa spontánnejšie, lepšie si pamätajú každú novú informáciu a učenie nepovažujú za povinnosť, ale za hru. Pri výučbe tiež treba brať do úvahy chlapčenské a dievčenské rozdiely. Podľa mnohých vedcov rozvíjanie myslenia u chlapcov a dievčat neprebíha rovnako a najmä v detskom veku sú tieto rozdiely najviac zreteľné.

Dieťa si osvojí všetko, čo počuje a začne si prispôbovať každé jedno slovo prípadne slovné spojenie. V tomto prípade je na prvom mieste rodič, ktorý by mal svoje dieťa usmerňovať v používaní nových výrazov ako aj v zostavovaní prvých vetných konštrukcií či už v materinskom alebo cudzom jazyku. Je zrejmé, že dieťa nebude počuť iba gramaticky správne výrazy, preto sa kladie hlavný dôraz na komunikáciu medzi dieťaťom a rodičom.

Proces osvojovania jazyka a nadobúdania prvých jazykových znalostí začína už vo veku 18 mesiacov. V období okolo druhého roka života deti začleňujú do svojej zásoby okrem samotných slov aj jednoduché vety a slovné spojenia.

Ak sa rodičia rozhodnú pre výučbu cudzieho jazyka pre svoje dieťa, môžu tak dopomôcť k rozvíjaniu jeho kreativity ako aj k lepšiemu používaniu materinského jazyka.

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# Appendices

## Appendice 1: Literary text/ Literárny text

The hour seemed very long. I couldn't concentrate on the movie – I didn't even know what subject it was on. I tried unsuccessfully to relax, but the electric current that seemed to be originating from somewhere in his body never slackened. Occasionally I would permit myself a quick glance in his direction, but he never seemed to relax, either. The overpowering craving to touch him also refused to fade, and I crushed my fists safely against my ribs until my fingers were aching with the effort. I breathed a sigh of relief when Mr Banner flicked the lights back on at the end of class, and stretched my arms out in front of me, flexing my stiff fingers. Edward chuckled beside me.

“Well, that was interesting,” he murmured. His voice was dark and his eyes were cautious. “Umm,” was all I was able to respond.

Hodina sa vliekla nekonečne dlho. Nedokázala som sa sústrediť na film, dokonca ani neviem, o čom bol. Márne som sa chcela uvoľniť, ten elektrický prúd, ktorý akoby vychádzal z jeho tela, vôbec nepoľavoval. Občas som si dovoľila rýchly pohľad smerom k nemu, ale zjavne sa ani on nedokázal uvoľniť. Stále ma májala túžba dotknúť sa ho, tak som si radšej zatlačila päste do rebier, až ma z toho rozboleli prsty. S úľavou som si vydýchla, keď pán Banner na konci hodiny zažal svetlá, natiahla som si ruky pred seba a ohýbala som stuhnuté prsty. Edward sa vedľa mňa zasmial.

„No, to bolo zaujímavé,“ zašomral. Hlas mal temný a pohľad opatrný.

„Uhm.“ Na viac som sa nezmohla.

**Source:** MEYER, S. *Twilight*. 2005. p 192. ISBN 978-1-904233-65-7

**Zdroj:** MEYER, S. *Súmrak*. 2008. s 217. ISBN 8022205504

## Twilight

I didn't even know **what subject it was on**.

*An example of word-order in **Wh-clause**  
(not questions)*

Occasionally **I would permit myself a quick glance** in his direction.

(S) (V) (O<sub>i</sub>) (O) (A<sub>p</sub>)

*subject+verb+ non prepositional indirect*

*object+direct object+place*

**when Mr Banner flicked** the lights back on at the end of class – **Wh-clause**

*= direct word-order*

## Súmrak

“Umm,” **was all I was able to** respond.

*=indirect speech=iversion*

(Ja) **Nedokázala som sa sústrediť na**

**film.** (Hidden Subject)

Verb Object = non-

*expressed subject is typical for the Slovak language*

Hodina **sa** vliekla nekonečne dlho

*= sa/si – reflexive pronouns used to avoid an occurrence of passive tense*

## Appendice 2: Economic text/ Ekonomický text

Euro is the strong and stable currency which constantly attracts the counterfeiters. Though euro banknotes and coins thanks to the very sophisticated security features belong to the best protected currency in the world, there still exist its counterfeits in circulation. Security features applied on euro banknotes and coins allow to distinguish the genuine legal tender from suspect one even without using special equipment. To simply verify the authenticity of a banknote all you have to do is feel, look at and tilt the banknotes. Do not forget, it is important to check more security features!

Euro je silná a stabilná mena, ktorá priťahuje aj pozornosť falšovateľov peňazí. Aj keď eurové bankovky a mince patria vďaka aplikovaným ochranným prvkom medzi najlepšie chránené meny na svete, môžu sa v peňažnom obehú vyskytnúť aj falzifikáty. Eurové bankovky a mince obsahujú ochranné prvky, vďaka ktorým sa dajú zákonne vydané platidlá rozpoznať od falošných aj bez použitia špeciálnych prístrojov. Pre jednoduché overenie pravosti bankovky môžete použiť skúšku hmatom, pohľadom a naklonením. Nezabudnite však, že vždy je potrebné overiť viacero ochranných prvkov!

## Counterfeits

Euro is the strong and stable currency = which constantly attracts the counterfeiters.  
*The English and Slovak version of word-order*

Security features applied on euro banknotes and coins [SVO] *Both languages versions starts with similar structure but the close translation of English sentence would be as follows: **Ochranné prvky sú použité na eurobankovkách a miniciach.** (the example of often use of passive tense.)*

To simply verify the authenticity of a banknote all you have to do is feel, look at and tilt the banknotes.

**Do not forget**, it is important to check more ↓ security features! *The example of inversion in an imperative English sentence..*  
**Structure:** 1.auxiliary verb, 2.negation, 3.rest of the verb phrase

### Source:

<<http://www.nbs.sk/en/banknotes-and-coins/counterfeits>>

## Falzifikáty

Euro je silná a stabilná mena, ktorá priťahuje aj pozornosť falšovateľov peňazí.  
*seems practically identically.*

Eurové bankovky a mince obsahujú ochranné prvky, vďaka ktorým sa dajú zákonne vydané platidlá rozpoznať od falošných aj bez použitia špeciálnych prístrojov .

Pre jednoduché overenie pravosti bankovky môžete použiť skúšku **hmatom, pohľadom a naklonením**. Nezabudnite však, že vždy je potrebné overiť viacero ochranných prvkov!

*In comparison to English version, we can observe here the preferred use of substantives before the verbal infinitives such as **feel, look, tilt.***

**Zdroj:** <<http://www.nbs.sk/sk/bankovky-a-mince/falzifikaty>>