

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ix
1. SOME REFLECTIONS ON THE RELATIONSHIP BETWEEN LINGUISTIC THEORIES AND PEDAGOGICAL GRAMMARS	1
1.1 On the concept of 'pedagogical grammar'	1
1.2 Which linguistic theory?	2
1.3 The universality of a pedagogical grammar	4
2. THEORETICAL BACKGROUND	6
2.1 Linguistic valence--a first approximation	6
2.1.1 Valence--'a metaphorical terminology'	6
2.1.2 Tesnière's concept of valence	7
2.1.3 The valence concept (Valenzbegriff) in German linguistics	10
2.1.3.1 Different interpretations of valence	10
2.1.3.2 Helbig's concept of valence	13
2.1.3.3 Engel's 'sentence models' (Satzbaupläne)-- Valence research at the Institut für Deutsche Sprache	20
2.1.3.4 Vater's revised generative dependency model	24
2.2 Thoughts on the isolation of morpho-syntactic units and their relation to semantic concepts; morpho-syntactic valence versus logico-semantic valence	26
2.2.1 Semantics and syntax	26
2.2.2 Isolating syntactic constituents	27
2.2.3 Syntactic constituents as a testing ground for the nuclear/peripheral (obligatory/free distinction	32

2.2.3.1	Regarding the distinction 'obligatory/ facultative' versus 'free'	33
2.2.4	Towards a logico-semantic specification of valence	38
2.2.4.1	Case grammar in the context of linguistic valence	39
2.2.4.1.1	Criteria for case identifica- tion	40
2.2.4.1.2	Nuclear versus peripheral cases .	41
2.2.4.2	Semantic sentence structures as representa- tions of cognitive concepts	42
2.2.4.3	Features as criteria for the identifica- tion of relational constants	
2.2.4.4	The non-causative relational constants . . .	50
2.2.4.4.1	The Object relation	50
2.2.4.4.2	The Experiencer relation	53
2.2.4.4.3	The Benefactive relation	55
2.2.4.4.4	The Locative relation	57
2.2.4.4.5	The Time relation	58
2.2.4.5	Summary of relational constants selected for consideration in a pedagogical grammar	59
3.	CONTRIBUTIONS TO A PEDAGOGICAL GRAMMAR--THE APPLICATION OF THEORETICAL CONSIDERATIONS	62
3.1	The experimental language test in German as a research tool in the investigation of errors in the realization of logico-semantic valence	62
3.1.1	Objective of the test	62
3.1.2	Test design	63
3.1.3	Test administration	64
3.1.4	Selection of verbs (predicates) for valence analysis	64
3.2	Discussion of selected verbs based on presented theoretical considerations--possible application in a pedagogical grammar	67
3.2.1	On the Agent-Object-Experiencer relation	68
3.2.1.1	<i>antworten/fragen</i> 'to answer'/'to ask' . . .	68
3.2.1.2	<i>Sprechen/sagen/reden/erzählen</i> ; 'to speak'/'to say'/'to talk'/'to tell, narrate'	75

3.2.1.3	<i>grüßen/begrüßen/grüßen lassen/ empfangen</i> 'to greet'/'to give regards to'/'to welcome'	84
3.2.2	On the Benefactive notion	86
3.2.2.1	State/Benefactive	86
3.2.2.2	Process/Benefactive	89
3.2.2.3	Action/Benefactive	92
3.2.2.4	Action-Process/Benefactive	93
3.2.3	Application of logico-semantic valence to locative verb types	103
3.2.3.1	On the State/Locative relation	104
3.2.3.2	Action-Process/Locative	106
3.2.3.3	Action/Locative and Process/Locative	109
3.2.4	Observations on reflexivity	111
3.2.4.1	Various types of reflexivity	111
3.2.4.1.1	Facultative reflexivity	112
3.2.4.1.2	Obligatory reflexivity	113
3.2.4.1.3	Semireflexivity	116
3.2.4.2	Special functions of reflexivity	117
3.2.4.2.1	Proform for passive	117
3.2.4.2.2	Stative passive versus state reflexive	118
3.2.4.2.3	State reflexive/stative passive and attributive function	119
3.2.4.3	Test items with the reflexivity function	121
3.2.4.3.1	<i>Ausziehen</i> 'to take off clothes', 'undress'	121
3.2.4.3.2	<i>Ansehen</i> 'to look at'	122
3.2.4.3.3	<i>Ändern</i> 'to change'	126
3.2.4.3.4	Further problems with reflexivity	127
3.2.5	On reciprocal verbs	129
3.2.6	Verbs implying time relations	130
3.2.7	On predicates of the type 'be hungry', 'get tired of'	130

3.2.8	Some thoughts on verbal prefixes like German <i>be-</i> , <i>er-</i> , <i>ver-</i> , <i>zer-</i> , and the holistic/partitive/resultative distinction	134
3.2.9	A new look at 'function verb constructs' (Funktionsverbgefüge) of the type <i>come to a conclusion</i> --relevance of logico-semantic valence	140
4.	OUTLOOK	147
4.1	The psychological validity of the concept of a 'conceptual composition plan' for sentences and discourse . . .	147
4.2	The 'cyclic approach' for the introduction of related verbs (predicates) based on logico-semantic valence	148
5.	SUMMARY	153
	Zusammenfassung	155
	APPENDIX A: EXPERIMENTAL LANGUAGE TEST IN GERMAN	157
	APPENDIX B: ALPHABETICAL LIST OF VERBS (PREDICATES) ANALYZED AND DISCUSSED IN CHAPTER 3	165
	BIBLIOGRAPHY	172
	ABBREVIATIONS AND SYMBOLS	179