

## **SUMMARIES**



FERNANDA IRENE FONSECA, Vergilio Ferreira: A Palavra Sempre e para Sempre (Conhecer Poético e Teoria da Linguagem), (*Vergilio Ferreira: a Palavra, sempre e para sempre. Poetic Knowledge and the Theory of Language*).

Poetic creation, seen as a direct and living form of language creation can represent an important contribution to the Theory of Language. This article attempts a unifying interpretation of the novels and essays of Vergilio Ferreira from the points of view of word and language analysis.

There exists a coincidence between Vergilio Ferreira and Benveniste in certain fundamental formulations on the subject of language: this proves that in their knowledge of language the literary creator and the linguist can meet, even though their knowledge might have been acquired through different channels.

This meeting is of extreme importance not only for linguistics and literature, but also (and especially) for the field of their intersection, which is the Theory of Language.

MARIO VILELA, A Formação de Palavras: Componente Independente ou apenas Subcomponente?, (*Word Formation: Independent Component or merely Sub-Component?*).

The component «word formation» not only contains formal, semantic and lexicological elements, but also extra-linguistic elements. Syntax, semantics and lexicology have provided starting points for the study of word formation. Different linguistic theories merely attempt to describe unilaterally word formation: from either the syntactical, semantic or lexicological aspect. For a pertinent study of this subject, word formation must be regarded, and studied, as an independent component.

JOAQUIM FONSECA, A Centralidade do Verbo no Enunciado, (*The Centrality of the Verb in the Statement*).

The author analyses the semantic, syntactic and pragmatic dimensions which confer upon the verb the statute of back-bone both of the construction and functioning of the statement.

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MARIA DA GRAÇA LISBOA CASTRO PINTO, Para uma melhor Identificação da Dislexia e da Dssortografia, (*For a better Identification of Dislexia and Disorthography*).

It is often with very little exactness that the term «dislexia» is applied to certain children which have reading (and writing) «problems»: this article will attempt to identify the cases of dislexia.

After having discussed the various types of aquisitional and development dislexia, a number of texts by dislexics are analysed together with their degree of dislexia and disorthography (based upon those pathological errors made).

Furthermore, usage errors are indicated: these are often erroneously analysed as though they were pathological.

CARL JAMES, Five Uses for Grammar in Foreign! Language Teaching.

After a decade of CLT (Communicative Language Teaching), during which grammar was practically banished from the foreign-language classroom, there are signs of reappraisal. This paper is an attempt to demonstrate that there is place for grammar in foreign-language teaching.

M. GOMES DA TORRE, Locally-Orientated Language Courses

It has been abundantly demonstrated that discrepancies (grammatical, lexical, pragmatic, etc.) between the mother tongue (L1) and a foreign language (L2) are the most serious cause of error among foreign-language learners.

If this is so, the same foreign language may present different difficulties (and know different types of deviation) according to the learner's mother tongue. Accordingly Portuguese learners of English tend to make specific errors imposed upon their L-2 production as a result of L-1 interference.

A way of counteracting local tendencies could be the development of locally-orientated pedagogical materials and methods and so fight local areas of error more effectively.

MARIA DE FATIMA DE SOUSA E SILVA, Politicos e Mulheres na Comedia Grega, (*Politicians and Women in Greek Comedy*).

From an early time the nominal satire became an essential element of the ancient Grek comedy: this is particularly apparent for Cratinus onwards. However, it is above all Aristophanes who is responsible for the enrichment of this motive — in this he is guided by two fundamental objectives: the didactic mission and the aesthetic quality of comedy. Since this process is realised in Aristophanes' production it can be exemplified in a diachronic perspective through *The Knights (Hippes)* and *Ladies in Parliament (Ecclesiazousai)*,

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JORGE A. OSORIO, «Cantiga de Escarnho» Galego-Portuguesa: Sociologia ou Poetia?, («*Cantiga de escarnho e maldizer*»: *Sociology or Poetics?*).

The satirical «cantigas» of the Galician-Portuguese «cancioneiros» have mainly been interpreted as texts which document the social reality of the 13th. and 14th. Centuries. However, by taking into account the most recent studies on medieval poetics it is reasonable to ask if the meaning of this poetry should be sought on the sociological level, or if (as indeed the author of this article hopes to prove), on the contrary, this poetry should be seen to represent a way of realizing the poetics of the Iberian 13th. Century.

FERREIRA DE BRITO, Victor Segalen: Recit de Voyage ou Voyage du Recit? (Reel/Imaginaire: Harmonie ou Duel?).

Victor Segalen is one of a number of great French visionaries and prophets. His travelogues go well beyond the realistic dimension and attempt to reach the corporisation of the ideal and the idealisation of reality. The real and the imaginary are interpreted as a perfect synthesis, which offers not an erotic *recit* of a journey but an exotic journey into the *recit*.

ANA LUISA RIBEIRO BARATA DO AMARAL, King Lear: As Palavras (Mal)ditas

In this article, which is structured in four parts («the silence of language», «the language of madness», «the language of love» and «the language of silence») the following contrastive themes are analysed: the author thereby attempts to interpret Shakespeare's play *King Lear* as a tragedy of language.

MARIA DA GRAÇA LISBOA CASTRO PINTO, Estudo da Expressão e da Compreensão na Criança com Base em Provas de Linguagem Oral e Escrita, (*A Study of the Expression and the Comprehension of the Child based upon Results provided by oral and written language*). (Continuation of the text published in Vol. 11, 1985, pp. 251-155 of this periodical).

The starting point of this study is the basis of analysis supplied by A. Girolami-Boulinier and the methodology used by that author is a similar study already undertaken in the French language. The critical analysis from the points of view of expression, vocabulary and comprehension was based upon stories told orally by 60 pre-primary children and 60 children of the first year of schools in the Oporto area.

These results in the Portuguese language can provide some references which will allow the study of the language of a given child and the linguistic localization of certain disorder when a pathological case is being treated.

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HUGUETTE RODRIGUES-ROTHEVAL, *Une Voie Singitiere* celle de Simone de Beauvoir.

This article attempts to retrace the existential itinerary of Simone de Beauvoir parallel to that of Sartre. By evoking the death of Sartre the author investigates the nature of his favoured partner, thereby outlining that of the country; it is then shown how Simone de Beauvoir, by destroying taboos, constructs her own philosophy.

FATIMA OUTEIRINHO e ISABEL MORUJAO, Nathalie Sarraute (*A Aventura de uma Escrita tragicamente Recomecada* ou do «Innomme» ao «Innommable»), (*Nathalie Sarraute. The Adventure of a tragically recommenced type of writing or from the «inomme» to the «innommable»*).

This article attempts to verify the existence or non-existence of a correspondance between the literary theory established by Nathalie Sarraute and her practice in writing.