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REPORTED STATEMENT
A Contrastive Analysis
of
Reported Statement in American and British English
with
Special Reference to Arabic

BY
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TO MY TEACHERS AND FRIENDS
RICHARD YORKEY AND DONALD KNAPP,
I DEDICATE THIS STUDY.

A. K.

REPORTED STATEMENT

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Ali Al-Kasimi

ABSTRACT

This thesis is dedicated to the study of the major aspects of reported statement as it is found in journalistic American English, British English, and Arabic. Reported statement is defined, for the purpose of this research, as any statement introduced by a verb of saying which is followed by a "that clause". A verb of saying is defined as any verb that signifies the production of explicit linguistic activity. And a "that clause" is any clause which accepts that as introducer.

A systematic method of research was followed; 1500 instances of reported statement were gathered from recent editions of The New York Times, The Times, and Al-Hayat. Studying these instances carefully, the writer arrived at the following conclusions:

I. VERBS OF SAYING

- A. There are more than forty different verbs of saying in English and about thirty in Arabic.
- B. Verbs of saying are mainly in the simple past tense (93.6 % in American English, 84.2 % in British English, and 90 % in Arabic). This fact indicates that reported statement usually reports past events rather than present or future ones.

II. THE USE OF "THAT" AFTER VERBS OF SAYING:

- A. The connective word that is always used after verbs of saying in Arabic.
- B. In English, that is sometimes used after say (27.3 % in American English and 66.0 % in British English) and it ~~is~~ usually used after the other verbs of saying (90.0 % in American English and 96.0 % in British English).

III. VERB TENSES OF "THAT CLAUSE":

- A. There is a kind of sequence of tenses in English reported statements: verbs of saying in the past are mainly followed by past tenses, and verbs of saying in the present are mainly followed by present tenses.
- B. There is no clear sequence of tenses in Arabic reported statements: verbs of saying in present or past are followed in almost equal proportions by the perfective and the non-perfective.

Comparing these results with the description and rules reported statement in traditional grammars and many text-books in popular use, one can notice a gap between several points. These text-books build their judgements on older grammar books and they very often assume that reported statement is a transformation of directly quoted

statement. Concerning teaching reported statement to students of English as a foreign language, these texts depend on supplying rules and grammatical explanations with very few exercises.

This thesis suggests teaching reported statement to native speakers of Arabic by using pattern practice to establish the patterns of reported statement as automatic habits so that the students can produce them with facility and without hesitation. Many oral drills based on an analysis of the data are recommended such as repetition, substitution, question-and-answer, memory conversation, and written exercises.

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CHAPTER I

WHY REPORTED STATEMENT?

The problem of "correctness" in language is as old as grammar¹ itself. The modern consensus, based on modern scientific studies in linguistics, is that "the only basis for 'correctness' has to be the usage of the native speakers of that language."² It is the duty of teachers of English as a foreign language to teach the language the native speakers speak and write, and it is the task of linguists to describe language accurately. Although this method of treating English grammar dates back to Richard Mulcaster (1530-1611)³, a great deal of older commonly held views of grammar

1

"Grammar" here is used to mean "the study and description of the structure of language." See David A. Conlin, Grammar for Written English (Boston: Houghton Mifflin Company, 1961), p. 1.

2

Charles C. Fries, "Advances in Linguistics," College English, XXV, (October, 1961), 30-37. Reprinted in Harold B. Allen, Readings in Applied Linguistics (New York: Appleton-Century-Crofts, 1964), p. 40.

3

Albert C. Baugh, A History of the English Language (New York: Appleton-Century-Crofts, 1935), pp. 250-255.

and a lot of practices of a prescientific era still dominate the teaching of language and the school grammar text-books.⁴ This fact is stated clearly by Anderson and Stageberg who say, "For two centuries we have been using in English a grammar based on Latin, constructed by British grammarians of the eighteenth century. This grammar is entrenched in our dictionaries and is widely taught in the schools."⁵

This thesis is an attempt to offer a scientific description of the particular linguistic phenomenon of reported statement in written journalistic materials. Reported statement is one of the three parts of reported speech:⁶

1. Reported Statement
2. Reported Question
3. Reported Command and Request.⁷

⁴ Charles C. Fries, The Structure of English (New York: Harcourt Brace & Co., 1952), p. 1.

⁵ Wallace L. Anderson & Norman C. Stageberg, Introductory Readings on Language (New York: Holt, Rinehart and Winston, Inc., 1962), p. 360.

⁶ See Infra, pp. 19-20 for definition of reported speech and its parts.

⁷ Donn Byrne, The Elements of Indirect Speech (London: Longmans, 1965).

I. REASONS FOR THE STUDY:

1. The description of reported statement by the earlier scholarly linguists and school grammar appear to be inconsistent with actual usage.
2. Many modern grammar text-books in popular use have failed to describe reported statement. Eleven out of 27 grammar books the writer examined have overlooked reported statement.⁸
3. Reported statement is usually taught as a kind of mechanical transformation of directly quoted statement. It has rarely been described or taught as an independent linguistic phenomenon.

II. PURPOSES OF THE STUDY:

The study of reported statement poses some problems to be investigated. The purpose of this thesis is to investigate the following problem:

- A. What are verbs of saying?
- B. Is that used after verbs of saying?
- C. What verb tenses follow verbs of saying?

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The writer would like to cite the grammar text-book used by the University Orientation Program in the American University of Beirut as an instance of this phenomenon. See Robert T. Howling, Robert T. Axelby, and David E. Eskey, English Through Patterns (Beirut: Khayats, 1963).

A. Verbs of Saying:⁹

Concerning verbs of saying this thesis tries to answer the following questions:

1. What are the characteristic features of verbs of saying?
2. What is the difference between the verbs of saying and other reporting verbs?
3. What tenses of verbs of saying are found in greatest frequency?

The writer would like to investigate the problem of verbs of saying for the following reasons:

- a) Most grammar texts usually teach two or three verbs of saying, namely said and told, as in Living English Structure for Schools¹⁰ and Mastering American English¹¹, while there are many additional verbs of saying which are frequently used by native speakers and writers.

⁹ For defining this term, see Infra, p. 21.

¹⁰ W.S. Allen, Living English Structure for Schools (London: Longmans, 1964), p. 136.

¹¹ Grant Taylor, Mastering American English (New York: McGraw-Hill Book Co., 1956), p. 143.

- b) Few of the commonly used texts differentiate between verbs of saying and other reporting verbs (like verbs of thinking), and this differentiation has a direct influence on the way in which reported statement is perceived.
- c) Almost all grammar text-books divide reported statement into two parts: first, when the reporting verb is in the present, present perfect, or future tense; and second, when the reporting verb is in the past, or past perfect tense. They treat each part with equal amount of attention. This distinct division can be easily seen in widely used texts like A Practical English Grammar for Foreign Students¹² and American English for Foreign Student.¹³

This research will reinforce the fact that only a few verbs of saying are in present, present perfect, or future tense, and teaching this minor aspect of the subject is of

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A.J. Thomas and A.V. Martinet, A Practical English Grammar for Foreign Students (London: Oxford University Press, 1960), p.203.

13

Gladys G. Doty and Janet Ross, American English for Foreign Students (Evanston, Illinois: Row, Peterson and Co., 1960), p. 489.

little practical value to foreign students in the first stages of learning English.

B. The Use of "That":

The second purpose of this thesis is to investigate the use of that in reported statement. Until now there is no accurate information about using the connective word, that, after verbs of saying. Having surveyed almost all the available grammar books that touch upon reported speech, the writer arrived at the conclusion that the writers of these books do not throw enough light on the problem of the use of that; some of them, in fact, do not consider it a problem at all. From those examples which are cited, it is clear that the writers of those books approach the problem from three various points of view:

1. The first point of view is that that is always used after verbs of saying. It seems that this view is held chiefly by the early linguists and old grammarians. For instance, Otto Jespersen used that after verbs of saying in all the examples he cited in both The Philo-

sophy of Grammar¹⁴ and A Modern English Grammar.¹⁵

This opinion has probably influenced some modern writers of grammar texts like Doty and Ross in their book, American English for Foreign Students.¹⁶

2. The second point of view concerning the use of that after verbs of saying is that that is always omitted after verbs of saying. Some contemporary linguists and modern grammarians go to this other extreme in their attempt to get rid of the rules laid down by the older school of grammarians; noticing that that is sometimes dropped in everyday conversation, they always omit that after verbs of saying in their description of reported statement. L.M. Myers can be taken as a representative of these linguists. In all the examples

¹⁴ Otto Jespersen, The Philosophy of Grammar (London: George Allen and Unwin Ltd., 1924), pp. 290-296.

¹⁵ Otto Jespersen, A Modern English Grammar (London: George Allen and Unwin Ltd., 1932), pp. 151-161.

¹⁶ Doty and Ross, op.cit., p. 489.

he gives in his books, American English¹⁷ and Guide to American English¹⁸, there is no trace of that.

3. The third point of view is that that "may be" or is "often" omitted after verbs of saying. Some writers take a midway position between the two extremes and say, "In indirect speech that can be placed after the main verb. It is not, however, necessary, and is often omitted,"¹⁹ Or, "In direct speech the connective word that is not used. In indirect speech it may be omitted....."²⁰

None of these writers shows evidence of having investigated actual usage. It seems that they did not do so, partly because the use of that in reported statement is not a major linguistic phenomenon, and partly because some of these writers tend to depend on what other linguists and grammarians have written. There is an obvious need to

17

L.M. Myers, American English (New York: Prentice-Hall, Inc., 1954), pp. 181-182.

18

L.M. Myers, Guide to American English (New York: Prentice-Hall, Inc., 1955), pp. 208-210.

19

Thomson and Martinet, op. cit., p. 205.

20

Thomas L. Crowell, Jr., Index to Modern English (New York: McGraw-Hill Book Co., 1964), p. 141.

handle the problem in a different way, and to reach the conclusions through precise investigation.

C. What Verb Tenses Follow Verbs of Saying?

The third purpose of this thesis is to determine what verb tenses frequently follow verbs of saying. Studying reported statement in school grammar texts, teachers and students have to encounter all forms of tenses: present simple, present perfect, present continuous, present perfect continuous, past simple, past perfect, past continuous, past perfect continuous, future simple, future perfect, future perfect continuous, and conditional, and to encounter also how these tenses shift when directly quoted speech is converted into reported statement. It is a well-known psychological principle that teaching should start with the main concept and then proceed to another which is more complicated or more difficult.²¹ There is a danger of confusing pupils, especially in the early stages of learning English, with so many tenses and their transformation from

²¹ John Brubacher, A History of the Problems of Education (New York: McGraw-Hill Book Co., 1947), p. 219.

the present forms in directly quoted speech into past forms in reported speech. It is one of the purposes of this thesis to determine what verb tenses are most frequently used after verbs of saying; this will be done because it is more fruitful to teach only the essential patterns of the foreign language to beginners.²²

III. BASIC PARTS OF THE STUDY:

Before discussing the methods of research to be followed, the writer would like to give a brief outline of the basic parts of this thesis. These parts are:

- A. Definitions of reported speech by earlier scholarly linguists and school grammars. A new, more useful definition is then suggested.
- B. An examination of contemporary usage of reported statement as it exists in written journalistic materials.
- C. A comparison between British English and American English within the area of reported statement.

²² Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: University of Michigan Press, 1945), p. 3.

- D. A comparison between reported statement in English and reported statement in Arabic, which will be useful to students of English who are native speakers of Arabic. "Detailed knowledge of particular languages is a necessity for the language teacher; he must have full command of the language he is teaching, and at least a descriptive acquaintance with the language of these being taught."²³
- E. Suggestions for improving the teaching of reported statement. This part will include some sample pattern drills.

IV. METHODS OF RESEARCH:

Having stated what topics this thesis is going to deal with, the writer would like to explain the means by which he attains his objectives:

- A. Approximately 13 of the works of the earlier scholarly linguists and 14 of the grammar texts, in popular use, were examined to see what they state concerning reported speech.
- B. 1500 instances of the use of reported statement were gathered from standard written journalistic materials. Each use was

²³ David Abercrombie, "The Social Basis of Language," English Language Teaching, III, (September, 1948). Reprinted in Harold B. Allen, Teaching English as a Second Language (New York: McGraw-Hill Book Co., 1965), p. 15.

completely recorded with an identifying number on a separate card, making it convenient to shuffle and sort them according to various demands of the problem.

- C. These two corpora were analyzed statistically in reference to the main objectives of this study.

SUMMARY

Reported statement is overlooked by many grammar texts and described inadequately by many others; moreover, it is taught as a kind of definite transformation of directly quoted statement. This study is a contrastive analysis of reported statement in American English, British English, and Arabic. The following aspects of reported statement are investigated:

I. Verbs of Saying:

- A. What are the characteristic features of verbs of saying?
- B. What tenses of verbs of saying are found in greatest frequency?

II. The Use of That after Verbs of Saying:

- A. What do grammar books say about the use of that after verbs of saying?
- B. Is that actually used after verbs of saying?

III. Verb Tenses that Follow Verbs of Saying:

The final chapter deals with the implication of the findings of this research in the field of teaching English to native speakers of Arabic.

CHAPTER II

WHAT IS REPORTED STATEMENT?

I. THE DEFINITION OF REPORTED STATEMENT

A. How Reported Statement is Defined in Grammar Books:

Looking for an accurate, effective definition of reported statement, one will find himself in a dilemma because most grammarians use the terms: reported speech, indirect discourse, subordinate speech, indirect narration, oblique speech, and indirect speech interchangeably, and some do not use the term, reported speech, at all. Since most grammarians define reported speech or indirect discourse, and since reported statement or indirect statement is one kind of reported speech according to these grammarians, the positive qualities of reported speech or indirect discourse as found in their definitions can be applied to reported statement. Here is one of these definitions offered by a leading grammarian of the second half of the previous century:

A speech is said to be in Direct narration, when the very words used by the speaker are repeated without any change; in indirect, when the words are given with some change of construction.¹

¹J.C. Nesfield, Manual of English Grammar (London: Macmillan, 1907), p. 114.

This definition, which seems to be adopted or imitated by many grammarians, does not satisfy the need for a precise definition of reported statement because it is incomplete. If one turns to the prominent linguists early in this century, he still finds that their definitions are far from complete. Two of these definitions follow:

When one wishes to report what someone else says or has said (thinks or has thought) -- or what one has said or thought on some previous occasion oneself -- two ways are open to one. Either one gives, or purports to give, the exact words: direct speech, or else one adopts the words according to the circumstances in which they are now quoted: indirect speech - and in this the tenses are very often different from what they would have been in direct speech. This is true whether we have dependent speech (introduced by some sentence like "he thought that" or "he said that", etc.) or reported speech² (not introduced by some such sentence); the latter kind is by other writers termed "style indirect libre" or "erlebte red."³

After these verbs (verbs of saying, reporting, remarking, etc.) we now employ the subjunctive in indirect discourse only where it is used in the direct form

² According to this definition, reported speech is a branch or a type of indirect speech and it is not introduced by a reporting verb.

³ Otto Jespersen, A Modern English Grammar (London: George Allen and Unwin Ltd., 1932), I, 151.

This (independent) form of indirect discourse is widely used by newspaper men, who in this manner report indirectly the things that have been told them.⁴

If one tries to look for the desired definition in the writing of the modern and contemporary grammarians and linguists, he will encounter the same problem. Here are some of these definitions:-

There are two ways of relating what a person has said: direct and indirect.

In direct speech we repeat the original speaker's exact words:

e.g. He said, 'I have lost my umbrella.'

In indirect speech we give the exact meaning of a remark or speech, without necessarily using the speaker's exact words:

e.g. He said that he had lost his umbrella.⁵

Direct Speech is, as the name suggests, the actual form of words used by a speaker...

⁴ George O. Curme, Syntax (Boston: D.C. Heath & Co., 1931), pp. 419-420.

⁵ Thomson and Martinet, op. cit., p. 203.

Direct Speech is thus natural speech. Indirect Speech is artificial speech. In it the raw material of direct utterance suffers a sea-change, if not always into something rich and strange, at any rate into something very far removed from the crudities and spontaneities of immediate communication. A third person has intervened, a kind of middle-man who undertakes to pass on to us what the original speaker has said. In this process of transmission a number of very interesting things happen to the original message. It loses its immediacy, its direct impact. It no longer exists in the present; it becomes the report of something that was said in the past. And with the shifts of time and tense, other changes come about too. The interjections and exclamations - the Oh's and Hello's and For shame's which figured so bravely in the context of present, spontaneous discourse - are found to be out of place in the more polished surroundings of reported speech, like Beatnik gate - crashers at a formal reception. The stumbings and ellipses, the unfinished sentences and the subtle allusions, all these have to be reduced to a rather dull uniformity.⁶

Direct discourse quotes the exact words of the speaker or reports what someone else said. Sometimes we repeat only the idea, not the exact words of the speaker. The direct words of the speaker are introduced by a verb of saying, such as say, ask, murmur, declare, and tell.⁷

⁶ Bernard Blackstone, Indirect Speech (London: Longmans, 1962), pp. 1-2.

⁷ Doty and Ross, op. cit., p. 489.

A speech is said to be in Direct Discourse when the very words of the original speaker are repeated without change. Example:-

"Be quick, "he said, "or you will miss your train."....

A speech is in Indirect Discourse when the thought and main words of the original speaker are not changed but the construction is somewhat changed.

He told him to be quick or he would miss his train.⁸

Examining these definitions and many others offered by recent writers of grammar texts, the writer believes that they are probably based on those of the earlier grammarians such as Nesfield, Jespersen, and Curme. None of these definitions gives a really clear concept of reported statement alone. Moreover, almost all those who have concerned themselves with defining reported statement have approached the problem by assuming that reported statement is a definite transformation of direct statement, not an independent linguistic phenomenon; therefore, they have based their definitions on this assumption and devoted a great deal of their research to the changes that take place because of that assumed transformational procedure. Finally, many of the definitions cited in this chapter are in disagreement. An example of this disagree-

⁸ Harry N. Irwin, An Outline of Elementary Grammar (Beirut: The American Press, 1953), pp. 72-73.

ment is that reported speech is not introduced by a verb of saying or any other reporting verbs according to Jespersen; while it is introduced by these verbs according to the other grammarians. For all these reasons, the writer cannot adopt any of these definitions to base his research on. He has attempted a new definition for the purposes of this thesis.

B. How Reported Statement is Defined in This Thesis:

Throughout this thesis the term, reported statement, means:

a statement introduced by a verb of saying that is followed by a "that clause".⁹

Before discussing the characteristics features of this new definition, here are some instances of what is considered as reported statement:

1. He said the plan would both speed up and reduce the cost of the nation's military buildup.

(The New York Times, 17/9/65)

2. The Indian Prime Minister indicated that India would continue to determine Kashmir's future.

(The New York Times, 25/9/65)

⁹ This thesis accepts the division of reported speech, which is defined as a statement introduced by a verb of saying that is followed by a clause or infinitive phrase, into:-

3. Mr. J. O'Hagan, chairman of the Trades Union Congress, said yesterday that failure of the Government's economic plan would bring back serious unemployment.

(The Times, 20/10/65)

4. Vietnamese military officials reported that more than 600 Vietcong had been killed as a result of ground fire and air strikes by the United States and Vietnamese Air Forces in the battle.

(The New York Times, 25/9/65)

5. Mr. Shoab added that the question of the sterling tea companies would be considered when the full facts were available.

(The Times, 23/10/65)

(Continued)

1. Reported statement: defined above.
2. Reported question: a statement introduced by a verb of saying that is followed by a clause which is introduced by a question word, if, or whether. e.g. Someone asked Robert E. Sherwood why he wrote "The Road to Rome." (The New York Times, 17/9/65).
3. Reported command or request: a statement introduced by a verb of saying that is followed by an infinitive phrase. e.g. The Foreign Trade Ministry had advised the Rome houses to show a few days after Florence. (The Times, 1/10/65)

6. The Soviet astronaut who walked in space said today that his country planned to try an exchange of crews on a permanent satellite before landing a man on the moon.

(The New York Times 17/9/65)

7. The radio said 30 guerrillas had been killed, four had been captured with their weapons and four suspects had been detained.

(The New York Times 20/9/65)

8. Commander Carpenter told a news conference at the Scripps Institution of Oceanography today that man has good built-in defenses that make it possible for him to survive both in space and underwater.

(The New York Times 29/9/65)

9. Mr. Shastri emphasized that the United Nations observers who were coming to supervise the ceasefire were not a peace-keeping force.

(The New York Times 28/9/65)

10. Their statement says that the future ownership of the abbey had not been determined.

(The Times 23/10/65)

11. Chief-Inspector Smith said the fire destroyed the war-house and offices of George Pickersgill and Sons, Ltd., in Church Street, Bradford.

(The Times 20/10/65)

C. The Major Elements of the New Definition:

The new definition of reported statement has three major elements:

1. The statement includes a verb of saying.
2. The verb of saying comes at the beginning of the reported statement.
3. The verb of saying is always followed by one or more "that clauses".

These three elements will be discussed in detail below:

1. Verbs of Saying:

a) The Definition of Verbs of Saying:

The writer defines verbs of saying as those verbs that signify the production of verbalized or actualized speech; or, in other words, those verbs that signify the production of explicit activity.

b) Why This Term is Chosen:

The verbs say, indicate, report, emphasize, and tell, as in the examples of pages 19-21, are given numerous names by various grammarians and linguists. They are termed as reporting verbs,¹⁰ introductory verbs,¹¹ verbs of speaking,¹² and verbs of saying.¹³

The term, reporting verb, does not have specific or limited reference to reported statement because a verb may report a statement, a thought, or an action. Thus this term does not fit the purpose of describing reported statement. The term, introductory verb, is more loose than the previous one, since we can call any verb which opens a statement, a question, or a request, an introductory verb. The term, verbs of speaking,

¹⁰Byrne, op. cit., p. 1.

¹¹Thomson and Martinet, op. cit., p. 203.

¹²Blackstone, op. cit., p. 23.

¹³Myers, Guide to American English, p. 208.

is not preferable because speak itself is not a verb of saying; it cannot open a reported statement; one cannot say: He spoke that he would resign.

The writer will term the verbs that introduce reported statement as verbs of saying partly because this term will include verbalized and actualized statements, and exclude what the writer calls reported thought. Say is the major verb of reporting statements; therefore, it is reasonable to give its name to all verbs that replace it.

- c) What is the Difference Between Verbs of Saying and Verbs of Thinking? Reported Statement and "Reported Thought":

First of all, let us examine the introductory verbs in the following groups of sentences:

Group (1):

- (a) Everyone thinks he can edit a newspaper.

(The New York Times, 17/9/65)

- (b) These quarters believed the goal was to achieve some compromise that would give Pakistan satisfaction on the issue of Kashmir.

(The New York Times, 20/9/65)

- (c) He hoped it would be late February, 1966.

(The Times, 28/10/65)

- (d) He felt that in 1964 the G.O.P. had lost 35 seats in the House because of party disunity.

(The New York Times, 27/9/65)

- (e) They reasoned, correctly, that it would be easier to beat than moderate criticism.

(The New York Times, 1/10/65)

- (f) The general who allegedly planned the coup against Dr. Sukarno believed that the Indonesian leader had been in poor health since the first week in August.

(The New York Times, 2/10/65)

- (g) Western delegate felt that the week-long conference had been successful despite a Soviet-bloc propaganda campaign against American "aggression" in Southeast Asia.

(The New York Times, 29/9/65)

Group (2):

- (a) Mr. Kennedy, Chairman of the United States Senate Subcommittee on Refugees, said that he was interested in the problems of Veitnamese refugees in Northern Thailand.

(The New York Times, 30/10/65)

- (b) Dr. Merts denied tonight that he had ever been a member or supporter of Opus Dei.

(The Times, 20/10/65)

- (c) The Pakistan Air Force reported that in the Sialkot battle it mounted one of the biggest operations since the war broke out between India and Pakistan.

(The New York Times, 17/9/65)

- (d) Mr. Shoaib added that the question of the sterling tea companies would be considered when the full facts were available.

(The Times, 23/10/65)

- (e) Speaking to reporters at Kennedy Airport, the Secretary General declared that, contrary to reports in London newspapers, his mission had not failed.

(The New York Times, 17/9/65)

(f) Mr. Smith told his press conference today that Britain had moved away from her original stand during the London talks.

(The Times, 19/10/65)

(g) President Johnson announced today he would send to congress by next year a program to export the bountiful promise of his "Great Society" overseas.

(The New York Times, 17/9/65).

In group (2) we report what we or other people said, while in group (1) we report what we or other people thought, believed, felt or imagined. It is evident that reporting a statement is different from reporting a thought because, from the linguistic if not the psychological point of view, "thought is something distinct from the language used to convey it."¹⁴ A person may think or feel without expressing his feeling or

¹⁴
John P. Hughes, The Science of Language (New York: Random House, 1964), p. 7.

thought in speech; therefore, we may report a person's thought without reporting a statement, because he said nothing. A man can think without using some form of words.¹⁵

Not everyone said that he could edit a newspaper (in example (a) of group (1)), still the speaker reported what everyone thinks he can. The speaker does not report a statement here, but he reports a thought.

Believing that thought is distinct from speech, and trying to limit the scope and to control the problems of this research, the writer distinguishes between reported statement, which is introduced by a verb of saying like said, announced, told, indicated, and reported, as in group (2), and what the writer terms as reported thought which is introduced by verbs of thinking like thought, believed, felt, and imagined, as in group (1). The distinction between verbs of saying and verbs of thinking is not difficult: a verb of saying

¹⁵ Simeon Potter, Language in the Modern World (London: Penguin Books, 1961), p. 162.

signifies the production of explicit linguistic activity while a verb of thinking does not.

Accordingly, the writer has excluded sentences of group (1) from this study and suggests that another research should be conducted under the title of "reported thought", because there is no concrete evidence that verbs of saying and verbs of thinking function exactly the same way structurally.

2. A Verb of Saying Comes at the Beginning of the Statement:

First of all, let us examine these two groups of instances:

Group (1)

(a) Officials of the Ministry of Public Building and Works who were present said the huts could not be brought up to standard.

(The Times, 26/10/65)

(b) Mr. Howell said rowing and cycling were two sports which had no championship training facilities so far.

(The Times, 26/10/65)

(c) The Bank of England announced that new facilities for the support of sterling were being provided by nine of the 10 nations that had joined in November, 1964, to rescue the pound by providing 3 billion in credits.

(The New York Times, 25/9/65)

(d) It was also disclosed today that a new battalion of United States Marine raiders had staged their first hit-and-run attack on the Vungmia Peninsula 15 miles south of Quinhon.

(The New York Times, 27/9/65)

(e) Reliable sources reported yesterday that Washington had authorized the sale in response to a request by the American Embassy here.

(The New York Times, 1/10/65)

Group (2)

(a) The supersonic Spey programme has been in progress for seven months, and is now ahead of schedule.¹⁶ Rolls-Royce said.

¹⁶ It is probable that this period is a printing error. This is the only instance which has a period in this position.

(b) The Indians used their air force today in support of ground operations against one of Pakistan's posts in Rajasthan, it was officially announced in Rawalpindi.

(The New York Times, 29/9/65)

(c) Prince Philip, Queen Elizabeth's husband, will visit the British trade week in Milan next month, the Board of Trade has announced.

(The New York Times, 27/9/65)

(d) Like other consumer organizations and social welfare bodies, the council says, it has been concerned about the number of cases in which salesmen gain entry to a house on some false pretext.

(The Times, 26/10/65)

(e) Too many Christians, he indicated, had given the impression that the church opposed Socialism not for any reason of religious principle but for protection of material interests. This led many atheists, he said,

to identify Christianity not with a religious faith but with a rival and hostile ideology.

(The New York Times, 28/9/65)

Studying these examples carefully, one can conclude that reported statement sometimes has the original speaker and the verb of saying mentioned at the beginning of the statement, and sometimes, presumably for variety, the verb of saying is postponed: it is placed at the middle or at the end of the statement.¹⁷ It is probable, also, that this placement is made for stylistic reasons, particularly when what is said is meant to be stressed.

However, the placement of the verb of saying at the middle or at the end of the statement makes it impossible for that to occur after verbs of saying. In the survey of the instances of reported statement in both British and American English, approxi-

¹⁷

In this case reported statement can be defined as "a clause with a verb of saying following or inserted but which may be transposed into a 'that clause' following a verb of saying.

mately 7% involves this placement of verbs of saying. These instances were excluded from the statistical part of the research.

3. The Verb of Saying Must be Followed by a "That Clause":

a) The Definition of "That Clause":

A "that clause" is a clause in which that can be used as an introducer. To define a clause, this writer adopts a definition offered by James Sledd, a prominent American linguist:

A clause is either (1) a combination of a complete subject with a complete predicate or (2) an imperative with any complements or other expansions but without a subject.

(1) I told him you said so.

(2) Close the door at once.

A clause may contain one or more sentence adverbials, which are not parts of its subject or of its predicate; but it cannot contain any subject without a predicate, any predicate (except an imperative) without a subject, or any unattached fragment of a complete subject or a complete predicate.¹⁸

¹⁸ James Sledd, A Short Introduction to English Grammar (Chicago: Scott, Foresman & Co., 1959), p. 195.

b) Verbs of Saying that are not Followed by a
"That Clause":

In a very few cases, a sentence is introduced by a verb of saying, but this verb of saying is not followed by a clause. Here are some instances of this case:

(1) but he said nothing.

(The Times, 27/10/65)

(2) West Germany announced its support of the idea today.

(The New York Times, 25/9/65)

(3) Mr. Arthur Goldberg said much the same thing at greater length.

(The Times, 27/10/65)

(4) The President of Sudan's Supreme Council, Ismail Al-Azhari, has announced the resignation of his National Unionist Party ministers from the coalition Government headed by Mohammed Ahmed Mahgoub.

(The New York Times, 31/10/65)

(5) He said much more in the same strain.

(The Times, 27/10/65)

Although all these utterances are introduced by said and announced, they are not reported statements according to the writer's definition, because reported statement attempts to recreate the original speaker's utterance, not to transmit the speaker's meaning. Moreover, the verbs say, tell, declare, and announce, for instance, have more than one function, and when they are not followed by a clause or infinitive phrase, they are no longer verbs of saying. e.g. He told a story.

Although the writer has excluded this type of sentences from his survey of reported statement, he admits that this area needs further investigation which this thesis cannot undertake because of the limitation of time.

4. "Supposed" or "Assumed" Reported Statement:

A few cases (.9%) of the sentences surveyed of reported statement include verbs of saying in negative form or in future tense. e.g.

- a) It was not assured that Mr. Szabo was in America, although he is no longer in his country.

(The Times, 20/10/65)

b) He will say that he approves it.

(The Times, 23/10/65)

Although these instances do not really report an actual statement that has been said, they, as a matter of fact, report an "assumed" or "supposed" statement. The writer agrees with the majority of grammarians in considering these as instances of reported statement, partly because they have the main characteristics of reported statement, and partly because they are so few that they do not constitute a big problem.

II. VARIOUS FORMS OF REPORTED STATEMENT:

Reported statement appears in various forms. Here are some of these forms:

A. Reported Statement Within Reported Statement:

An instance of reported statement may come within another reported statement, and in this case there are two verbs of saying, the first one is the main verb of the statement. e.g.

1. A Defence Department spokesman said unconfirmed military reports indicated that at least 300 person had died in the battle.

(The New York Times, 29/9/65)

2. In his speech to the Congress party meeting today, Mr. Shastri noted that Zulfikar Ali Bhutto, Pakistan's Foreign Minister, had warned that Pakistan would not withdraw her troops from Indian territory

(The New York Times, 27/9/65)

3. Mr. Hopkin said that in an earlier statement Williams told the police that as he was trying out his motor scooter in the street outside his home Catherine chased him.

(The Times, 26/10/65)

4. Mr. Godber said he had been told that he oversimplified matters when he said that the price of food to the housewife need not rise by more than the cost of the deficiency payments which were eliminated but he stood by that statement.

(The Times, 26/10/65)

B. Directly Quoted Statement Within Reported Statement:

In a few cases (.8%), reported statement contains certain parts of the original statement quoted in their original form, for purposes of accuracy by giving the exact words of the original speaker. For statistical reasons only, this thesis has excluded reported statement that includes direct quotation. e.g.

1. General MacDonalD, who flew here from Cyprus, said his "first duty will be to sit down and learn all about the situation."
2. In another letter made public today, Mr. Ali stated that "Pakistan has scrupulously observed the cease-fire."
3. The guild had announced last August that "both groups recognized that there have been disagreements and misunderstanding between the guild and the I.T.U. in the past."

(The New York Times, 28/9/65)

4. President de Gaulle's brother-in-law, Jacques Vendroux, Mayer of Calais, told the Parliaments's political committee yesterday that "France does not accept lessons in international law from anybody."

(The New York Times, 25/9/65)

SUMMARY

This chapter has defined reported statement and discussed its essential elements. Reported statement is defined as a statement introduced by a verb of saying that is followed by a "that clause". A verb of saying is defined as any verb that signifies the production of verbalized or actualized speech.

To put the definition in detailed specific terms, the following type of statement is included or accepted as reported statement:

1. A statement is introduced by a verb of saying which is followed by a "that clause".
 - (a) Whether or not the verb of saying is in the active or passive voice.
 - (b) Whether or not the verb of saying is in the affirmative or negative.
 - (c) Without limit, because the tense form of the verb does not matter either.

A verb of saying is followed by one or more than one "that clause".

The following types of statement are not accepted as reported statement, and therefore they are excluded from the investigation:

1. A statement that does not include a verb of saying.
2. A statement that is not introduced by a verb of saying but by a verb of thinking like think, imagine, hope, and feel.
3. A statement whose verb of saying is not followed by a "that clause".

CHAPTER III

REPORTED STATEMENT IN ENGLISH

In this chapter the results of the study are presented together with the writer's interpretation of their significance. It should be kept in mind that the data on which the writer depended are:

1. Approximately 1,180,000 words from recent (August, September, and October, 1965) editions of The New York Times, from which 500 instances of reported statement were gathered to represent the journalistic American English.
2. Approximately 1,070,000 words from recent (August, September, and October, 1965) editions of The Times, from which 500 instances of reported statement were gathered to represent the journalistic British English.
3. Approximately 680,000¹ words from recent (August, September,

¹ This number should not mislead the reader or make him think that the Arabic language contains many more reported statements than English. The difference is due to the fact that Al-Hayat is mainly concerned with reporting current news while The New York Times and The Times deal with a variety of subjects many of which would be an unsuitable content for reported statement such as feature articles, book reviews, etc.

and October, 1965) editions of Al-Hayat, from which 500 instances of reported statement in Arabic were gathered. Translated news and essays were excluded because they might have been influenced by a foreign style or structure.²

I. VERBS OF SAYING:

A. What Verbs of Saying Are Found In Journalistic English?

Here are the verbs of saying arranged alphabetically, which are found in journalistic English.

1. Verbs of Saying in British English:³

<u>verb</u>	<u>frequency</u>
add	13
admit	1
affirm	1
agree	4
allege	2
announce	15

² Reported statement in Arabic is handled in Chapter IV.

³ It should be clear that the use of the terms "British English" and "American English" in this thesis are limited to the languages found in The Times and The New York Times.

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<u>verb</u>	<u>frequency</u>
argue	5
assure	1
complain	1
concede	1
confirm	3
contend	1
claim	3
deny	7
disclose	1
estimate	1
emphasize	4
explain	1
hint	1
insist	1
indicate	4
inform	3
mention	1
point out	7
prescribe	1
propose	2

<u>verb</u>	<u>frequency</u>
reaffirm	1
recall	1
recommend	1
regret	1
remark	1
reply	1
report	5
reveal	1
say	350
state	8
submit	4
suggest	6
tell	34
testify	1
<hr/>	
40 verbs of saying	500

2. Verbs of Saying in American English:

<u>verb</u>	<u>frequency</u>
acknowledge	1
add	10
admit	2

<u>verb</u>	<u>frequency</u>
agree	2
allege	2
announce	25
argue	2
assert	2
assure	1
charge	9
claim	2
comment	1
concede	3
confide	1
confirm	5
declare	6
demand	2
deny	4
disclose	7
emphasize	4
estimate	1
explain	1
hint	1
imply	1

<u>verb</u>	<u>frequency</u>
indicate	12
insist	2
note	6
object	1
predict	2
propose	1
recommend	1
point out	4
reiterate	2
remark	1
report	20
reply	2
say	310
state	1
stress	2
suggest	3
tell	28
testify	2
urge	1
warn	4

44 verbs of
saying.

500

B. What Verbs of Saying Are Found in Greatest Use?

The following tables show five verbs of saying which are found in greater use than the other verbs of saying; therefore, they are more important for pedagogical reasons, i.e. in teaching reported statement.

1. The Most Common Verbs of Saying in British English:

TABLE 1

verb of saying	frequency	percentage
say	350	70.0
tell	34	6.8
announce	15	3.0
add	13	2.6
state	8	1.6
35 verbs of saying	80	16.0
TOTAL	500	100.0

2. The Most Common Verbs of Saying in American English:

TABLE 2

verb of saying	frequency	percentage
say	310	62.0
tell	28	5.6
announce	25	5.0
report	20	4.0
indicate	12	2.4
39 other verbs	105	21.0
TOTAL	500	100.0

Studying the above lists and tables, one can draw the following conclusions concerning the comparison between British English and American English verbs of saying:

1. The verb of saying say is used more in British English than American English. The frequency of the use of say in British English is 350 out of 500, while it is only 310 out of 500 in American English. Applying

the 2x2 Chi-square method for the significance of a difference in proportions, the difference between the use of say in British English and American English is statistically significant at .01 level. This phenomenon is related to the following one:

2. More verbs of saying are found in greater use in American English than in British English.

When the results shown by these lists and tables are compared with what school grammars state about teaching verbs of saying, it is noticed that school grammars mention very few verbs of saying, namely say and tell⁴, while there are more than forty other verbs of saying in regular use in English.

C. What Tenses of Verbs of Saying Are Found in Greatest Frequency?

Here are two tables showing the tenses of verbs of saying that are found in both British English and American English:

⁴
For example W.S. Allen, op. cit., pp. 130-140; Crowell, op. cit., pp. 140-141.

1. Tenses of Verbs of Saying in British English:

TABLE 3

Tense Form	Frequency	Percentage
Past simple	421	84.2
Present simple	45	9.0
Present perfect	18	3.6
Past perfect	12	2.4
Future simple	2	.4
Present perfect continuous	1	.2
Would + infinitive	1	.2
Past continuous	-	-
TOTAL	500	100.0

2. Tenses of Verbs of Saying in American English:

TABLE 4

Tense Form	Frequency	Percentage
Past simple	468	93.6
Present simple	17	3.4
Present perfect	7	1.4
Past perfect	7	1.4
Future simple	-	-
Present perfect continuous	-	-
Would + infinitive	-	-
Past continuous	1	.2
TOTAL	500	100.0

Two important facts can be established from these tables:

1. Verbs of saying in English are most frequently in the past simple tense. It is noticed 88.9% of the total of the verbs of saying that are found in both

The Times and The New York Times are in the past simple tense. Only 11.1% of verbs of saying are in other tenses such as present simple, present perfect, present perfect continuous, past continuous, past perfect, future simple, and conditional. In journalistic usage, it can be said that reported statement usually reports what was said and not what is said or what will be said.

2. British English uses other tenses than the past simple more than American English does. A new table will illustrate this fact clearly:

TABLE 5

TENSES OF VERBS OF SAYING IN BRITISH
ENGLISH AND AMERICAN ENGLISH

Tenses	British English		American English	
	Frequency	Percentage	Frequency	Percentage
Past simple	421	84.2	468	93.6
Other tenses	79	15.8	32	6.4
TOTAL	500	100.0	500	100.0

It is noticed that 468 out of 500 verbs of saying are in the past simple in American English, while only 421 out of 500 verbs of saying are in the past simple in British English. The difference between the two figures is statistically significant at the .01 level. On the other hand, British English uses more verbs of saying in the present simple than American English does.

Comparing these results with school grammars, it can be noticed that most school grammars teach reported statement on the basis of two divisions:

1. When the verb of saying is in the present, present perfect, or future.
2. When the verb of saying is in the past simple or past perfect tense.⁵

This procedure gives the impression that verbs of saying are found in the present simple, future simple, present perfect, past perfect and past simple in equal proportions. This is not the actual case; 88.9% of

⁵ For example, Thomson & Martinet, op. cit., pp. 203-205; Byrne, op. cit., pp. 1-6, pp. 13-24.

verbs of saying are in the past simple tense.

II. THE USE OF 'THAT' AFTER VERBS OF SAYING:

It was explained earlier in this thesis that there is no agreement concerning the use of the connective word that after verbs of saying in reported statement. Some grammarians use that always, others sometimes use it and sometimes do not, and some other writers do not use it at all. As was stated also, one of the objectives of this thesis is to investigate the use of the connective word that after verbs of saying in reported statement.

The systematic observation of this phenomenon led the writer to divide his research concerning this point into four areas:

- A. The Use of that After the Particular Verb of Saying, say:
 - 1. in British English.
 - 2. in American English.
- B. The Use of that After the Other Verbs of Saying:
 - 1. in British English.
 - 2. in American English.

Two tables follow illustrating the findings of this research concerning the use of the connective word that after verbs of saying:

TABLE 6

THE USE OF THAT IN BRITISH ENGLISH

Use of <u>that</u>	No. of cases	Frequency of <u>that</u>	Percentage
after <u>say</u>	350	231	66.0
after other verbs of saying	150	144	96.0
TOTAL	500	375	75.0

TABLE 7

THE USE OF THAT IN AMERICAN ENGLISH

Use of <u>that</u>	No. of cases	Frequency of <u>that</u>	Percentage
after <u>say</u>	310	85	27.3
after other verbs of saying	190	172	90.0
TOTAL	500	257	51.4

The following conclusions can be drawn:

1. American English tends to drop that after the verb of saying say (that is used 27.3%) more than British English does (that is used 66.0%)
2. That is frequently used after the other verbs of saying in both British English and American English. It should be noted here that about half of the cases, in which that is not used after the rest of verbs of saying, come after the particular verb of saying tell.

III. WHAT VERB TENSES FOLLOW VERBS OF SAYING:

A. British English:

1. (a) Of the 500 verbs of saying, 421 are in the past simple. They are followed by the following tense forms:

Past simple	202
Past perfect	89
Would + infinitive	50
Past continuous	19
Should (imperative) ⁶	8

⁶ The division of the use of should to imperative and possibility is based on Richard Yorkey, "The Problem of Should," (unpublished paper, University of Michigan, 1952), p. 8.

Should (possibility)	2
Could	14
Might	5
Past perfect continuous	3
Could have -- ed	1
Would + perfect	3
Would + perfect continuous	1
Must	4
Present simple	5
Present continuous	2
Present perfect	4
Will	8

421

(b) Of the 500 verbs of saying, 12 are in the past perfect. They are followed by the following verb tenses:

<u>Tense form</u>	<u>Frequency</u>
Past simple	5
Past perfect	1
Would + infinitive	3

<u>Tense form</u>	<u>Frequency</u>
Past continuous	1
Should (imperative)	2
Present simple	1
	<hr/>
	12

2. (a) There are 45 verbs of saying in the present simple. They are followed by the following tense forms:

Present simple	16
Present perfect	5
Present continuous	2
Present perfect continuous	1
Will	2
Past simple	6
Past perfect	2
Should (imperative)	3
Would + infinitive	5
Could have -- ed	1
Must	1
Should (possibility)	1
	<hr/>

(b) There are 18 verbs of saying in the present perfect tense. They are followed by the following tense forms:

Present simple	4
Present perfect	4
Future simple	6
Future continuous	1
Can	1
May	1
Would + infinitive	1
	<hr/>
	18

(c) One verb of saying is in the present perfect continuous tense, and it is followed by a past simple.

(d) Two verbs of saying are in the future simple tense. They are followed by a present perfect tense and should (imperative).

B. American English:

1. (a) Of 500 verbs of saying, 468 are in the past simple.

They are followed by the following verb tense forms:

<u>Tense form</u>	<u>Frequency</u>
Past simple	183
Past perfect	125
Past continuous	32
Would + infinitive	61
Could	13
Might	6
Should (imperative)	7
Should (possibility)	1
Should have been	1
Must have -- ed	1
Might be -- ing infinitive	1 4
Present simple	20
Present perfect	3
Present continuous	1
Future simple	6
Must	3
	<hr/>
	468

(b) Seven verbs of saying are in the past perfect tense. They are followed by the following verb tenses:

Past simple	4
Past perfect	1
Would be -- ing	1
Present simple	1

(c) One verb of saying is in the past continuous, and it is followed by a past perfect tense.

2. (a) Of 500 verbs of saying, 17 are in the present simple. They are followed by the following verb tense forms:

Present simple	10
Present perfect	1
Past simple	3
Past perfect	1
Future simple	1
Would + infinitive	1

17

(b) Seven verbs of saying are in the future simple tense, and they are followed by:

Present simple	3
Past perfect	1
Would + infinitive	2
Might	1
	<hr/>
	7

If a summary of the above lists is to be given and if the assumption that English has only two distinct tenses (present and past) is accepted⁷, the following two tables can be made:

TABLE 8

THE SEQUENCE OF TENSES IN BRITISH ENGLISH

Tense of Verbs of Saying	No. of cases	No. of following Verbs in Past	Percent- age	No. of following Verbs in Present	Percent- age
Past	433	413	95.4	20	4.6
Present	67	24	31.6	43	68.4
TOTAL	500	437	88.0	63	12.0

⁷ Sledd, op. cit., pp. 73-76.

TABLE 9

THE SEQUENCE OF TENSES IN AMERICAN ENGLISH

Tense of Verbs of Saying	No. of cases	No. of following verbs in past	Percent- age	No. of following verbs in present	Percent- age
Past	476	441	92.6	35	7.4
Present	24	9	37.5	15	62.5
TOTAL	500	450	90.0	50	10.0

The above tables of verb tenses that follow verbs of saying indicate:

1. (a) If the verb of saying, which is the main verb of the statement, is in the past simple, past perfect, or past continuous, the verb of the clause that follows is usually in the past simple, past perfect, or would + infinitive.
(b) Verbs of saying which are in the past tense are rarely followed by verbs in the present tense.

2. (a) If the verb of saying is in the present or the future, the verb of the "that clause" is normally in the present or the future.
- (b) Verbs of saying which are in the present or the future can be followed by verbs in the past or would + infinitive.
3. Comparing the results illustrated in Tables 8 & 9 with the rules found in grammar texts, it is noticed that there is obvious difference between them concerning the verb tenses that follow verbs of saying which are in the past simple or the past perfect. While 7.4% of the instances of these verb tenses are in the present and the future simple in American English, most school grammars insist that there is an obligatory shifting of tenses in the procedure of converting a directly quoted statement into reported statement; and consequently we cannot have present tense or future simple in reported statement.

To quote Otto Jespersen concerning the shift of

tenses in reported statement, the following rules are found:

Corresponding to

- (1) I am ill
- (2) I saw her the other day
- (3) I have not yet seen her
- (4) I shall soon see her, and then everything will be alright
- (5) I shall have finished by noon

indirect discourse has the shifted tenses in

He said that

- (1) he was ill (indirect present)
- (2) he had seen her the other day (indirect perfect)
- (3) he had not seen her yet (indirect perfect)
- (4) he should soon see her, and then everything would be alright. (indirect future)
- (5) he should have finished by noon (indirect before future)⁸

Quoting the text which is used in secondary schools of Iraq, the following rule is found:

After the past tense said, etc., a present tense is changed to past; and a past tense to past perfect.

⁸ Jespersen, The Philosophy of Grammar, p. 292.

know	becomes	knew
knew	becomes	had known
will	becomes	would
may	becomes	might ⁹

Quoting a third text which was used in the Special Form at the American University of Beirut, one can read:

When the reporting verb is in any one of the past tenses, the following changes take place in the verb of the reported speech: the present tenses and the auxiliary of the future are changed to the corresponding past form, the past tenses to the past perfect tense,.....¹⁰

Studying these quotations, one can see that these rules differ from the conclusions this thesis arrived at. The grammatical rules which are adopted by many texts need revision. That is why D. Byrne rejects many of them:

⁹ Johnson and Thornley, op. cit., p. 80 .

¹⁰ Harry N. Irwin, An Outline of Elementary Grammar (14th ed.; Beirut: The American Press, 1953), p. 73.

Mary to Joan: "When I was walking down the road the other day I saw a diamond ring in the gutter."

Joan to another: "Mary told me that when she was walking down the road the other day she saw a diamond ring in the gutter."

A change from was walking to had been walking is most unlikely. Nor does saw change to had seen.¹¹

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D. Byrne, "Reported Speech," English Language Teaching, XVIII (October, 1963), 22-27.

SUMMARY

This chapter has handled statistically the conclusions the study arrived at concerning reported statement in English. The data on which the writer mainly depends are 1000 instances of reported statement gathered from recent editions of The New York Times and The Times.

I. VERBS OF SAYING:

- A. In the sample of The New York Times, 44 different verbs of saying are found.
- B. In the sample of The Times, 40 different verbs of saying are found.
- C. Of the verbs of saying in The New York Times, say, tell, announce, report, and indicate occur in greatest frequency.
- D. Of the verbs of saying in The Times, say, tell, announce, add, and state occur in greatest frequency.
- E. It is found that 93.6% of the verbs of saying in The New York Times and 84.2% of the verbs of saying in The Times are in the simple past tense.

II. THE USE OF THAT AFTER VERBS OF SAYING:

- A. That is used 27.3% after say in the sample reported statements of The New York Times.
- B. That is used 66.0% after say in the sample reported statements of The Times.
- C. That is used 90.0% after the other verbs of saying in The New York Times.
- D. That is used 96.0% after the other verbs of saying in The Times.

III. VERB TENSES WHICH FOLLOW VERBS OF SAYING:

- A. If the verb of saying is in the simple past tense, it is mainly followed by simple past tense or past perfect tense.
- B. If the verb of saying is in the simple present tense or simple future tense, it is mainly followed by the simple present tense or the simple future tense.

CHAPTER IV

REPORTED STATEMENT IN ARABIC¹

I. ARABIC SENTENCE STRUCTURE:

In order to determine what the components of reported statement in Arabic are, it is necessary to have a general idea of the Arabic sentence structure. There are two basic types of sentences in Arabic: verbal and non-verbal. The verbal sentence, the dominant type, is one that contains a verb element; for example, Reads Ahmad the book or Ahmad reads the book. A non-verbal sentence is one that does not contain a verb element. In most cases a nonverbal sentence results from the fact that am, is and are are not used in Arabic. Thus the English sentence The boy is intelligent would be expressed in Arabic as The boy intelligent.²

¹It should be kept in mind that the term "Arabic" in this thesis is limited to the classical written journalistic Arabic as it is found in Al-Hayat, a daily Lebanese newspaper.

²Farhat J. Liadeh and R. Bayly Winder, An Introduction to Modern Arabic (London: Oxford Univ. Press, 1957), pp. 23-24.

II. VERBS OF SAYING:

A. What are The Verbs of Saying Used in Journalistic Arabic?

Here are the verbs of saying arranged alphabetically followed by a number indicating the frequency of their occurrence in this sample of Al-Hayat:

ابلع	inform	10
اتفق على	agreed	1
ادعى	claim	3
اوصى	recommend	1
اوضح	clarify	6
اجمع على	agreed	1
اعترف	confess	4
اعرب عن اعتقاده	expressed the belief	1
اخبر	tell	2
افاد	testify	2
اضاف	add	25
اعلن	announce	22
انكر	disclaim	2
اكّد	emphasize	17
مضى قائلاً*	went on saying	3

* These verbs in Arabic are not quite clear; they might be classified under say.

أشار إلى	refer to	8
أذاع	broadcast	3
حذر	warn	2
* كتب قائلاً *	write saying	1
وصف	describe	3
نفي	deny	8
قال	say	304
ذكر	mention	23
صح	declare	39
لاحظ	note	3
كشف	disclose	1
قرر	decide	2
* رد قائلاً *	reply saying	2
* ختم بقوله *	conclude saying	1

B. What Are The Verbs of Saying Found in Greatest Frequency?

Of 29 different verbs of saying found in 500 instances of reported statement, the following verbs of saying are found in greatest frequency:

* These verbs in Arabic are not quite clear; they might be classified under say.

TABLE 1

THE 5 VERBS OF SAYING WHICH ARE FOUND
IN GREATEST FREQUENCY

Verb of Saying	Frequency	Percentage
قال say	304	60.8
ضح declare	39	7.8
اضاف add	25	5.0
اعلن announce	22	4.4
اك emphasize	17	3.4
other verbs	93	18.6
TOTAL	500	100.0

Analyzing the above list and table, one can say:

1. In comparing these three newspapers, fewer different verbs of saying are found in a sample of 500 instances of verbs of saying in the Arabic newspaper than in the English or American newspapers.
2. The frequency of the verb of saying say in these samples of Arabic and American journalistic English is almost the same.

C. What Are the Tenses of Verbs of Saying?

Grammatically, there are only two tenses in the Arabic language: the perfective and the non-perfective. However, the idea of time can be expressed by these two tenses by adding some syntactical devices. For instance, the idea of future in Arabic can be expressed by adding a prefix/ *sā* / to the non-perfective. e.g.

يذهب - he goes (and he shall go)
سَيَذْهَبُ - he will (or shall) go³

It was found that verbs of saying in Arabic are either in the perfective or the non-perfective. None of the verbs of saying was found in the future, as it is illustrated in the following table:

TABLE 2
TENSES OF VERBS OF SAYING

Tense of Verbs of Saying	Frequency	Percentage
The perfective (past)	450	90.0
Non-perfective (present)	50	10.0
TOTAL	500	100.0

³ Anis Frayha, The Essentials of Arabic (Beirut: Khayats, 1958), p. 189.

Comparing English and Arabic concerning the tenses of verbs of saying, the writer concludes that in journalistic writing:

1. English and Arabic verbs of saying in the past are found approximately in equal proportions.
2. Arabic verbs of saying in the present are in greater use than those in English.

III. THE USE OF "THAT" AFTER VERBS OF SAYING:

A. The Two Forms of That:

That is always used after verbs of saying in Arabic. It has two forms: ان inna and بان bianna. It is either independent when it comes alone or bound when a pronoun is suffixed to it. The following table shows the percentage of each usage of that:

TABLE 3

THE USE OF TYPES OF THAT

Form	Independ-ent	Percent- age	Bound	Percent- age	Total	Percent age
<u>Inna</u> ان	346	69.2	114	22.8	460	92.0
<u>Bianna</u> بان	28	5.6	12	2.4	40	8.0
TOTAL	374	74.8	126	25.2	500	100.0

The facts are established from this table:

1. The main form of that in Arabic is inna ان .
2. inna ان is often independent.

B. After Which Verbs of Saying Do inna ان and bianna بان Come?

Although it can be roughly stated that ان and بان are used interchangeably after verbs of saying, the following notes should be pointed out:

1. After the major verb of saying say, qāl قال , inna ان is normally used.
2. After the verb of saying declare, ṣaruha , صرح , bianna بان is usually used.
3. After the other verbs of saying, inna ان is mainly used.

The following table shows the above facts:

TABLE 4
 DISTRIBUTION OF INNA ان AND BIANNA بان
 AFTER VERBS OF SAYING

Verbs of Saying	No.	Inna ان	Percentage	Bianna بان	Percentage
Say	304	302	99.01	2	.09
Declare	39	10	25.60	29	74.40
Other verbs of saying	157	148	94.30	9	5.70
TOTAL	500	460	92.00	40	8.00

IV. WHAT VERB TENSES FOLLOW VERBS OF SAYING?

It was stated that a sentence in Arabic is either verbal (contains a verb) or non-verbal (does not have a verb).

According to this dichotomy, all reported statements are .

verbal sentences because they contain verbs of saying. Any

reported statement is composed of two sentences (clauses):

1. the main clause which contains a verb of saying, and which is by definition a verbal sentence in Arabic.
2. a "that clause" which is either a verbal or non-verbal sentence.

For the purpose of determining what verb tenses follow verbs of saying in Arabic, only reported statements with verbal "that clauses" are utilized.

It was mentioned that Arabic has two main tenses: the perfective and non-perfective. However, the non-perfective can be used to illustrate future if one adds the bound form /sə/ س or the independent form /sə w f ə / سوف, or by using the non-perfective itself in certain contexts to refer to the future.

Out of 500 instances of reported statement 397 statements are found to have "that clauses" which are verbal. Out of these 397 statements, only 28 have verbs of saying in the present; the rest have verbs of saying in the past. The following table shows what verb tenses follow those verbs of saying which are in the past and those which are in the present:

TABLE 5

VERB TENSES THAT FOLLOW VERBS OF SAYING

Tenses of v. of s.	No.	Past	%	Pres- ent	%	Future	%
Perfective	369	179	45.8	125	36.6	65	17.6
Non-perf.	28	18	64.3	8	28.5	2	7.2
Total	397	197	49.6	133	33.5	67	16.9

Studying the table above, one can conclude that there is no sequence of verb tenses in Arabic reported statement with a regularity corresponding to that of English reported statement. If the English verb of saying is in the past, it is mainly followed by a past tense and if it is in the present, it is usually followed by a present tense. This is not the case in Arabic. Arabic verbs of saying in the perfective or the non-perfective are followed in almost equal proportion by the perfective and the non-perfective.

SUMMARY

In journalistic Arabic, the reported statement is like its English counterpart in some points and unlike it in other points. Conducting a comparison between them, the writer concludes:

1. A reported statement in both English and Arabic is composed of two clauses; the main clause that contains a verb of saying and a "that clause".
2. In the same number of sampled instances, journalistic English shows greater variety of verbs of saying than journalistic Arabic.
3. Verbs of saying in both English and Arabic are mainly in the past tense.
4. The connective word that is always used after verbs of saying in Arabic, whereas there is a tendency towards dropping it after say in English.
5. There is an obvious sequence of tenses in English reported statement: verbs of saying in the past are mainly followed by verbs in past tense and verbs of saying in present are mainly followed by present tense verb forms. This sequence of tenses is not found in Arabic reported statement.

6. The past tense is used after verbs of saying more than any other tense in both English and Arabic reported statement.

CHAPTER V

SUGGESTIONS FOR TEACHING REPORTED STATEMENT

In an attempt to make use of the present linguistic research in teaching reported statement to native speakers of Arabic, the writer makes the following notes and proposals:

I. WHEN TO TEACH REPORTED STATEMENT:

A. Teaching reported statement to speakers of Arabic should not be difficult, because a parallel pattern is found in their language. Because previous learning has influence upon the learning or performance of new responses,¹ we can expect students to transfer the pattern of their native language to the foreign language.

¹Glenn M. Blair, R. Stewart Jones, and Ray H. Simpson, Educational Psychology. 2nd ed. (New York: The Macmillan Co., 1962), p. 281.

The most important factor determining ease and difficulty in learning the patterns of a foreign language is their similarity to or difference from the patterns of the native language. When the pattern in the target language is parallel to one in the native language, the student merely learns new words which he puts into what amounts to an extended use of his native pattern. Since his word learning capacity is not lost, he makes rapid progress. When, however, the native language pattern does not parallel that of the target language, the student tends to revert to his native patterns through habit.²

B. Reported statement is an intermediate pattern in English. In order to use reported statement, one needs to know some kernel sentences³ or basic patterns, such as:

1. S-V He died.
2. S-V-N She met John.
3. S-V-Adv The boy came quickly.
4. S-be-N They are pupils.
5. S-be-Adj He was fat.

²Robert Lado, Language Teaching (New York: McGraw-Hill, Inc. 1964), pp. 91-92.

³"Kernel sentences are the basic, elementary sentences of the language, the stuff from which all else is made." See Paul Roberts, English Syntax (New York: Harcourt, Brace & World, Inc., 1964), p. 1.

If the students master these basic patterns and are able to produce them with automatic control, the teacher can introduce reported statement which is built on them. Consequently, reported statement cannot be taught in the very early stages of learning English because these stages should be dedicated to mastering the basic patterns mentioned above. Reported statement should be taught in the intermediate stage (the preparatory school or the fourth or fifth year of learning English).

II. WHAT TO TEACH:

A. VERBS OF SAYING:⁴

1. Which Verbs of Saying Should be First Introduced?

The selection of verbs of saying which are to be taught when reported statement is introduced to native speakers of Arabic has been mainly based on:

⁴Verbs of thinking appear to be similar to verbs of saying, but this study cannot confirm or deny this. Conventionally, they are taught in the same way.

e.g. He said that she wrote a story.
thought
hoped
felt
dreamed

- a) The frequency of the occurrence of these verbs of saying in American English, British English, and Arabic. This criterion is widely used and is, to a great extent, useful in the choice of basic vocabulary for students of English as a foreign language.⁵
- b) Pedagogical efficiency.
- c) Applicability to situation in which the pattern will be used by the pupils - especially classroom situations.

The verbs of saying say, tell, announce, report, add, emphasize, declare, and indicate are found in greatest frequency in English and Arabic. The above verbs of saying might best be taught when reported statement is introduced. If some of them are not pedagogically efficient or applicable to the situation, like emphasize and announce, they might be eliminated from oral

⁵Irving Lorge, "The Semantic Count," in Michael West, A General Service List of English Words (London: Longmans, 1964), p. v.

production but taught for recognition or in written exercises.

In advanced stages of learning English, other verbs of saying may be introduced. The following verbs are recommended: point out, suggest, state, charge, confirm, deny, note, and warn.

2. Which Tense of Verbs of Saying Should Be First Taught?

Since 93.6% of the American verbs of saying, 84.2% of the British verbs of saying, and 90.0% of the Arabic verbs of saying are in the simple past tense, and since, from the pedagogical point of view, it is more efficient to start teaching one item rather than many, it is reasonable to teach he said for production rather than he will be saying, he has been saying, or even he will say and he says, as many texts do.⁶ The simple past tense of verbs of saying is the one we should first teach.

⁶For example, Johnson & Thornley, op.cit., pp. 85-87.

But since it is hoped that pupils will read newspapers or books or listen to the radio or a native speaker they will come across such forms as he says, he has said, he had said, and he will say. These tenses of verbs of saying should be taught for recognition in the intermediate stage, and for production in the more advanced stages of learning English.

B. "That" After Verbs of Saying:

Should that be taught after verbs of saying? This question comes up when the problem of the connective word, that, is discussed. Before giving any answer or making any suggestion it will be desirable to recall the findings of this thesis concerning the use of that after verbs of saying. These findings are:

1. American English tends to drop that after the verb of saying say (that is used 27.3%) while British English tends to retain it (that is used 66.0%).

2. That is frequently used after the other verbs of saying in both British English (96.0%) and American English(90.0%).⁷

It should be noticed that these results are based on a certain type of formal written English, journalistic English; and it is suspected that that is retained more in written English than spoken English. If materials were developed on the basis of this investigation the "logical" answer to the question above could be:

1. If we want to teach British English, that should be used after say and the other verbs of saying.
2. If we want to teach American English, that should be dropped after say, but used after the other verbs of saying.

Investigating two contemporary authorities on teaching English as a second language, the writer came across two contradictory opinions concerning the use of that after verbs of saying:

⁷See Supra, pp. 54-56.

1. Charles Fries does not drop that after say or the other verbs of saying when these verbs are taught. In his Foundation For English Teaching, the following examples are given:

But Bob said that they were not wealthy.
He told me that the expression "carry paper" meant to deliver newspapers to homes in a part of a town.

He said that he wanted to write one more before leaving his aunt's farm.

He did say, didn't he, that many people have dinner in the middle of the day on Sunday.?

Bob said that Tom was a good student in school too.

He said that he earned that money in six weeks.⁸

2. The British Broadcasting Corporation does not use that after say or the other verbs of saying when it teaches reported statement to speakers of Arabic. The following examples are given:

The lady said she wanted a new dress.

⁸Charles C. Fries and Agnes C. Fries, Foundations For English Teaching (Tokyo: Kenkyusha Ltd., 1964), p. 296.

The lady said she liked the black dress.
Polly told her the price was £ 12.
The lady said she had no money.
Polly said she wanted the money now.
She said she came to London yesterday.
She said she didn't like it.⁹

There is no evidence that Fries is teaching written English or BBC teaching spoken English; still they contradict each other, and both of them contradict the "logical" answer which is based on the findings of this research concerning the use of that after verbs of saying. This can be explained either by assuming that Fries and BBC have not built their judgements on a thorough investigation of the problem or they have the same data but different pedagogical points of view.

The writer suggests that that should be taught after verbs of saying for production and dropped for recognition. That should be used after verbs of saying when reported statement is first taught to speakers of Arabic

⁹Lesson 94, "Teaching of English by Radio"
Broadcast from BBC at 10:30 (Beirut time), Dec., 25, 1965.

through oral drills. This suggestion is based on two important facts:

1. That is always used after verbs of saying in Arabic. Therefore, it is pedagogically efficient to use it in English too.
2. When substitutions are used, it is more convenient to use that after say as well as after other verbs of saying. There will be only one pattern to be practiced by the students. Also, it is a useful distinctive signal in drills.

C. What Verb Tenses Should Be First Taught After Verbs Of Saying?

Since it was suggested earlier in this chapter that verbs of saying should be taught in the simple past tense, and a kind of sequence of tenses in reported statement is admitted, there is no choice left for answering the question above. As was shown in Chapter III, three main verb tenses follow verbs of saying in the simple past tense. These three verb tenses are:

1. Simple past.
2. Past perfect.
3. Would + infinitive.

These three verb tenses can be taught and used in three different contexts. To simplify the introduction of reported statement, the writer even suggests limiting oral drills to the simple past tense and would + infinitive. The difference between these two tenses should be already clear to the students when reported statement is taught.

III. HOW TO TEACH REPORTED STATEMENT

Having surveyed 14 school texts in popular use, the writer found that 10 of them teach reported statement mainly by supplying rules with very few examples and exercises. Taking Grammar and Idiom,¹⁰ the text which is used in Iraqi secondary schools, as an example, one notices that after two pages of grammatical explanations there are only five sentences to be put into reported statement.¹¹

¹⁰Johnson & Thornley, op. cit.

¹¹Ibid., pp. 79-81.

It should be kept in mind that it is not enough to understand how a directly quoted statement is converted into reported statement, nor is it very useful to give grammatical rules or supply linguistic explanations without active practice on the part of the students, because in this case students learn about English, not the language itself.¹² For active use of reported statement, the student must practice the pattern to the extent of automatic control so that he is able to use it with no hesitation and with accuracy. The best way to attain this goal is to make use of oral grammar drills.

In order to develop practical skill in speaking the language, the student must work toward the kind of automatic control of grammar that enables the native speaker to manipulate words with perfect accuracy.

It is quite possible for a foreign student to achieve this sort of proficiency, even if he cannot arrange to be brought up in an English-speaking environment. What is needed is a varied collection of oral exercises specifically designed to impart fluency in the spontaneous production of the correct forms.¹³

¹²Richard C. Yorkey, "To the Teacher", in Howling, Axelby, and Eskey, op. cit., p. vi.

¹³Harold V. King, "Oral Grammar Drills," English Language Teaching, XIV (1959)14.

To acquire an automatic control of reported statement, the student must accomplish three processes: (1) memorizing, (2) drilling and repeating, (3) thinking in English (i.e. not going through the process of translating ideas from Arabic into English).¹⁴ The best way to do this is by using pattern practices which are effective techniques for teaching reported statement because, from the point of view of psychology, pattern practice "depends upon the reaction to hidden sameness as contrasted with minimal differences when one utterance is compared with another."¹⁵

When participating in pattern practice, the student must know two things: what type of change to make, and how to make it.¹⁵

¹⁴Eugene A. Nida, Learning a Foreign Language (New York: National Council of Churches of Christ in the U.S.A., 1950), p. 25.

¹⁵Nelson Brooks, Language and Language Learning (New York: Harcourt, Brace & World, 1964), p. 155.

¹⁵Ibid., p. 156.

Here are some samples of pattern practice and examples of how they can be used for teaching reported statement and its two main verbs of saying; say and tell:

A. Oral Grammar Drills

1. Repetition:

The teacher recites a reported statement, and the students repeat it aloud after their teacher, without looking at a printed text. The teacher can bring a tape recorder to the class room. On the tape, there are reported statements made by a native speaker of English; the pupils will repeat these statements trying to imitate pronunciation as well. Repetition drill is most useful for introducing reported statement. The teacher should select a few short sentences which illustrate reported statement from the text. Then he speaks these sentences in a natural manner and have the student/s repeat them after him.¹⁶

¹⁶Information Center Service, U.S.I.A., Oral English (Washington: U.S.I.A., 1961), pp. 33-34.

Example:

- a) Teacher : He said that he wrote a story.
Student/s: He said that he wrote a story.
- b) Teacher : He told me that he wrote a story.¹⁷
Student/s: He told me that he wrote a story.

In large classes, repetition should be mostly choral or row by row.

2. Single Slot Substitution Drill:

The teacher presents the model sentence orally and the students repeat it until production is satisfactory. Then the teacher may write the model sentence on the blackboard with the word being substituted underlined so that all the students will understand and remember it. The teacher should furnish several examples of substitution to demonstrate clearly what is happening. Finally the teacher assigns individual words to be substituted in the desired position.

¹⁷The "tell pattern" should not be taught unless the students master the "say pattern". Almost all verbs of saying follow the latter pattern. Inform and warn (sometimes) follow the "tell pattern".

Double slot substitution and multiple slot substitution are variations of single slot substitution; they can be presented in the same way.¹⁸

Example:

- a) He said that he wrote a story.
Teacher : a letter.
Student/s: He said that he wrote a letter.
Teacher : a book
Student/s: He said that he wrote a book.
Teacher : a question
Student/s: He said that he wrote a question.
Teacher : a play.
Student/s: He said that he wrote a play.
Teacher : a story.
Student/s: He said that he wrote a story.
- b) He told me that he wrote a story.
Teacher : a poem.
Student/s: He told me that he wrote a poem.

¹⁸Lado, op. cit., pp. 106-108.

Teacher : an article

Student/s: He told me that he wrote an article.

Teacher : an essay,

Student/s: He told me that he wrote an essay;

Teacher : a composition

Student/s: He told me that he wrote a composition.

Teacher : a story.

Student/s: He told me that he wrote a story.

In substitution drills the purpose of the teacher is to shift the attention of the students to the position of the single substitution and repeat unconsciously. He said that and He told me that in order to form these two forms as automatic habits.

3. Double Slot Substitution Drill:

The substitution in this kind of drill takes place in two positions. The teacher should provide many key sentences before students start the drill.

Examples:

a) He said that he wrote a story.

Teacher : a novel

Student/s: He said that he wrote a novel.

Teacher : Hemingway said¹⁹
Student/s: Hemingway said that he wrote a novel.
Teacher : The writer said
Student/s: The writer said that he wrote a novel.
Teacher : a book
Student/s: The writer said that he wrote a book.
Teacher : an article
Student/s: The writer said that he wrote an article.
Teacher : The teacher
Student/s: The teacher said that he wrote an
article
Teacher : He said
Student/s: He said that he wrote an article.
Teacher : a story
Student/s: He said that he wrote a story.

¹⁹Since there are two subjects in reported statement, there will be confusion in choral drill if the teacher gives only the subject without the verb following.

e.g. Teacher: Hemingway

Students: Hemingway said that he wrote a novel. or
He said that Hemingway wrote a novel.

- b) He told me that he bought a book.²⁰
- Teacher : a pen
- Student/s: He told me that he bought a pen.
- Teacher : her
- Student/s: He told her that he bought a pen.
- Teacher : a bicycle
- Student/s: He told her that he bought a bicycle.
- Teacher : a car
- Student/s: He told her that he bought a car.
- Teacher : us
- Student/s: He told us that he bought a car.
- Teacher : a house
- Student/s: He told us that he bought a house.
- Teacher : them
- Student/s: He told them that he bought a house.
- Teacher : a book
- Student/s: He told them that he bought a book.

²⁰The key sentence is changed here lest it should cause confusion. e.g.

He told me that he wrote a story.

Teacher : her

Students: He told me that he wrote her, or

He told her that he wrote a story.

Therefore, the teacher should prepare his substitutions carefully.

Teacher : me

Student/s: He told me that he bought a book.

4. Multiple Slot Substitution Drill:

In this type of pattern practice the substitution takes place in more than two positions. The teacher should keep in mind that a reported statement has two subjects; they must not be a source of confusion for the students. One way in order to avoid this possible confusion is to give the subject and the following verb together:

Example:

a) He said that he wrote a story.

Teacher : a letter

Student/s: He said that he wrote a letter.

Teacher : a book

Student/s: He said that he wrote a book.

Teacher : she wrote

Student/s: He said that she wrote a book.

Teacher : Mary wrote

Student/s: He said that Mary wrote a book.

Teacher : John said

Student/s: John said that Mary wrote a book.

Teacher : lost

Student/s: John said that Mary lost a book.

b) He told me that he wrote a story.

Teacher : a book

Student/s: He told me that he wrote a book.

Teacher : read /red/

Student/s: He told me that he read a book.

Teacher : her

Student/s: He told her that he read a book.

Teacher : bought

Student/s: He told her that he bought a book.

Teacher : a bicycle

Student/s: He told her that he bought a bicycle.

Teacher : us

Student/s: He told us that Mary bought a bicycle.

5. Tables:

Drawing tables and asking pupils to read sentences from these tables is another possible technique to teach reported statement. The following table is suggested by Donn Byrne:

a) Now read sentences from this table:²¹

When	we	got home	Peter George Harry	said that	he	was tired. didn't feel hungry. Had lost the key.
	they		Mary Helen Ann		she	had forgotten to buy any milk. would make some coffee. would like to have a bath.

This kind of table is just as mechanical as the substitution drills, but it involves reading rather than direct, quick response; therefore, it is probably slower than substitution drills. Tables can be useful as a teacher's guide but not effective as oral drills to be practiced by the students.

²¹Byrne, The Elements of Indirect Speech, p. 18.

In Byrne's book, there are many tables using is telling and has told for the purpose of teaching reported statement but no table using told.

6. Integration Drill:

In this kind of drill, the teacher furnishes two utterances and the pupils integrate them into one sentence.

Example:

- a) Teacher : He wrote a story. He said.
Student/s: He said that he wrote a story.
- b) Teacher : He wrote a story. He told me.
Student/s: He told me that he wrote a story.

This kind of drill is not recommended for teaching reported statement, because it starts in an artificial way, and one does not gain anything more than the mechanical production of the form that can be achieved better by using substitution drills.

7. Question - And - Answer Drill:

This drill is usually used in three shapes:

- a) Teacher questions, student answers.
b) Student questions, teacher answers.
c) Student questions, student answers.²²

²²Information Center Service, op. cit., pp. 38-39.

Responses should be prompt and correct. This can be achieved by asking a number of questions following the same pattern.

Although this pattern practice can be accomplished in various ways, the writer suggests using a tape recorder here if possible. The procedure can be as follows:

1. a) Tape recorder: Silas Marner was a poor weaver.

Teacher : What did he say?

Student/s : He said that Silas Marner was a poor weaver.

Tape recorder: I said that Silas Marner was a poor weaver.

b) Tape recorder: Silas Marner lived in a small village.

Teacher : What did he say?

Student/s : He said that Silas Marner lived in a small village.

Tape recorder: I said that Silas Marner lived in a small village.

2. a) Tape recorder : Silas Marner was a member of
The Brotherhood.

Teacher : What did he tell you?

Student/s : He told me (us) that Silas
was a member of The
Brotherhood.

Tape recorder : I told you that Silas was a
member of The Brotherhood.

b) Tape recorder : Silas Marner's mother died
a long time ago.

Teacher : What did he tell you?

Student/s : He told me (us) that Silas
Marner's mother died a
long time ago.

Tape recorder : I told you that Silas Marner's
mother died a long time
ago.

This is an ideal situation in which
grammar, pronunciation (especially if the tape
has the voice of a native speaker of English),
and literature (the information used in the
pattern practice is adopted from the assigned
reading text) are taught at the same time.

In using question-and-answer drill the teacher should remember that he is teaching and not testing. He should help the students to drill and learn.

8. Multiple Question-and-Answer Drill:

The name of this drill is coined by the writer to describe a pattern practice in which the teacher asks many questions and various students take part in answering these questions and using the patterns of reported statement.

Example:

Teacher : What did you write last night, Ahmad?

Ahmad : I wrote a story.

Teacher : What did Ahmad say, Salim?

Salim : He said that he wrote a story.

Teacher : What did Ahmad tell us, Yousif?

Yousif : Ahmad told us that he wrote a story.

9. Memory Conversations or Dialogues:

Selected memory conversations or dialogues are very useful in teaching patterns as well as pronunciation because they usually exemplify most naturally the questions, requests,

answers, statements and vocabulary that constitute the language; therefore, they give "the pupils the power to hear, recall, understand, and speak the material."²³ In other words, a dialogue makes contextual and cultural sense. By using dialogues, the teacher moves from mechanical drills to meaningful ones. Therefore, they are more appropriate for advanced classes.

Dialogues should be short and interesting, and they should focus on reported statement. Teaching dialogues is a task that needs skill and effort. The following steps are suggested by Richard Yorkey:

1. Read the entire conversation to the students.
2. Work through the conversation line by line, having students repeat each line after you. Always first provide a model for them to imitate.
 - a. Use unison drill first.
 - b. Divide the class into half and use unison drill with each half. This division will later be used to take the parts in the conversation.

²³Lado, op. cit., p. 62.

- c. Use a quick individual drill for each line.
3. Assign one-half of the class to be one speaker and the other half to be the other speaker. Again, provide the model for the first section to repeat, then the model of the next line for the other section to repeat. Complete the conversation in this way.
 4. Do not work too long on any conversation--ten minutes at the most. Teach it at the beginning of a period perhaps, then return to it for the last few minutes.
 5. After students have had a chance to hear, imitate, and practice each line of the conversation, assign it to be memorized.
 6. Review it by having half of the class take each part. Repeat it in unison. Then ask students to repeat the conversation individually. Two of them should go to the front of the room to recite it. Teach them the appropriate gestures. Two or three pairs of students can recite the conversation each period.²⁴

Here are two memory conversations prepared by the writer: Dialogue 1:

Hasan : What did the teacher say when I was absent?

²⁴Richard Yorkey, American English Pronunciation Practice (Beirut: A.U.B., 1965), p. 33.

Fathel: He said that each student should bring
an egg next week.

Hasan : Why did he say that each student should
bring an egg?

Fathel: He said that we would make an experiment.

Hasan : But two or three eggs are enough.

Fathel: Well, some students think that he
will take them home for lunch.

Dialogue 2:

Kamel : Somebody told me that you drank a lot
last night.

Abass : Who said that I drank a lot last night?

Kamel : A friend of mine said that you were drunk.

Abass : He must have been mistaken; I told you
that I never drink.

Kamel : He said that he saw a policeman
taking you to the police-station.

Abass : Ah! That was the policeman who was drunk;
I was just guiding him to his station.

How and When Oral Drills Are Used:

Many of the techniques mentioned above are almost entirely mechanical drills which mainly help in establishing the two forms of the reported statement pattern as an automatic habit. This will help eliminate the common mistake among native speakers of Arabic, He said to me that, which is due to the influence of the native language on the target language.

The teacher does not have to use all these drills when he introduces reported statement. He may choose the most appropriate one or ones according to the achievement of his class and the specific teaching circumstances. The teacher can set aside 10 minutes of each class session for oral drills. It is preferable to have five minutes at the beginning of the session and five minutes at the end.

If the teacher wants to use more than one type of pattern practice during the same session, he may use the following order:²⁵

²⁵Information Center Service, op. cit., pp. 9-10.

- a) Repetition drill.
- b) Comments or generalization made inductively by the students.
- c) Substitution drills.
- d) The reading exercises if there were any in the text.
- e) Question-and-answer drills.
- f) Written exercises (most of the oral drills can be done in writing).²⁶

B. Written Exercises:

Written exercises can be utilized in introducing reported statement. Passages are given with questions at the end to be answered by the students.

Example:

1. Read the following passage and then answer the questions below using reported statement:

Mary told her friend, Ahmad, that she went on a picnic last Friday. She said that she went to Habaniah Lake by bus, and that she saw

²⁶Those who are interested in reading more about the use of oral grammar drills may consult any book signed with a star in the bibliography at the end of this study.

a lot of people who were enjoying the beautiful scenes of the lake. Ahmad said that he also went on a picnic with his family. But their picnic, he said, was to Selman Baak. He told Mary that his father bought him a bicycle.

- a) What did Mary tell her friend, Ahmad?
- b) What else did she say?
- c) What did Ahmad tell Mary?
- d) What did Ahmad say about his father?

2. Fill in the blank:

- a) John----that he wrote a story.
- b) John----me that he told a story.
- c) John----, "I wrote a story."

3. Complete the following sentences: (for advanced students)

- a) Mary said -----
- b) Mary told her boy friend that ----

C. Verb Sequence:

After teaching a simple past tense after verbs of saying in the simple past tense, the teacher may proceed to teach a simple present tense after

verbs of saying in the simple past. It is recommended that the second formula be taught after the students have mastered the first one, and that it is taught in a contrastive way. Multiple question-and-answer drill can be used to introduce the new formula.

Example:

1. Teacher: How was the weather yesterday, Yousif?

Yousif : It was cold.

Teacher: What did Yousif say, Karim?

Karim : He said that the weather was cold
yesterday.

Teacher: How is the weather today, Yousif?

Yousif : It is fine.

Teacher: What did Yousif say, Karim?

Karim : He said that the weather is fine today.

2. Teacher: How many boys are in the class room now?

Farid : There are twenty boys in the room.

Teacher: What did Farid say, Sami?

Sami : He said that there are twenty boys in
the room.²⁷

3. Teacher: Which subject did you like last year,
Halim?

Halim : I liked history.

Teacher: What did Halim tell us, Zaki?

Zaki : He told us that he liked history last
year.

Teacher: Which subject do you like this year,
Halim?

Halim : I like English, sir.

Teacher: What did Halim tell us, Zaki?

Zaki : He told us that he likes English.

4. Teacher: Which is the hottest season in Iraq,
Saleh?

Saleh : Summer is the hottest season in Iraq.

Teacher: What did Saleh tell us, Hani?

Hani : He told us that summer is the hottest
season in Iraq.

²⁷ Leslie W. Leavitt, Practical Help in Teaching English as a Foreign Language (Beirut; 1964), p. 79.

SUMMARY

Chapter V is concerned with the application of the findings of this contrastive linguistic research to teaching English to native speakers of Arabic. The following suggestions are made:

1. The verbs of saying say, tell, announce, report, add, emphasize, declare, and indicate should be used when reported statement is first taught. But the main emphasis should be on say and tell.
2. These verbs of saying should be used in the simple past tense, because reported statement normally reports past events.
3. That should be used after all verbs of saying, because it is always used after verbs of saying in Arabic and it is preferable to begin with one regular pattern.
4. Three tenses can be first used after verbs of saying in the simple past: (a) simple past, (b) past perfect, and (c) would + infinitive, in different contexts.

5. Supplying grammatical rules and linguistic explanations is not very useful. Students must practice the pattern so much that it will be an automatic habit. This can be accomplished by using oral grammar drills such as:

- (a) Repetition
- (b) Single slot substitution
- (c) Double slot substitution
- (d) Multiple slot substitution
- (e) Question-and-answer

Using tape recorders and giving written exercises are also recommended in teaching reported statement. Short comments or generalization must be made inductively by students.

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on the use of oral grammar drills

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