

DVOSMISLENE I NEJASNE REČENICE

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(nastava engleskog jezika; gramatika; rečenica)

Kada se govori o dvosmislenim i nejasnim rečenicama, onda se misli na nejasno poredane riječi u rečenici, što može biti velik problem u učenju engleskog jezika. Stoga će vježbanje pravilne tvorbe konstrukcije rečenice pridonijeti boljem razumijevanju i boljoj pisanoj i usmenoj komunikaciji na engleskom jeziku.

U svakom jeziku ima nekih elemenata u rečenici koji su suvišni, tj. javlja se redundancija (*redundancy*), pa je tako i u engleskom jeziku.

U jeziku se također tolerira određena dvosmislenost koja se može podijeliti na one kontrastivne strukture koje se redovito pojavljuju unutar jezika i na one s razlikama lako uočljivim samo kada se prave kontrastivne analize između dvaju jezika. Lingvisti teoretičari vole rabiti dvosmislene rečenice (*ambiguous sentences*) da bi objasnili prednosti jednoga pristupa pred drugim pristupom. Na primjer, Chomsky (1965:21-22) navodi primjer rečenice iz svoje knjige *Aspekti teorije sintakse (Aspects of the Theory of Syntax)*: 1. **I had a book stolen.** da pokaže razliku između znanja jezika i stvarne uporabe jezika u konkretnim situacijama (*the competence - performance distinction*). U tehničkom smislu, kaže Chomsky (1965:4), lingvistička je teorija mentalistička (*mentalistic*) jer se bavi otkrivanjem mentalne stvarnosti koja je temelj stvarnoga ponašanja.

Gore navedena rečenica može imati tri značenja:

1.a I had a book stolen when I stupidly left the window open.

1.b I had a book stolen from his library by a professional thief who I hired to do the job.

1.c I almost had a book stolen, but they caught me leaving the library with it.

Slični se primjeri mogu dati učenicima/studentima da parafraziraju rečenice i da eliminiraju dvosmislenost, a mogu i dodati nešto u tekstu da pročiste značenje. Kako bi se dobro promotrila i otkrila dva značenja ili više njih, nužno je znanje jezika (*language proficiency*). Takve rečenice koje zbunjuju (*sentence puzzles*) izazov su za napredne učenike/studente.

Evo još nekoliko rečenica koje su primjeri sintaktičke dvosmislenosti (*syntactic ambiguity*) (Seely, 1979:30).

Subject - Object Ambiguity

2. Visiting relatives can be boring.

koja se može parafrazirati kao

2.a It can be boring to visit relatives.

ili kao

2.b Relatives who visit can be boring.

3. One should beware of striking women.

3.a One should be careful not to hit women.

3.b One should beware of women that are on strike.

Modifier Ambiguities (ibid: 31)

4. The man who shot father, a robber, was brought to prison.

4.a Father was a robber.

4.b The man who shot father was a robber.

5. Hemingway told Faulkner that he wrote very well.

5.a that Hemingway wrote very well.

5.b that Faulkner wrote very well.

Nejasnost (*confusion*) u rečenici mogu izazvati zamjenice, riječi koje zamjenjuju imenice. One pomažu da se izbjegne dosadno ponavljanje ali katkad je teško znati na koju se imenicu odnose. Na primjer (Hawkins, Strangwick, 1985:189):

6. He put on his coat because it was cold.

it može značiti **his coat**, ali se najvjerojatnije misli na **the weather**, iako se to ne spominje.

7. He sat on the radiator because it was cold.

U ovoj rečenici nije jasno da li se **it** odnosi na **the radiator** ili na **the weather**.

Nekoliko sljedećih rečenica može poslužiti kao primjer za vježbu da učenici/studenti odgovore na pitanje zašto su te rečenice nejasne (ibid: 189).

8. Brendon told his great uncle that he looked awful in shorts.

9. Mrs. Lazarus wiped the windscreen because it was misty.

10. Her car collided with an oak tree and it burst into flames.

Riječi poput **that**, **which**, **who** itd. mogu zbuniti čitatelja jer slijed riječi (*word order*) nije jasan (ibid: 190).

11. I introduced them to a charming woman with a hairy, cross-eyed husband who was wearing a pink dress.

12. He complained about a little jacket he had bought for his poodle which shrank in the wash.

U tim rečenicama slijed riječi zbunjuje jer su **which** i **who** odvojeni od riječi na koje se odnose. Možemo ih ponovno napisati kako bi se dobio jasan smisao.

11.a I introduced them to a charming woman in a pink dress. She had a hairy, cross-eyed husband.

12.a He had bought his poodle a little jacket which he complained shrank in the wash.

When i **where** mogu također stvoriti probleme, npr.:

13. Where were you wounded?

14. When did she tell you she would see you?

U rečenici 13. **where** se može odnositi na dio tijela ili mjesto. U rečenici 14. **when** se može odnositi na **seeing** ili **telling**. Pitanja trebaju glasiti:

13.a In what country were you wounded?

13.b In what part of the body were you wounded?

14.a She told you she would see you. When did she tell you?

14.b She told you she would see you. When will she see you?

U rečenici (ibid: 191,212)

15. You can now obtain licences to send cattle to the continent by post.

by post je na krivom mjestu. Rečenica treba glasiti:

15.a You can now obtain licences by post to send cattle to the continent.

Rečenice koje slijede mogu poslužiti za vježbu i učenici/studenti ih trebaju ponovno napisati kako bi se dobio točno jasan smisao (ibid: 191,212).

16. Where was the baby vaccinated?

17. We stayed in a hotel with only one lift which contained a thousand people when full.
18. He asked for an egg in his pyjamas which had been boiled for three minutes.
19. He wrote a poem about his girlfriend split into two halves.
20. The waiter served chops to his customers swimming in tomato sauce.
21. You will not catch cold germs walking in the fresh air.
22. The butcher wrapped up the sheep's head with a big smile.
23. I saw a pillar box walking down the street.
24. The captain saw the girls running through his old telescope.

Još nekoliko primjera rečenica u kojima nešto nedostaje ili je na pogrešnome mjestu pa mogu zbuniti, a katkad biti i vrlo smiješne.

25. The parade will take place in the morning if it rains in the afternoon.
26. In one hotel: A sport jacket may be worn to dinner but no trousers.
27. In a London restaurant: Wanted: a man to wash dishes and two waitresses.

Kako bi se provjerilo učenikovo/studentovo razumijevanje za slijed riječi, mogu se dati i parovi rečenica i tražiti da ih prevedu na hrvatski jezik ili da objasne razliku između rečenica na engleskom jeziku da bi se dobila povratna informacija o tome koliki je učeničko/studentски osjećaj za duboku strukturu jezika (*the deep structure of the language*).

Slijede primjeri (Statman, 1980:25-27).

- 28.a He did the work, honestly.
- 28.b He did the work honestly.
- 29.a The students who play on the football team leave early.
- 29.b The students, who play on the football team, leave early.
- 30.a John plays tennis as well as his father.
- 30.b John, as well as his father, plays tennis.
- 31.a I saw a venetian blind.
- 31.b I saw a blind Venetian.
- 32.a Walking on the beach, he saw a beautiful girl.
- 32.b He saw a beautiful girl walking on the beach.

Može se primijeniti i druga metoda: Učenici/studenti dobiju dvije rečenice sa sličnom površinskom strukturom i moraju odgovoriti na pitanja (*comprehension questions*) kako bi se vidjelo razlikuju li ih (ibid:28).

- A. I had to marry Joan.
- B. I should have married Joan.
- Did the speaker marry Joan? A. B.
- A. John aksed his wife to be good.
- B. John promised his wife to be good.
- Who is expected to be good? A. B.

Kao zaključak navodim dio Wilkinsonove izreke: "Without grammar very little can be conveyed..." (1972) (Bez gramatike malo toga bi se moglo izraziti...). To znači da naglasak valja staviti na one aspekte gramatike kad nepotpuno razumijevanje može voditi nejasnoj interpretaciji. To su prije svega slijed riječi, zatim prilozi korišteni atributivno (*adverbs used attributively*), kondicionali (*conditionals*), gerundi i participi (*gerunds*

and participles). Kada se nejasni elementi gramatike usvoje, onda se mogu analizirati elementi složenih rečenica (*complex sentences*) (Statman, 1980).

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AMBIGUOUS AND CONFUSING SENTENCES

(*teaching English as a foreign language; grammar; sentence*)

Summary

This paper deals with ambiguous and confusing sentences. These are the result of ambiguous word order in the sentence and may cause problems in the learning of English as a foreign language. The author claims that practice in correct sentence construction could greatly contribute to better comprehension as well as more effective oral and written communication in English.

The paper examines examples of syntactic ambiguity in sentences as well as the resulting different meanings the ambiguity may entail. The author believes that raising the learner's grammatical consciousness and focused practice can be helpful. She insists on mastering grammatical elements that may be possible causes of ambiguous sentences before passing on to complex sentences.