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***The Aspect of (Un)Countability of the Noun Memory in  
Various Contexts (A Corpus Based Study)***

*(Bakalárska práca)*

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# **The Aspect of (Un)Countability of the Noun Memory in Various Contexts (A Corpus Based Study)**

**(Bakalárska práca)**

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Prehlasujem, že som túto bakalársku prácu vypracovala samostatne a uviedla úplný zoznam citovanej a použitej literatúry.

V Olomouci dňa 20.8.2012

**Martina Gajdošová**

Chcela by som sa poďakovať Mgr. Markéte Janebovej PhD., za ochotu a pomoc pri spracovaní tejto práce, ako aj za poskytnuté materiály.

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**Abstract:**

This work discusses the countability of the polysemous English noun *memory* in relation to its meaning and context in which it occurs. The information about the countability, as a grammatical category of English nouns, is noted in most dictionaries of English language. However, this information is for the countable/uncountable use of *memory* often not formulated precisely enough and it is different in the different dictionaries. Therefore, the countability of *memory* will be examined with the use of the British National Corpus (BNC). The chapters about the countability/uncountability of English nouns provided in *A Comprehensive Grammar of the English Language* by Quirk et al. will serve as a basis for the building up of the searching queries in the BNC. The aim of this work is to find and specify the circumstances under which the countable/uncountable use of *memory* occurs.

**Keywords:** countability, corpus, polysemy, modification, collocations

## **Anotácia:**

Táto práca sa zaoberá počítateľnosťou polysémantického anglického substantíva *memory* z hľadiska jeho užitia v rôznych kontextoch. Informácie o počítateľnosti, ako gramatickej kategórii, uvádza väčšina anglických výkladových slovníkov. Čo sa týka skúmaného substantíva, informácie o jeho počítateľnom/nepočítateľnom užití nie sú dostatočne detailne špecifikované, a v rôznych slovníkoch sa líšia. Preto bude počítateľnosť substantíva *memory* skúmaná s využitím Britského národného korpusu. Pri zadávaní korpusového hľadania budú aplikované niektoré pravidlá o počítateľnosti/nepočítateľnosti anglických substantív stanovené v gramatickej príručke *A Comprehensive Grammar of the English Language*. Cieľom tejto práce je pokúsiť sa nájsť a bližšie charakterizovať súvislosti medzi počítateľným/nepočítateľným užitím lexému *memory* a kontextom, v ktorom sa nachádza.

**Kľúčové slová:** počítateľnosť, korpus, polysémia, modifikácia, kolokácie

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# 1. INTRODUCTION

The aim of this work is to research the lexical item *memory* with respect to its countability and meaning which it can carry in various contexts. It will be shown that the word *memory* is a polysemous noun (differentiates several meanings) which can be used both as countable and uncountable. Most English dictionaries mention 3 basic meanings of the word:

1. ability to remember (C, U)
2. something you remember from the past (C)
3. computing (C,U)

However, they specify the countability for each of these meanings differently. Therefore, *memory* will be researched in the British National Corpus by Mark Davies (BYU-BNC) to specify its countable/uncountable use for each of the above mentioned meanings.

But first of all, the issue of countability as well as problems which come hand in hand with the classification of nouns as countable or uncountable will be introduced in the theoretical part of this work. In this part also nouns with the so-called dual class membership will be defined and various approaches towards their possible classification will be mentioned. It will be shown that *memory* also belongs to this group of the words and that is what makes its classification in terms of countability so difficult. Also devices which serve as markers for countability will be introduced in form of determiners and partitive constructions.

Another task of the theoretical part is to provide as much information as possible about the researched lexeme *memory*, especially about its polysemous nature and its countability. This will be done with the help of various dictionaries of English language. The information from the dictionaries will be compared and later serve as a basis for the practical part.

The aim of the practical part is to research *memory* in the BYU-BNC using the information from the theoretical part to build up the searching queries, but also to classify the results. This research should provide the answers to the questions about the countable/uncountable use of *memory* in each of its meanings. It will also address the question of the frequency of plural use of *memory* when denoting ‘ability to remember things’ or in reference to ‘computing area.’ Then it will also try to provide some information about the preferred countable or

uncountable use of *memory* as ‘ability to remember things’ and ‘computer memory.’ Further, it will also try to explain the relationship between the countability of *memory* and the context in which it occurs.



## 2. THEORETICAL PART

### 2.1. Countability as a grammatical category

Firstly, the term countability itself needs to be defined. Quirk et al. perceive countability as a grammatical category which is used to closer determine both concrete (accessible to the senses, observable, measurable) and abstract (typically non-observable, non-measurable) common nouns in English (Quirk et al. 1997, 247). No other part of speech in English has this category. This means that it is possible to determine *memory* which is a common abstract noun (it denotes general abstract concept) according to this grammatical category. Regarding countability, the nouns can be classified as either countable (also referred to as count) or uncountable (also referred to as mass or non-count). The key distinction between these two is that countable nouns stand for individual countable entities, whereas uncountable nouns refer to entities that can not be counted and are typically denoting an undifferentiated mass or continuum (Quirk et al. 1997, 246). Huddleston and Pullum suggest that one possible way (although not always applicable) to distinguish whether nouns are countable or uncountable, is to combine them with cardinal numerals. This is based on the ability of countable nouns to be combined with cardinal numerals, which does not apply to uncountable nouns (Huddleston and Pullum 2006, 334). Quirk et al. claim that abstract nouns can be divided into countable and uncountable according to their meaning (Quirk et. el 1997, 286). They assume that when these nouns refer to unitary phenomena (such as events) they are countable (e.g. *meeting*). On the other hand, when they denote states, qualities or activities they should be uncountable (e.g. *employment*).

### 2.2. Number as a marker for countability

In the works of Cruse and Wierzbicka, it can be observed the tendency to consider countability not as a category on its own, but rather as a subclass of another grammatical category - number, which distinguishes in English between singular and plural. This notion can be observed in Wierzbicka, who is categorizing the nouns with respect to their physical properties, but also their ability/inability to occur in plural/singular forms. Hence she also labels her categories as *singularia mostly*, *singularia only*, *pluralia mostly*, etc. (Full categorization see in Wierzbicka 1988, 555-560.)

Similar pattern can be observed in the division by Cruse, where he provides a list of criteria for classification of the nouns according to their countability (Cruse 2004, 279):

### **Count nouns**

- a) cannot occur in the singular without a determiner
- b) occur normally in the plural
- c) are quantifiable by *a few*, *many*, and numerals

### **Mass nouns**

- a) can occur in the singular without a determiner
- b) are odd in the plural (or require reinterpretation)
- c) are quantifiable by *a little*, *much*

Also Huddleston and Pullum mention that distinction between countable and uncountable nouns “interacts in important ways with the number system.” (Huddleston and Pullum 2006, 334) The reason why there is a tendency to connect the two categories (countability and number) is (as it can be seen in Cruse’s division) that number serves as a marker of countability of the nouns and hence, it proves to be a useful tool for its determination. That is why his categorization will be applied in the practical part when validating the results from the corpus.

## **2.3. Nouns with the dual class membership**

Wierzbicka mentions the fact that no absolute boundary can be drawn between countable and uncountable nouns. She continues saying that there is “an interesting class of nouns which can be either countable or uncountable” and assign them a double status (Wierzbicka 1988, 509).

When discussing the concept of countable/uncountable distinction into greater detail, Quirk et al. also mention that there are except from nouns purely countable and nouns purely uncountable, also nouns which can have both countable as well as uncountable use. They label such nouns as nouns with the dual class membership. Word *cake* can serve as an example. (Quirk et al. 1997, 247)

A: Would you like *a cake*? (countable use)

B: No, I don’t like *cake*. (uncountable use)

Except from words such as *cake*, which is a concrete noun, the same pattern can be observed with many abstract nouns as well. Quirk et al. also mention term dual class membership with some abstract nouns, such as *kindness*, which can switch between countable and uncountable use (Quirk et. al 1997, 286):

*She showed me much kindness.* (countable)

*She showed me many kindnesses.* (uncountable)

Other similar examples from Quirk et al. (Quirk et. al 1997, 247):

*She's had many difficulties.* (countable)

*She's not had much difficulty.* (uncountable)

*He's had several odd experiences.* (countable)

*He hasn't much experience.* (uncountable)

Analogical examples applying to *memory* can be found in *Longman Dictionary of Contemporary English* (Longman 2003, 1029):

*He has lots of happy memories of his stay in Japan.* (countable)

*The cellist played the whole piece through from memory.* (uncountable)

The nature of nouns with the dual class membership can be according to Huddleston and Pullum explained in terms of homonymy and polysemy. They define homonymy as a type of a semantic relation that applies to the lexical items which are alike in their spelling and pronunciation, but different in their meaning and origin. Polysemous words, although carrying different meanings, are of the same origin. That means they have only one entry in the dictionaries as opposite to the homonymic words (Huddleston and Pullum 2006, 334).

There is one dictionary entry for word *memory* in *Longman Dictionary of Contemporary English*, and three different meanings of the word are distinguished (Longman 2003, 1029):

1. ability to remember
2. something you remember
3. computer

Cruse defines as the most important feature of polysemic words the fact that “their multiple senses must be felt by native speaker to be related in some way” and “considered as belonging

to the same word” (Cruse 2006, 133). It suggests that there should be a semantic connection between the different meanings of *memory*, if this really is a polysemous word. It is possible to observe such a connection because *memory* as ability to remember enables peoples to remember something; to create *memories*. The relation between *memory* as ability to remember and *computer memory* can be defined as analogical. *Computer memory* is, figuratively speaking, the ability of computer to “remember” things. This implies that *memory* fits Cruse’s definition about polysemy and so it should be classified as a polysemous word. The semantics of *memory* will be discussed into greater detail in the section 1.4

#### **2.4. Approaches to countable/ uncountable classification and ‘reclassification’**

In this chapter, it will be dealt into greater detail with the problems which come hand in hand with countable/uncountable classification. The determination of nouns as countable/uncountable will be discussed according to categorizations by Wierzbicka, Quirk et al., Huddleston and Pullum, and Cruse.

Wierzbicka categorizes nouns according to their countability into 14 subclasses (see Wierzbicka 1988, 555-560). This classification is based upon physical properties of the nouns such as size, number of particles or texture and it is manifested and so it uses examples with concrete nouns such as *chocolate* or *cake*. Therefore, it is obvious that this classification is solely applicable on the group of concrete nouns, as these denote physical objects. Hence, concerning countability of abstract words such as *memory*, Wierzbicka’s classification is not sufficient.

Further, the concept of ‘reclassification’, as one of the approaches towards the countable/uncountable distinction is to be introduced. But right from the start it needs to be noted that this principle solves the issue of countability only in terms of polysemy; hence different meaning =different countability and so it will not be able to explain countability of words such as *memory* completely. This is term can be found in Quirk et al. and it is used as a way how to explain the phenomenon of the nouns with the dual class membership. It means that an uncountable noun can be ‘reclassified’ (by means of conversion) to become a countable noun or vice versa. This reclassification usually requires a semantic shift as well.

The following shifts (types of noun conversion) concerning countability are distinguished in Quirk et al. (Quirk et al. 1997, 1564):

**1) Non-count noun → count noun**

**a) A unit of N:**

*two coffees (cups of coffee); two cheeses*

**b) A kind of N:**

*Some paints are more lasting than others.  
That is a better bread than the one I bought last.*

**c) An instance of N (with abstract nouns):**

*a difficulty; small kindnesses; a miserable failure; home truths; a great injustice*

**2) Count noun → noncount noun**

‘N is viewed in terms of a measurable extent’ (normally only when accompanied by expressions of amount):

*An inch of pencil; a few square feet of floor*

As it can be observed, there is only one category concerned with abstract nouns. Therefore, *memory* should be a representative of “An instance of N” category. However, to claim that *memories* are instances of human *memory* does not seem quite correct. Hence, it could be claimed that this classification is not sufficient as not all nouns (as was just shown on the word *memory*) can be categorized according to it.

The principle of reclassification can be found also in Cruse (although he does not use this term for it). Analogically to Quirk et al., he puts nouns with the dual class membership into two categories: Basic count nouns used as mass nouns (B category in Quirk et al.) and Basic mass nouns used as count nouns (A category in Quirk et. al). (For full division see Cruse 2004, 280) This division again does not mention abstract nouns.

Similarly to Quirk et al. and Cruse, Huddleston and Pullum also comment on the phenomenon of reclassification using the semantic relation of polysemy. When considering the count vs. non-count polysemy into greater detail, there is a detailed classification provided (see Huddleston and Pullum 2006, 336-337). Nevertheless, there are only two categories that are dealing with abstract nouns:

1) Abstract and event instantiations

(a) *i. Considerable injustice was revealed during the enquiry.* (abstract, non-count)

*ii. Serious harm was done to the project's prospects.*

(b) *i. Two fundamental injustices were revealed during the enquiry.* (event, count)

*ii. \*Two serious harms were done to the project's prospects.*

Abstract nouns which are uncountable might be used as countable when they are denoting an event caused by the abstract concept. But this extension is not applicable to all abstract concepts as in the example with the noun *harm*.

2) Abstract and results

(a) *i. Considerable injustice was revealed during the enquiry.* (abstract, non-count)

*ii. Serious harm was done to the project's prospects.*

(b) *i. Two fundamental injustices were revealed during the enquiry.* (event, count)

*ii. \*Two serious harms were done to the project's prospects.*

Abstract nouns which are uncountable might be used as countable when they are denoting an event caused by the abstract concept. But this extension is not applicable to all abstract concepts as in the example with the noun *harm*.

Analogically, as in 1), uncountable abstract nouns can be turned into countable nouns when describing results. In comparison to 1), the rule is here more generally applicable (Huddleston and Pullum 2006, 337).

When applied to *memory* (which would probably fit better in the second mentioned class), it would suggest that *memory* (as a count noun, denoting something that someone remembers) could be seen as a result of the processes that *memory* (uncountable noun, referring to one's ability to remember) does. However, this would mean that *memory* when referring to the 'ability to remember' is always an uncountable noun. That this assumption is untrue can be observed in 2.6. To conclude, the principle of reclassification, as was already mentioned is not sufficient to explain countability of nouns such as *memory* which can have different countability when carrying the same meaning.

## **2.5. Partition in relation to countability**

### **2.5.1. Partitive constructions**

Partitive constructions (=constructions which denote a part of a whole) serve according to Quirk et al. as means of expressing quantity, resp. countability when they are used in combination with uncountable nouns. However, Quirk et al. also claim that not only uncountable, but also countable nouns can enter these constructions. They differentiate between 2 types of partition, resp. partitive constructions (Quirk et al. 1997, 249):

#### **1. Partition in respect of quality (qualitative)**

This partition is usually expressed with a partitive countable noun such as *kind*, *type*, or *sort* which is typically followed by an *of*-phrase. Qualitative partitive constructions can serve as an alternative to reclassification for uncountable nouns (*a nice kind of coffee = a nice coffee*)

#### **2. Partition in respect of quantity (quantitative)**

Quirk et al. differentiate three subcategories of quantitative partitive constructions according to the type of nouns they modify (Quirk et al. 1997, 249-250):

##### **(a) Uncountable nouns**

The main reason why uncountable nouns are used in these construction is the need to express quantity, and hence countability of uncountable noun. This can be achieved with the help of certain general partitive nouns, such as *piece*, *bit*, *item* usually followed by *of*-phrase. Later on Quirk et al. specify the usage of *piece* (*a piece of advice*) and *bit* (*a bit of fun*) as typical for both abstract and concrete nouns. On the other hand, *item* is typically not combined with concrete nouns (*an item of business*).

##### **(b) Plural countable nouns**

Quirk et al. mention several commonly used partitive nouns combined with plural countable nouns such as *crowd*, *herd*, or *packet*. Further, they do not allow for plural countable nouns to be combined with the partitive *a piece of*. They provide examples using both concrete (*a bunch of flowers*) and abstract nouns (*a series of incidents*), but do not specify the usage of partitives for plural countable abstract nouns.

### (c) Singular countable nouns

Here, Quirk et al. again mention some frequently used partitives, such as *a piece of*, *a branch of*, *a page of*, *a section of*, *a verse of*. Again, they do not make any specifications about abstract nouns.

They also mention that there are singular (*a new kind of computer*) as well as plural (*new kinds of computer*) partitives for both qualitative and quantitative partition (Quirk et al. 1997, 249).

In the practical part, it will be researched whether are such constructions used with *memory*. Also, which type of partition is more frequent (qualitative or quantitative) and which general partitive nouns can co-occur with *memory*.

#### 2.5.2. Partitive effect of the *of*-phrase

Another means of expressing partitive effect is *of*-phrase. Quirk et al. discuss the specifics of the *of*-phrase when it modifies abstract uncountable noun. In this case, definite article normally precedes this noun. In contrast, when semantically corresponding pre-modification is used, zero article occurs. Quirk et al. use following examples:

- a) She is studying *the history of Europe*.
- b) She is studying *European history*.

However, there is a slight change in the interpretation of these two sentences. The one using the *of*-phrase differs in singling out a particular subclass of the phenomenon which the noun denotes. That means that this example suggests that she is studying the European history as a whole, whereas the other implies that she is studying only some aspects of it, or taking a particular course. In the first example, the *of*-phrase has a partitive effect upon the meaning of the NP (Quirk et al. 1997, 286-287). However, the frequency of partitive *of*-phrase with uncountable *memory* would be difficult to prove in the BNC as this *of*-phrase is using definite article and so such a phrase with *memory* could refer to both countable as well as uncountable *memory*.



### 2.5.3. Partitive effect of the indefinite article

The partitive effect of definite article *the* in the example a) above is parallel to the use of indefinite article in example sentence: *Marvin has a good education.*

This use of indefinite article (with nouns that are normally uncountable) is labeled by Quirk et al. as exceptional (Quirk et al. 1997, 287). He also admits that the conditions under which this use occurs are quite unclear. However, he mentions following two types of nouns which might have influence upon it:

- 1) Nouns are denoting quality (or other abstraction) distributed to a person
- 2) Nouns which are pre- or post-modified. (Quirk et al. mention that the greater amount of modification, the greater is also the acceptability of indefinite article.)

He contrasts the following three examples:

- (a) *\*She played oboe with a sensitivity.*
- (b) *She played the oboe with a charming sensitivity.*
- (c) *She played the oboe with a sensitivity that delighted the critics.*

In the first example, it is not allowed to use the indefinite article with uncountable noun (*sensitivity*), but in the other two examples is such use acceptable because *sensitivity* is already pre- (a) or post-modified (b). These assumptions will be examined on the results from the BNC in the practical part.

## 2.6. Memory in the dictionaries

The aim of this chapter is to provide some more-detailed information about the polysemous nature of the word *memory* and how its countability is dealt in various dictionaries. The item was looked up in the following (most frequently used) dictionaries of English language: *Longman Dictionary of Contemporary English*, *Macmillan English Dictionary for Advanced Learners*, *Oxford Advanced Learner's Dictionary*, *Cambridge Advanced Learner's Dictionary*, *Cambridge Learner's Dictionary*, *Compact Oxford English Dictionary*, *Merriam-Webster's Online Dictionary* and *Collins English Dictionary*, with the main focus laid upon the information about semantics and countability.

As it was stated in 2.3, *memory* is a polysemous word that can have several meanings which are always presented under single dictionary entry. However, the number of these meanings is different for different dictionaries. Four of the above mentioned dictionaries, namely *Longman Dictionary of Contemporary English*, *Oxford Advanced Learner's Dictionary*, *Cambridge Advanced Learner's Dictionary*, *Compact Oxford English Dictionary* and *Macmillan English Dictionary for Advanced Learners* differentiate three basic different meanings of *memory* -ability, something you remember and computing (see dictionary entries below). *Cambridge Learner's dictionary* differentiates between 4 meanings of *memory*. The additional one is denoting 'a part of mind that stores what we remember'; see 3). *Oxford Advanced Learner's Dictionary* makes the same distinction of three basic categories for *memory*. However, the first two categories (ability and something you remember) are further divided into another two subcategories-1)a) and 2)b). The result is 5 different meanings of *memory* in *Oxford Advanced Learner's Dictionary*. *Collins English Dictionary* and similarly *Merriam-Webster's Online Dictionary* differentiate even 10 meanings:

➤ **Merriam-Webster's Online Dictionary**

1. a) the ability of the mind to store and recall past sensations, thoughts, knowledge, etc ⇒ *he can do it from memory*
- b) the part of the brain that appears to have this function
- 1 the sum of everything retained by the mind
- 2 a particular recollection of an event, person, etc
- 3 the time over which recollection extends ⇒ *within his memory*
- 4 commemoration or remembrance ⇒ *in memory of our leader*
- 5 the state of being remembered, as after death
- 6 Also called: RAM, main store, store. a part of a computer in which information is stored for immediate use by the central processing unit
- 7 the tendency for a material, system, etc, to show effects that depend on its past treatment or history
- 8 the ability of a material, etc, to return to a former state after a constraint has been removed

To sum up, as most of the dictionaries use three main categories for meanings of *memory*, this categorization will be later applied in the practical part for the classification of samples from the BNC.

At this point, the focus will be shifted from semantics to countability. Again, the dictionary entries for *memory* from the above-mentioned dictionaries will be discussed and compared. But this time, the main focus will be laid upon the information about countability. (For this reason, the following dictionary entries are shortened of some of the example sentences and/or phrases that are often used with *memory*.) It must be noted that two of these dictionaries, namely *Merriam-Webster's Online Dictionary* and *Collins English Dictionary* do not provide any information about countability. Therefore, they will not be later discussed or applied in the practical part. Dictionary entries for *memory* for all the other dictionaries will be presented on the following pages. It needs to be noted, that these entries were shortened of some of the example sentences and/or phrases so that they are not overly long. I also used identical type of marking to make the entries look at least a little bit more clearly arranged.

➤ **Macmillan English Dictionary for Advanced Learners**

**1) [C] something that you remember**

*The memory of that night is still clear in his mind.*

**a) [singular] the fact that people remember a particular person or event**

*Her memory will live on for ever (=people will always remember her).*

**2) [singular] the ability to remember things**

*He searched his memory but couldn't recall where he'd seen her before.*

**3) [C] computing the part of a computer in which information, instructions, and programs are stored**

**a) [C,U] the size of this part of a computer**

*This particular model has 256 megabytes of memory.*

➤ **Macmillan English Dictionary for Advanced Learners 2<sup>nd</sup> edition**

1) [C] **something that you remember**

*The memory of that night is still clear in his mind.*

a) [singular] **the ability to remember things**

*He searched his memory but couldn't recall where he'd seen her before.*

b) [singular] **the fact that people remember a particular person or event**

*Her memory will live on for ever (=people will always remember her).*

2) **the part of a computer in which information, instructions, and programs are stored**

a) [C/U] **the size of this part of a computer**

*This particular model has 256 megabytes of memory*

Although the used printed version of *Macmillan English Dictionary for Advanced Learners* is the 2<sup>nd</sup> edition, and therefore should correspond with the online-available version of this dictionary (which is also labeled as 2<sup>nd</sup> edition), it is not quite so. As it can be seen above, there is one remarkable difference between the two. Although the printed version of *Macmillan English Dictionary for Advanced Learners* differentiates also three meanings of *memory*, in this version is the ‘ability to remember things’ not included as a separate category, but only as a subcategory of ‘something you remember’ (see 1)a)).

.In comparison to the other dictionaries below, it should be noted that these put ‘ability to remember’ as the first, and hence primary, meaning of *memory*. *Macmillan English Dictionary for Advanced Learners* puts ‘something you remember as the first’ (and therefore probably most frequent) meaning. Therefore, it will be researched in the BNC which use of *memory* is more frequently used (something you remember or ability to remember).

➤ **Longman Dictionary of Contemporary English 5<sup>th</sup> edition**

1) **ability [C,U] -someone’s ability to remember things, places, experiences etc**

*My memory’s not as good as it once was.*

- 2) **something that you remember [C usually plural] -something that you remember from the past about a person, place, or experience:** *She talked about her memories of the war.*
- 3) **computer**
  - a) [C] **the part of a computer where information can be stored:** *The data is stored in the computer's memory.*
  - b) [U] **the amount of space that can be used for storing information on a computer:** *128 Mb of memory*

Unlike the *memory* entries in *Macmillan English Dictionary for Advanced Learners*, entries in *Longman Dictionary of contemporary English* (5<sup>th</sup> edition) are identical in printed and online-available version of this dictionary. *Longman Dictionary of contemporary English* is the only which is making distinctions between the countable and uncountable use of computer *memory*. However, both definitions for 'computer memory' are not precise enough and therefore it might be difficult to categorize the concrete samples from the BNC according to them.

➤ **Cambridge Learner's Dictionary**

- 1) **ability[C, U] - your ability to remember**  
*She had a photographic memory (= was able to remember every detail).*
- 2) **thought [C, usually plural] - something that you remember**  
*I have fond memories of my childhood.*
- 3) **mind [C, U] -the part of your mind that stores what you remember**  
*He recited the poem from memory.*
- 4) **computing [C, U] -the part of a computer where information and instructions are stored, or the amount of information that can be stored there**  
*You need 32 megabytes of memory to run this software.*

As was stated above *Cambridge Learner's dictionary* differentiates between 4 meanings of *memory*. The additional one is denoting mind. Nevertheless, it could be assumed that the other dictionaries have this meaning of *memory* included under the meaning of 'ability to remember things.' The dictionary further says that *memory* as 'mind' can be used both as countable and uncountable. However, there is no closer specification given as when exactly to use *memory* as countable /uncountable.

➤ **Cambridge Advanced Learners Dictionary (CALD)**

- 1) **ability to remember [C, U] -the ability to remember information, experiences and people**

*She has an excellent memory for names.*

- 2) **event remembered [C] -something that you remember from the past**

*I have vivid memories of that evening.*

- 3) **computer [C usually singular, U] -the part of a computer in which information or programs are stored, or the amount of space available on it for storing information**

*My computer has a gigabyte of memory.*

CALD mentions that 'computer memory' occurs usually in singular. It will be examined in the BNC, whether this is true.

➤ **Oxford Advanced Learner's Dictionary (OALD)**

- 1) **ability to remember**

- a) **[C,U] memory (for something) -your ability to remember things**

*I have a bad memory for names.*

*Are you sure? Memory can play tricks on you.*

- b) **[U] the period of time that somebody is able to remember events**

*There hasn't been peace in the country in/within my memory.*

- 2) **something you remember**

- a) **[C] a thought of something that you remember from the past**

*childhood memories*

**b) [U] (formal) what is remembered about somebody after they have died**

*Her memory lives on (= we still remember her).*

**3) computing [C,U] - the part of a computer where information is stored; the amount of space in a computer for storing information**

*Have you got enough memory available to run the program?*

*OALD* provides the most detailed information about countability of *memory*. In comparison to the other dictionaries, it allows for uncountable use of *memory* within the category ‘something you remember,’ in case *memory* denotes ‘what is remembered about somebody after they have died.’ This subcategory will be included into classification of the *memory*-samples from the BNC into the categories ‘ability’, ‘something you remember from the past’ and ‘computer.’

➤ **Compact Oxford English Dictionary (OED)**

**1) the faculty by which the mind stores and remembers information: *I've a great memory for faces***

**a) [U] *the brain regions responsible for memory***

➤ the mind regarded as a store of things remembered: *he searched his memory frantically for an answer*

**2) something remembered from the past: *one of my earliest memories is of sitting on his knee***

**a) [U] *the mind can bury all memory of traumatic abuse***

➤ [U] the remembering or commemoration of a dead person: *clubs devoted to the memory of Sherlock Holmes*

➤ [U] the length of time over which a person or event continues to be remembered: *the worst slump in recent memory*

**3) the part of a computer in which data or program instructions can be stored for retrieval.**

- a) [U] a computer's capacity for storing information: *the module provides 16Mb of memory*

Personally, I consider *Compact Oxford English Dictionary*'s entry for *memory* to be the least well-arranged of the all. This dictionary differentiates between the three typical meanings of memory as other dictionaries above. Nevertheless, none of these three meanings is labeled as countable or uncountable. However, *Compact Oxford English Dictionary* singles out for each of the three meanings a subcategory labeled as uncountable (resp. mass noun) adjoined by a definition. Therefore, it could be assumed that *memory* can be used as countable /uncountable in all of the three meanings. And also, that it is used always as a countable noun, except from when it fits the definition for one of these uncountable subcategories.

Similarly to *Macmillan English Dictionary for Advanced Learners*, entries in the latest editions of the printed versions of *Longman Dictionary of Contemporary English*, *Oxford Advanced Learner's Dictionary*, *Cambridge Advanced Learner's Dictionary* were compared. Nevertheless, they were, unlike in case of *Macmillan English Dictionary for Advanced Learners*, identical with the online-available versions.

It is important to note that some of these dictionaries provide additional information (except from countability) about the preferred use of *memory* in Singular/Plural. The tendency to connect the category of number with the category of countability (as was described in 2.2.) occurs again. This category-merger occurs in *Longman Dictionary for Advanced Learners* in 2), in *CALD* in 3) and in *Macmillan English Dictionary for Advanced Learners* (both versions). In this dictionary, sg./pl. use of *memory* is sometimes the only information provided, with countability not being mentioned at all, as in 2).

**Table 1** represents a brief summary of the information about the dictionaries from the previous part.



**Table 1**

Name of the dictionary	meanings <sup>1</sup>	countability <sup>2</sup>	number <sup>3</sup>
<i>Macmillan English Dictionary for Advanced Learners</i>	3	+	+
<i>Longman Dictionary of Contemporary English</i>	3	+	+
<i>Cambridge Learner's Dictionary</i>	4	+	-
<i>Cambridge Advanced Learner's Dictionary</i>	3	+	+
<i>Oxford Advanced Learner's Dictionary</i>	5	+	-
<i>Compact Oxford English Dictionary</i>	3	+	-
<i>Merriam-Webster's Online Dictionary</i>	10	-	-
<i>Collins English Dictionary</i>	10	-	-

To make conclude the information about countability of *memory* provided above, countability for each of the three meanings will be discussed separately. Firstly, the countability of the 'computing' meaning of *memory* will be summarized. All 6 dictionaries acknowledge that *memory* can be used in this sense as both countable and uncountable.

Probably the most frequent meaning of the item is the one denoting 'ability to remember things'. Again, all dictionaries (except from *Macmillan English Dictionary for Advanced Learners*) allow for both countable and uncountable use in this sense. *Macmillan English Dictionary for Advanced Learners* omits the information about countability for this use of *memory* completely.

Finally, the meaning denoting 'something you remember' is to be discussed. The information about countability for this meaning of *memory* sums up **Table 2**.

**Table 2**

Name of the dictionary	countability
<i>Macmillan English Dictionary for Advanced Learners</i>	C
<i>Longman Dictionary of Contemporary English</i>	C, usually Plural
<i>Cambridge Learner's Dictionary</i>	C, usually Plural
<i>Cambridge Advanced Learner's Dictionary</i>	C
<i>Oxford Advanced Learner's Dictionary</i>	C/U
<i>Compact Oxford English Dictionary</i>	C/U

<sup>1</sup> Number of meanings for entry *memory*

<sup>2</sup> Information about countability

<sup>3</sup> Information about preferred singular/plural use

It can be seen that both *Cambridge Learner's Dictionary* and *Longman Dictionary of Contemporary English* claim that *memory* as 'something you remember' occurs usually in plural. Therefore, it will be compared in the BNC the occurrence of *memory* in this sense in plural and singular.

## **2.7. Noun phrase and its parts**

This chapter should serve chiefly to define terms and principles such as determination and modification which will be later used when conducting research in the BNC in the practical part. In the corpus *memory* is assumed to be found as a part of a sentence. Within the sentences, it will have a function of a noun phrase. Therefore, it is necessary to closely determine what a noun phrase is and how it is structured.

Quirk et al. describe the morphological structure of a noun phrase (NP) as following: it consists of a head, usually being a noun (in the practical part it will be *memory*), and elements determining (obligatory or optionally) this head. Frequently also modifying elements occur (these are always an optional part of the NP) (Quirk et al. 1997, 1238-1239).

### **2.7.1. Determination and determiners**

Quirk et al. define determiners as a closed class of words which perform the determinative function within a NP. They stand before the noun which serves as a head of the phrase. There are three categories of determiners according to their positioning (with respect to each other) within the NP (Quirk et al. 1997, 64-65; 253):

- Pre-determiners: *all, both, half*, etc.
- Central determiners: articles (*the, a, an*), possessive pronouns (*my, your, his, her...*), etc.
- Post-determiners: *many, few, much*, cardinal numerals, etc.

That means they can occur within the NP only in the following order: pre-determiner – central determiner – post-determiner; e.g. *all their trouble* vs. *\*their all trouble* (Quirk et al. 1997, 253).

From the semantic point of view, Quirk et al. claim all noun phrases are determined – they are either definite (with *the*), indefinite (with *a/an*), partitive (with *some*) or universal (with *all*). There is not always a separate word with determinative function within the NP. Some heads

(proper nouns or personal pronouns) are considered to be self-determining and hence definite by their nature.

When it is not possible to use the indefinite article *a/an*, as with the plural common countable nouns (e.g. *women*) and with uncountable nouns (e.g. *water*), there is still, as Quirk et al. claim, the so-called zero article present (Quirk et al. 1997, 64-65).

As it was stated earlier, countable noun typically occur with a determiner. However, Quirk et al. mention two exceptions when countable nouns can occur without a determiner (Quirk et al. 1997, 255):

- 1) when they occur in parallel structures

*Man or boy, I don't like him.*

- 2) when they occur in vocative

*Look here, man!*

These two exceptions will be taken into consideration in the practical research. If *memory* occurs without an article in the BNC (this suggests uncountable use), it will be examined whether it is not used in a parallel structure or vocative. That would mean that it will not be possible to classify such examples in the BNC according to countability as they can refer to both 'countable' and 'uncountable' *memory*.

At this point, the relationship between determination and countability will be examined. It will be shown that certain determiners can serve as indicators for the nouns to be classified as either countable or uncountable.

### **2.7.2. Determiners as indicators of countability**

Determiners can be a good marker for countability of nouns. Nevertheless, as Hudleston and Pullum suggest, not all of them. There are some determiners that can be combined with both countable as well as uncountable singular nouns. But there are also others which are restricted on only one of these classes.

Those which can be used with both count and non-count singular nouns are *the*, possessive determinative pronouns (*my, your, his...*) *this, no, that, some, any, which* and *what* (Huddleston and Pullum 2006, 338-340).

Examples:

- i. count            the house      this piece      my father      no pianist
- ii. non-count      the equipment this crockery my clothing      no milk

Determiners which are restricted only to one group (countable or uncountable) of singular nouns can be divided into following subclasses:

(c) Incompatible with count singular nouns: *a little, enough, little, much, sufficient*

- i. \**Why has he so much/little priest?*
- ii. *Why was there so much/little damage?*

(d) Incompatible with non-count singular nouns: *another, each, either, every, neither, one*

- i. *Each/every boy won a prize.*
- ii. \**He broke each/every crockery.*

(e) The indefinite article *a* is typically used with singular count nouns:

- i. *a cup*
- ii. \**a crockery*

(f) *All* as determiner is in a singular NP restricted to non-count nouns:

- i. \**All cup had been broken.*
- ii. *All fear had evaporated.*

This classification will be used in the practical part when determining countability of *memory* for the samples in the BYU-BNC.

### 2.7.3. Modification of the noun phrase

Modified phrases with *memory* as a head will be researched in the BYU-BNC, therefore it is important to mention all types of pre- and post-modification that might occur. Quirk et al.

mention two types of modification and modifiers, namely pre-modification, realized with the use of pre-modifiers and post-modification, realized with the use of post-modifiers. The distinction between these two types is that pre-modifiers precede the head of the NP, while post-modifiers follow it. Considering more closely their position within the NP, pre-modifiers go after determiners (Quirk et al. 1997, 64-65).

From the semantic point of view, the function of modifiers is to add some information about the head of the NP (Quirk et al. 1997, 1238-1239).

As pre-modifiers of the NP can occur:

- adjective phrases (e.g. *some expensive furniture*)
- nouns (e.g. *some very expensive office furniture*)

As post-modifiers of the NP can serve following items:

- prepositional phrases (e.g. *the car outside the station*)
- nonfinite clauses (e.g. *the car standing outside the station* )
- relative clauses (e.g. *the car that stood outside the station*)
- complementation (e.g. *a bigger car than that*)

## **2.8. Collocations with *memory***

The use of particular pre-modifiers and post-modifiers with a chosen NP succumbs to certain restrictions. These restrictions can be best explained in terms of collocations. Cruse defines collocation as an expression that might be used in two ways (Cruse 2006, 27). Firstly, it refers to any grammatically well-formed sequence of words that does not come across as odd when these words are combined together; e.g. *an excellent performance*. In this example, *excellent* is understood as a ‘normal collocates’ of *performance*. The second use of the term refers to a compositional sequence of words. It means that they occur together very frequently and are semantically connected, but they do not form a unit. Compositional words carry a special meaning (different from their default meaning) only in one certain word-combination, or only

in a limited set of related combinations. Cruse mentions *high* in *high wind*, *high seas*, *high office* as an example and compares it to its default meaning in *high wall* (Cruse 2006, 27).

*Oxford collocations dictionary for students of English* provides following dictionary entry for *memory* (MacIntosh et al. 2009, 517):

➤ ***Oxford collocations dictionary for students of English***

**1) ability to remember**

- **adj:** excellent, good, long, prodigious, retentive | awful, bad, faculty, poor, short, terrible | long-term, short-term | working | collective | public | cultural, historical, institutional | visual | photographic | human
- **verb:** jog, refresh | lose | recover, regain | haunt | commit sth to search
- **prep.** from... | ...for
- **phrases:** in living..., in recent memory | if ... serves (BrE), if ...serves me, if ...serves me correctly, if...serves me right

**2) thought of the past**

- **adj.** childhood, early | dim, distant, faded, fading, faint, fuzzy (esp. AmE) hazy, vague | clear, vivid | affectionate (esp. BrE), cherished, fond, good, great, happy, lovely (esp. BrE), nostalgic, pleasant, positive, precious, special, sweet, treasured, warm, wonderful | favourite/favorite | bitter-sweet | haunting | awful, bad, bitter, disturbing, embarrassing, horrible, horrific, painful, sad, terrible, traumatic, unhappy, unpleasant, unwanted | powerful, strong | abiding (esp. BrE), enduring, lasting, lingering | fleeting | forgotten, lost | old | fresh, recent | first | shared | repressed, suppressed | false | selective | recovered | associative
- **verb+memory:** have | bring back, evoke, rekindle, revive, stir (up) , trigger | conjure, conjure up, retrieve | relive | remember | retain | invoke | cherish, treasure | keep alive, preserve | share block (esp. AmE), block out, blot out, bury, erase, push aside, push away, repress, suppress, | record | hold | be haunted by

- **memory+verb:** come flooding back, flood back, flood sb's mind (esp. AmE), rush back to sb | stir | fade
- **prep.** at the...| in...of | ..from | ....of
- **phrases:** in loving...

### 3) of a computer

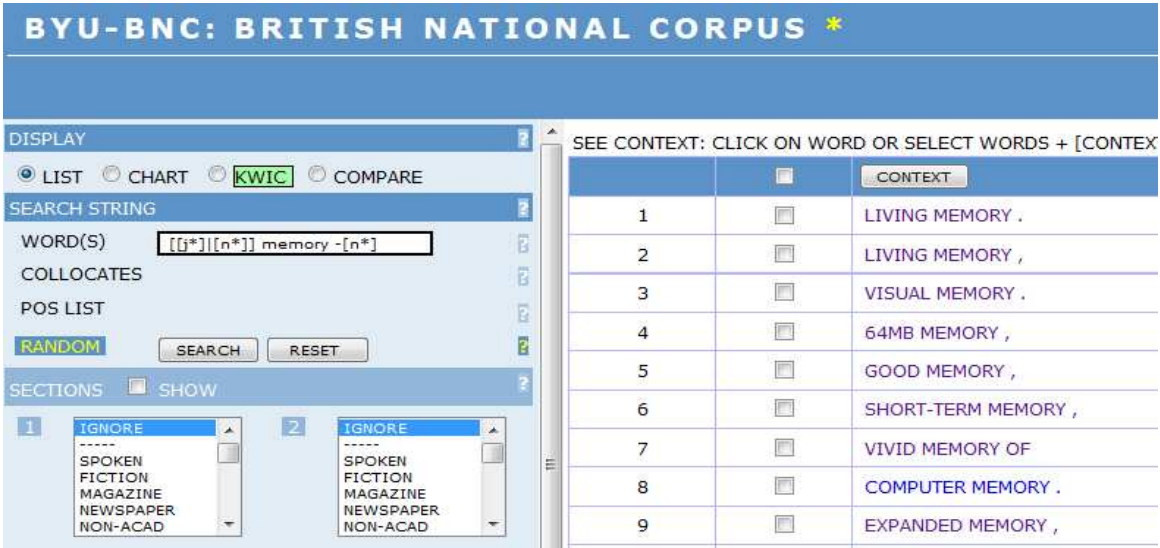
- **adj.** computer, system | cache, working | flash
- **verb+memory** : expand | take up
- **memory + noun:** stick | drive | slot

This dictionary entry shows which adjectives, verbs, prepositions and phrases are supposed to collocate most frequently with the word *memory* in each of its meanings. It is to be noted that *Oxford collocations dictionary for students of English* also differentiate between 3 basic meanings of *memory*. The collocations with *memory* will be looked upon when making the research in the practical part. As the samples in the practical part will be sorted into three categories according to their meaning, as was noted in 2.6, and *Oxford Collocations Dictionary for Students of English* differentiates the same 3 meanings of *memory*. This dictionary entry will be looked upon in case it will be disputable to categorize *memory* according to its meaning. When categorizing disputable samples from the BNC, it will be looked upon the environment of *memory*. If collocates that occur are typical for one particular meaning of *memory*, they will serve as a tool for categorizing the items.

### 3. PRACTICAL PART

#### 3.1. *Memory* with pre-modification

I used BYU- BNC to research the countable/uncountable use of *memory* when it is pre-modified. The query I used was `[[j*]][n*] memory -[n*]`. This query should provide all the samples where *memory* will be preceded by an adjective or modifying noun (see 2.7.3) and at the same time not followed by any other noun phrase. The frequency used was 100. **Figure 1** shows this searching query in BYU-BNC.



The screenshot shows the BYU-BNC search interface. The search string is `[[j*]][n*] memory -[n*]`. The results are displayed in a table with columns for a checkbox, a context button, and the search results. The results are as follows:

	<input type="checkbox"/>	CONTEXT
1	<input type="checkbox"/>	LIVING MEMORY .
2	<input type="checkbox"/>	LIVING MEMORY ,
3	<input type="checkbox"/>	VISUAL MEMORY .
4	<input type="checkbox"/>	64MB MEMORY ,
5	<input type="checkbox"/>	GOOD MEMORY ,
6	<input type="checkbox"/>	SHORT-TERM MEMORY ,
7	<input type="checkbox"/>	VIVID MEMORY OF
8	<input type="checkbox"/>	COMPUTER MEMORY .
9	<input type="checkbox"/>	EXPANDED MEMORY ,

**Figure 1**

The reason why *memory* must not be followed by any noun phrase is that in such case *memory* would serve as a modifier (from the syntactic point of view), resp. as a noun functioning as an adjective (Quirk et al. 1997, 410) from the morphological point of view.

- 1) *One of the earliest signs was short-term memory loss.* (BNC:K5A  
W\_newsp\_other\_social)

It would not be possible to determine the countability for *memory* in a case shown in the example 1).

The total number of tokens for the query was 495. However, some of these tokens must have been manually excluded. The reason is that some of the examples were exactly the same, although they were presented under a different code as it in the examples 2) and 3):



- 2) *The ACR chip set features a 64-bit path for graphics and a 128-bit path for main memory.*(BNC:CR2 W\_non\_ac\_tech\_engin)
- 3) *The ACR chip set features a 64-bit path for graphics and a 128-bit path for main memory.*(BNC:CT7 W\_non\_ac\_tech\_engin)

After this exclusion, total number of tokens lowered to 506. These tokens were manually sorted into following 3 categories according to their meaning in the context:

- a) something you remember (S)
- b) ability to remember (A)
- c) computing (C)

As a basis for this categorization, I used online-available *Oxford Advanced Learner's Dictionary* which makes the above mentioned semantic distinction and which also provides the most detailed information about countability as it was shown in 2.6.

**Table 3** shows the results for the query `[[j*]][n*] memory -[n*]` arranged from the most to the least frequent modifying adjective and also assigned to a particular category (S, A, or C). As it was already stated, the frequency used was 100. However, the final number of results lowered to 56 because of the last part of this query. The part `-[n*]` caused that many adjectives occurred more than once per first hundred tokens. (E.g. for the collocation *good memory* there were results such as *good memory.*, *good memory and*, *good memory for* etc.)

Some of the modifying adjectives (resp. nouns) have all of their tokens from the same source text. These tokens are marked in **Table 3** in the column N. Here, N stands for the number of texts, in which *memory* with corresponding adjective/noun occurs. Only tokens with low text numbers (1 or 2) are noted. This category should be taken in consideration when interpreting the results, as they can lead to a misleading assumption that a certain adjective/noun is a frequent modifier of *memory*, when in fact, it is not quite so.

**Table 3**

	MODIFIER	N	TOKENS	S	A	C
1.	living		56	-	56	-
2.	short-term		30	-	30	-
3.	good		27	3	24	-
4.	expanded		20	-	-	20
5.	visual		19	-	19	-
6.	long-term/long term		18	-	18	-
7.	main		18	-	-	18
8.	64MB		14	-	-	14
9.	conventional		14	-	-	14
10.	human		13	-	13	-
11.	abiding		13	13	-	-
12.	vivid		13	13	-	-
13.	random access/ random-access		10	-	-	10
14.	poor		10	-	10	-
15.	earliest		10	10	-	-
16.	computer		9	-	-	9
18.	recent		8	1	7	-
19.	childhood		8	8	-	-
20.	collective		8	2	6	-
21.	32MB		8	-	-	8
22.	distant		7	7	-	-
23.	extended		7	-	-	7
24.	flash	2	7	-	-	7
25.	excellent		6	-	6	-
26.	long		6	-	6	-
27.	short		6	-	6	-
28.	conscious		6	3	3	-
29.	extra		6	-	-	6
30.	4MB	2	6	-	-	6
31.	cache		5	-	-	5
32.	16MB	1	5	-	-	5

33.	internal	2	4	-	-	4
34.	loving		4	4	-	-
35.	recognition		4	-	4	-
36.	vague		4	4	-	-
37.	ECC	2	4	-	-	4
38.	8MB	2	4	-	-	4
39.	additional	2	3	-	-	3
40.	bad		3	3	-	-
41.	system	1	3	-	-	3
42.	clear		3	3	-	-
43.	free	2	3	-	-	3
44.	genetic	1	3	-	3	-
45.	lasting		3	3	-	-
46.	phenomenal		3	-	3	-
47.	involuntary	1	3	-	3	-
48.	retentive	2	3	-	3	-
49.	semantic	2	3	-	3	-
50.	subsequent	1	3	-	3	-
51.	working	1	3	-	-	3
52.	terrible		3	1	2	-
53.	only		3	-	-	3
54.	on-chip	1	2	-	-	2
55.	virtual		2	-	-	2
56.	dual ported	1	1	-	-	1
<b>TOTAL</b>			<b>467</b>	<b>78</b>	<b>228</b>	<b>158</b>

The results show that *memory*, when it is used in singular, is much more frequently denoting ‘ability to remember things’ with 228 samples than ‘something you remember from the past’ with 81 samples. The most frequent meaning in singular turned out to be the one denoting the ‘ability to remember things’ with 228 samples, followed with ‘computer memory’ with 158 samples. This agrees with what *Cambridge Learner’s Dictionary* and *Longman Dictionary of Contemporary English* suggested about preferred plural use of *memory* as ‘something you remember’ (see 2.6).

Regarding countability, most of the examples in the S column (73) were countable. However, samples for *loving memory* (4 tokens) and 1 sample for *lasting memory* were used as uncountable.

- 4) *This stone was put up by Francis Troy in loving memory of Fanny Robin, who died on October 9, 1866, aged 20* (BNC:FRE W\_fict\_prose)
- 5) *...in lasting memory of A J Ayer...* (BNC:B1C W\_fict\_poetry)

I decided to categorize these examples as ‘something you remember from the past,’ because they fit the definition 2)b) (U, formal; what is remembered about somebody after they have died) from *Oxford Advanced learner’s dictionary* (see also 2.6.)

I continued with the classification of the group A from **Table 3** (those tokens which denote *memory* as ‘ability to remember things’) into countable, uncountable and those which remained unclassified. That was because they were preceded by one of central determiners, which can apply to both countable and uncountable nouns, such as *the, my* or *no* (see 2.7.2). I was relying on several criteria for countability derived from classifications of Cruse and Huddleston and Pullum (mentioned also in the theoretical part) to determine whether *memory* is used as countable or uncountable:

- count nouns cannot occur in the singular without a determiner => absence of determiner in the singular = **uncountable** (Cruse 2004, 279)
- the indefinite article *a* is typically used with singular count nouns => when preceded by an indefinite article = **countable** (Huddleston and Pullum 2006, 339)
- some determiners can be used with both count and non-count singular nouns: *the*, possessive determinative pronouns (*my, your, his...*) *this, no, that, some, any, which* and *what* => it is not possible to determine whether it is used as countable/uncountable = **unclassified** (Huddleston and Pullum 2006, 338-339)

It is to be noted that results for the term ‘folk memory’ are not included in the **Table 3**. This is because there is a separate dictionary entry for ‘folk memory’ in *Cambridge Advanced Learner's Dictionary*, *Oxford Advanced Learner's Dictionary*, *Collins English Dictionary* and *Compact Oxford English Dictionary* and therefore it was treated separately (as it has its own meaning). However, the latter two do not provide any information about countability of this term. *Cambridge Advanced Learner's Dictionary* classifies *folk memory* as countable and preferably used in singular. On the other hand, *Oxford Advanced Learner's Dictionary* points out that *folk memory* can be used both as countable and uncountable. *Folk memory* has 19 tokens in the BNC in singular and 5 tokens for plural. From these results, it could be hardly concluded that plural use of *folk memory* is more frequent. After elimination of the repetitive ones, there are 17 tokens left for a singular use. Out of these 17, 7 tokens occurred without an article what hints at uncountability. Only 2 were used with the indefinite article, what suggests countability. Rest (8 tokens) remained unclassified. These examples agree with *Oxford Advanced Learner's Dictionary* which allows for both countable and uncountable use for the *folk memory*.

I was interested whether there can be observed any direct connections between the usage of *memory* (meaning A) as countable/uncountable and modifier which it precedes. The results can be observed in the **Table 4**:

**Table 4**

MODIFIER	TOKENS	N	COUNTABLE	UNCOUNTABLE	UNCLASSIFIED
living	56		-	54	2
short-term	30		1	26	3
good	24		22	2	-
visual	19		6	11	2
long-term	18		1	15	2
human	13		-	8	5
poor	10		3	7	-
recent	7		-	7	-
excellent	6		5	-	1
long	6		5	-	1
short	6		5	1	-

collective	6		1	2	3
recognition	4	1	-	4	-
conscious	3		-	3	-
involuntary	3	1	-	3	-
phenomenal	3		2	-	1
genetic	3	1	-	2	1
semantic	3	2	-	2	1
retentive	3	2	3	-	-
subsequent	3	1	-	2	1
terrible	2	2	1	-	1
<b>TOTAL</b>	<b>228</b>		<b>55</b>	<b>149</b>	<b>24</b>

In general, it can be seen that uncountable use of *memory* as ‘ability to remember things’ proved to be nearly three times more frequent (149 samples) than countable use (55 samples). It seems that when *memory* is combined with evaluative adjectives, such as *good*, *phenomenal*, *excellent*, *long* or *short*, the countable use is more preferred.

However, I observed that the results can be also interpreted in reference to what Quirk et al. mentioned about the use of indefinite article with uncountable nouns (see 2.5.3). They claimed that such use is possible, if the nouns denote a quality distributed to a person or if they are modified. *Memory*, in the sense of ability, can be classified as such a noun as it generally denotes a quality (thinking ability) distributed to a person (resp. animal). And when it is combined with evaluative adjectives, this ability gets even more prominent.

Considering the modification further, obviously all examples in this search were pre-modified. It turned out, after closer examination, that 18 examples out of 55 contained double (or even triple) pre-modification. This agrees with the assumption from Quirk et al. which says that greater amount of modification = greater acceptability of indefinite article.

Examples below show that this pre-modification was either in the form of an intensifier 6), or in the form of another evaluative adjective 7). Some of the samples had except from the pre-modification also a post-modification 8).

- 6) *The public has a very short memory. (BNC:A92 W\_newsp\_brdsht\_nat\_science)*
- 7) *This suggests again a poor visual memory. (BNC:EVB W\_misc)*
- 8) *...Folly thought resentfully, her mother had a startlingly good memory for the facts connected with her favourite hobby-horse. (BNC:H8S W\_fict\_prose)*

Examination of the examples with adjective *visual* (which is not an evaluative adjective in comparison to the other adjectives mentioned above, and hence it might be understood as some-what less prominent in terms of a distributed quality), revealed that all 6 examples were pre-modified by an intensifier or evaluative adjective. Here, again it can be observed that both assumptions about the use of indefinite article with uncountable nouns can be well applied to *memory* in these examples. This means that results from the BNC can be interpreted, in relation to what Quirk et al. claimed. That means that countable samples can be interpreted rather as a use of an uncountable *memory* in combination with indefinite article to add the ‘thinking ability’ a certain emphasis.

I continued with evaluating results for the last category –computing. The summary can be seen in **Table 5**.

**Table 5**

MODIFIER	TOKENS	N	COUNTABLE	UNCOUNTABLE	UNCLASSIFIED
expanded	20		-	19	1
main	18		-	17	1
conventional	14		-	11	3
64MB	14		-	14	-
computer	9		-	6	3
RAM	9		2	4	3
32MB	8	1	1	6	1
extended	7		-	6	1
flash	7	2	-	7	-
4MB	6	1	-	6	-
extra	6		-	5	1
16MB	5	1	-	5	-

cache	5		-	5	-
8MB	4	1	-	4	-
ECC	4	1	-	4	-
internal	4	2	-	4	-
system	3	1	-	3	-
additional	3	2	-	3	-
free	3	2	-	3	-
working	3	1	1	2	-
virtual	2	1	-	2	-
on-chip	2	1	-	2	-
dual ported	1	1	1	-	-
<b>TOTAL</b>	<b>157</b>		<b>5</b>	<b>138</b>	<b>14</b>

Here, *memory* occurred both as countable and uncountable. However, the results showed that countable use of *memory* in computing sense is very limited. Only 5 examples out of 157 were countable. Two of them were applying to *random access memory*:

9) *Why note use a battery-backed SRAM (static random access memory) in place of the EEPROM, plugging it directly onto the computer bus and treating it...* (BNC:C91 W\_non\_ac\_tech\_engin)

10) *...could put it into a little package like that which of course is a random access memory.* (BNC:JP6 S\_lect\_nat\_science)

It is to be noted that there exists a separate dictionary entry for *random-access memory* in *Macmillan English Dictionary for Advanced Learners* and *Oxford Advanced Learner's Dictionary*. They both classify *random-access memory* as uncountable noun. However, the occurrence of indefinite article can be again explained in terms of partitive effect mentioned in 2.5. As it can be observed in example 9), there is *memory* heavily pre-modified and therefore it can be used with indefinite article according to what Quirk et al. assumed. Similar pattern occurs in example 10). Although the pre-modification is not as extensive as in 9), it still consists of two separate words. The other (uncountable) samples in the BNC use only one word or just an abbreviation RAM, what makes the pre-modification appear as less extensive.



- 11) *What most people wisely avoided was specifying how a 'working memory' could be constructed...*( BNC:CMH W\_ac\_nat\_science)
- 12) *It comprises between eight to 16 Transputers, with a between 8Mb and 32Mb memory on each node. (BNC:CT7 W\_non\_ac\_tech\_engin)*
- 13) *The T9000 memory is laid out as a dual ported memory and is therefore accessible for measurements by the T805. (BNC:CPK W\_non\_ac\_tech\_engin)*

Analogical pattern to 9) and 10) can be applied to explain examples 12) and 13). Although example 11) does not have any special pre-modification, the intention to single out this 'working memory' can be noticed.

### 3.2. Memory without pre-modification

The query above put the existence of *memory* (in sense of 'ability to remember things' and 'computer memory') as a countable noun into question. Therefore, in succession to the previous query, another search was carried out. Searching query was **a memory -[n\*]**. The direct co-occurrence (without any pre-modification) of *memory* (as 'ability to remember' and 'computer memory') with indefinite article (marker for countability) was examined. The frequency used was again 100. There were 172 results for this query in the BNC. However, this number was reduced to 163 after manual exclusion of the samples which were not recognized and excluded by the searching engine. (They were followed by another noun phrase.) Also repetitive samples were excluded. **Table 6** shows the results (after exclusion) classified into categories S, A and C (see previous query) according to their meaning.

**Table 6**

TOKENS	A	S	C
163	28	131	4

As it was assumed, most of the results (131) are denoting *memory* as 'something you remember from the past'. There were 28 tokens for *memory* as an 'ability to remember things.' These tokens were, similarly to the previous query examined with respect to Quirk's definition about the use of indefinite article with uncountable nouns (2.5.3). Therefore, possible modification was looked upon. The outcome is summarized in the **Table 7**.

**Table 7**

TYPE OF MODIFICATION	NUMBER OF TOKENS
pre-modified	3
post-modified	17
without modification	8
TOTAL	28

Although pre-modification was not expected to occur, it did with help of pre-determiners *what* in examples 1) and 2), and *such* in 3).

- 1) *Heavens! What a memory the man must have.* (BNC:HA5  
W\_fict\_prose)
- 2) *What's the number for that one, anyway? Er...What a memory.* (BNC:KD5  
S\_conv)
- 3) *He was nearly eighty when he died, but he had such a memory!* (BNC:FSF  
W\_fict\_prose)

Another 17 samples were post-modified.

- 4) *I have a memory for faces and names, Signor Daunbey.* (BNC:HU0  
W\_fict\_prose)
- 5) *In modem history as it affected his class he was well informed as ever, and had a memory overflowing with detail.* (BNC:ABL  
W\_biography)
- 6) *Yes,' said Bernard, dragging in the recesses of a memory which, like his stomach, was capacious but had to be treated carefully.* (BNC:H85  
W\_fict\_prose)

This post-modification was either in the form of a prepositional phrase 4), or a non-finite 5) or relative clause 6)

There were also following 4 tokens in this search where *memory* appeared in the sense of a 'computer memory.' These 4 tokens suggests that use of 'computer memory' preceded by indefinite article is very seldom.

- 7) *His invention of the first computer in the world to possess a memory has already been mentioned, but his work also included...* (BNC:EW9  
W\_non\_ac\_humanities\_arts)
- 8) *Let's now explain how a memory is used within the spreadsheet.* (BNC:HDV  
S\_speech\_unscripted)
- 9) *Each checkout contains a memory and a clock so that data is captured not just on sales but...* (BNC:J0V  
W\_ac\_humanities\_arts)
- 10) *Do you know how to find out? (pause) (unclear) a memory. I don't know what machines you got.* (BNC:HDV  
S\_speech\_unscripted)

These 4 tokens suggest that use of ‘computer memory’ preceded by indefinite article is very seldom.

### 3.3. Partitive constructions with *memory*

To research the occurrence of *memory* within partitive constructions (see 2.5), I used following three queries:

- 1) **[nn\*] of memory** to research the possible partitive constructions where *memory* occurs as uncountable
- 2) **[nn\*] of memories** to research the possible partitive constructions where *memory* occurs as countable in plural
- 3) **[nn\*] of a memory** to research the possible partitive constructions where *memory* occurs as countable in singular. Indefinite article is used as a marker of countability.

Frequency used in these queries was again 100. The task of these queries is to find out whether *memory* as an abstract noun enters such constructions. It is assumed that the first of these three queries will have the highest number of tokens. **[n\*]** stands for a noun phrase (singular or plural), which is necessary for the formation of these structures. This partitive noun should be followed by an *of*-phrase. It is important to mention that *memory* in these queries should not be followed by any other noun phrase for the reasons mentioned in 3.1. However, I decided to exclude results which will contain noun phrase after *memory* manually. This lowered the number of tokens for the query **[n\*] of memory** from 364 to 330. The reasons for this step is that I find the results for the query **[n\*] of memory** better- arranged

and easier to browse through as for the query **[n\*] of memory -[n\*]**. The other query would also reduce the types of noun phrases which precede the *of*-phrase.

Obviously, not all of the noun phrases found will be partitive nouns. Therefore, noun phrases which did not have any partitive or quantitative effect upon *memory* in the sample sentences were excluded. The rest of the tokens were further categorized according to their semantics into partitives and quantifiers. Cruse mentions that “a quantifier is an expression like *some, a few, many, several, a lot of*, and so on, which indicates a quantity of something (usually numerals are excluded)” (Cruse 2006, 150). Partitive constructions are defined by Quirk et al. as “constructions denoting a part of a whole” (Quirk et al. 1997, 249). In accordance to these quotations, I divided the noun phrases from this research into partitives (when they were denoting a part of a whole) and quantifiers (when they were mentioning a certain quantity but did not show any partitive effect). The total number of tokens was 189. They were further divided according to their meaning into A and C group. **Table 8** sums up the results after exclusion:

**Table 8**

NP	TYPE OF NP	tokens	N	type of partition	S	A	C
amount	quantifier	36			-	-	36
area	partitive	14	1	quantitative	-	-	14
bytes	partitive	10	2	quantitative	-	-	10
2MB	partitive	10		quantitative	-	-	10
type	partitive	9		qualitative	-	1	7
4MB	partitive	9	2	quantitative	-	-	9
lot	quantifier	9			-	-	9
amounts	quantifier	5			-	-	5
16MB	partitive	5		quantitative	-	-	5
flash	partitive	5		quantitative	-	5	-
32MB	partitive	5		quantitative	-	-	5
265MB	partitive	5		quantitative	-	-	5
Mbytes	partitive	5		quantitative	-	-	5
types	partitive	4		qualitative	-	2	2
form	partitive	4		qualitative	-		

byte	partitive	4		quantitative	-	-	5
megabyte	partitive	4		quantitative	-	-	4
megabytes	partitive	4		quantitative	-	-	4
areas	partitive	3		quantitative		1	2
aspects	partitive	3		qualitative	-	3	-
bits	partitive	3		quantitative	-	-	3
128MB	partitive	3		quantitative	-	-	3
forms	partitive	3		qualitative	-	3	-
kinds	partitive	3		qualitative	-	2	1
lack	quantifier	3			-	2	1
molecules	partitive	3	1	quantitative	-	3	-
kind	partitive	2	2	qualitative	-	2	-
levels	partitive	2	1	quantitative	-	2	-
fragments	partitive	2	2	quantitative	-	2	-
1MB	partitive	2	2	quantitative	-	-	2
chunks	quantifier	2	2		-	-	2
sort	partitive	1	1	qualitative	-	1	-
fragment	partitive	1	1	quantitative	-	1	-
half	quantifier	1	1		-	-	1
phases	partitive	1	1	quantitative	-	1	-
glimpse	partitive	1	1	quantitative	-	1	-
flashes	partitive	1	1	quantitative	-	1	-
dreg	partitive	1	1	quantitative	-	1	-
draughts	partitive	1	1	quantitative	-	1	-
<b>TOTAL</b>		<b>189</b>				<b>35</b>	<b>154</b>

As it can be observed, this type of partitive constructions (NP+of+memory) is most frequently used to denote ‘computer memory’ with 154 tokens and less frequently to denote ‘ability to remember things’ with only 35 tokens.

Most common noun phrases in partitive constructions with ‘computer memory’ are unsurprisingly *bytes*, *bits*, *megabytes* etc. The use of quantifiers such as *amount*, *amounts* or

*lot* with ‘computer memory.’ is also quite popular. *Memory* as ‘ability to remember’ occurs most often in the partitive constructions with heads like *flash, forms, aspects, kinds*.

I continued the research with the above mentioned queries for *memory* as countable within partitive constructions. This time the query I used was **[n\*] of a memory**. As it was expected, this query provided rapidly less results - only 10. Four out of these 10 examples were followed by a noun phrase and therefore they were left out. Rest of the samples, however, did not match in their meaning the definitions of partition. This means that *memory* as a countable noun in singular does not occur (at least not within the BNC) in combination with any partitive construction.

The third query, **[n\*] of memories**, provided 59 tokens. These tokens were classified similarly to the previous query. Firstly, tokens which had no relation to quantity (resp. partition) whatsoever were excluded (mostly deverbal nouns, such as *recall*). Other samples (35) were again classified into partitives and quantifiers. It is important to mention, that it is more difficult to acknowledge some noun as a part of the plural partitive construction as hardly any partitive effect can be noticed. These plural partitive constructions are more likely to be interpreted as assigners of a certain quantity to the plural noun than to suggest a typical partition. It needs to be noted that almost all noun phrases had only one token each. This suggests that use of plural form *memories* in combination with partitive constructions is not only less frequent than uncountable use of *memory*, but it is very rare. **Table 9** contains the results of this query:

**Table 9**

NP	TOKENS	N	TYPE OF NP	TYPE OF PARTITION	S	A	C
lot	13		quantifier		12	-	-
set	3	3	partitive	qualitative	3	-	-
years	3	3	partitive	quantitative	3	-	-
flood	2	2	partitive	quantitative	2	-	-
kinds	2	2	partitive	qualitative	2	-	-
lack	1	1	quantifier		1	-	-
torrent	1	1	partitive	quantitative	1	-	-
sorts	1	1	partitive	qualitative	1	-	-
sort	1	1	partitive	qualitative	1	-	-

sackful	1	1	partitive	quantitative	1	-	-
rush	1	1	partitive	quantitative	1	-	-
rag-bag	1	1	partitive	quantitative	1	-	-
hotch-potch	1	1	partitive	quantitative	1	-	-
details	1	1	partitive	quantitative	1	-	-
bank	1	1	partitive	quantitative	1	-	-
bag	1	1	partitive	quantitative	1	-	-
amount	1	1	quantifier	quantifier	1	-	-
<b>TOTAL</b>	<b>35</b>				<b>35</b>		

It needs to be noted that almost all noun phrases had only one token each. This suggests that use of plural form *memories* in combination with partitive constructions is not only less frequent than uncountable use of *memory*, but it is very rare. All results for this query were referring to *memory* in the sense of ‘something you remember from the past.’ This again, points out the infrequent use of *memory* as ‘ability to remember things’ and as ‘computer memory’ in plural.

### 3.4. Plural use of *memory*

The last searching query was **memories**. Hence, all the samples where *memory* occurs in plural were examined. The aim of this query was to find out whether *memory* as a ‘computer memory’ occurs in plural and if yes, how frequent this occurrence is. Second aim was to verify information about the frequency of plural use of *memory* as ‘ability to remember things’ in comparison to ‘something you remember from the past.’

Total number of tokens for this query was 2498. Again, some examples were repetitive and therefore they were excluded. This exclusion lowered the number of tokens to 2494. **Chyba! Nenalezen zdroj odkazů.** shows the results of this query after categorization into A, S and C group according to the same principles mentioned in previous queries.

**Table 10**

	MEMORIES	A	S	C
TOKENS	2494	141	2304	49

The countability did not need to be determined as all samples are in plural and therefore they are understood to be countable. It proved to be helpful to consult *Oxford Collocations Dictionary for Students of English* (o), in some questionable cases, and according to the collocations which were used with *memory*, determine what meaning *memories* denoted.

As it can be observed, plural use of *memory* in the sense of ‘computer memory’ is very rare. When comparing these results with the results from the query **[[j\*]][n\*] memory -[n\*]** it is obvious that they agree with *Cambridge Advanced Learners’ Dictionary* which stated that preferred use of *memory* as ‘something you remember from the past’ is more frequent in plural than in singular.



## 4. CONCLUSION

This work discussed the topic of countability of the English noun *memory* into greater detail. *Memory* was introduced in the theoretical part as a polysemous word with several various meanings. Most of the dictionaries of English language differentiate between three basic meanings – ability to remember things, something you remember from the past and computer memory. However, these dictionaries differ when it comes to defining countable and uncountable use of *memory*. Therefore, all of these three meanings were researched in the BNC, with special focus on their countable/uncountable use.

The first searching query dealt with the pre-modification and its possible effects upon the countability of *memory*. It showed that there were more examples in which *memory* occurred as countable (preceded by an indefinite article) than those where it was uncountable (zero article). The results showed that countable use was preferred in combination with evaluative adjectives, such as *good*, *short*, *excellent* or *long*. A closer examination revealed that countable occurrences of *memory* might be interpreted according to the two assumptions made by Quirk et al. about the use of indefinite article with generally uncountable nouns. That popped the question about the actual existence of the countable form of *memory* as ‘ability to remember things.’ The very same pattern was observed in the results for ‘computer memory.’

The second searching query attempted to answer this question. In this search, the use of *memory* in combination with the indefinite article and without any pre-modification was researched. The combination of *memory* with the indefinite article turned out to be more frequent for the meaning ‘something you remember from the past’ than for ‘ability to remember things’ or ‘computer memory.’ Also those examples which featured *memory* as ‘ability to remember things’ were mostly post-modified. Again, the same pattern was observed with ‘computer memory.’ To sum up, this query also showed that it is very infrequent to use *memory* in sense of ‘ability to remember things’ as countable, unless it is modified.

The task of the third search was to find out whether *memory* as an abstract noun can occur within partitive constructions. This search had three queries, two for the countable use of *memory* and one for the uncountable use. It emerged that *memory* as a countable noun in singular does not participate in these constructions (at least not within the BNC). It was also

revealed that it does occur in partitive constructions in plural very rarely. And when it does, it denotes ‘something you remember from the past,’ what hinted at infrequent occurrence of *memory* as ‘ability to remember things’ and ‘computer memory’ in plural. The most frequent use of *memory* in these constructions is when it is in uncountable form as it was expected. Typical partitive nouns combined with *memory* in these constructions were for quantitative use and for qualitative use.

The last part of the research dealt with the plural form of *memory*. The plural form, as a marker for countable use, was examined in the BNC. The figures showed that *memory* occurs in plural mostly as ‘something you remember from the past’ and just very rarely in the sense of ‘ability to remember things’ or ‘computer memory.’ These results just confirmed what was suggested by the dictionaries of English language about the plural use of *memory* and what was indicated in the results from the previous query.

## 5. RESUMÉ

Táto práca sa zaoberá počítateľnosťou anglického substantíva *memory*. V práci bola najprv definovaná počítateľnosť ako gramatická kategória anglických podstatných mien. Bola predstavená problematika delenia anglických substantív na počítateľné a nepočítateľné a v náväznosti na ňu aj skupina substantív s takzvaným dvojitém, teda počítateľným aj nepočítateľným užitím. Bolo ukázané, že tento status sa vzťahuje aj na skúmané substantívum *memory*. Na základe gramatiky od Huddlestona a Pulluma - *The Cambridge Grammar of the English Language* bolo vysvetlené, že dvojité užitie substantív je možné vysvetliť na základe polysémie. *Memory* je, ako bolo v práci ukázané, polysémantické slovo, a teda je možné u neho rozlíšiť viacero významov.

Väčšina anglických výkladových slovníkov rozlišuje medzi 3 základnými významami lexému *memory* – *memory* ako schopnosti pamätať si, *memory* vo význame spomienky z minulosti a *memory* vo význame počítačovej pamäte. Toto delenie je dôležité najmä preto, že pre každý z týchto významov je priradená vlastná informácia o jeho počítateľnosti a prípadných preferencií ohľadne jeho užitia v jednotnom alebo množnom čísle. Preto toto delenie slúžilo ako základ pre kategorizáciu výsledkov korpusového hľadania v Britskom národnom korpuse.

Samotné korpusové hľadanie malo za cieľ čo najpresnejšie popísať aktuálne užitie *memory*, čo sa týka jeho počítateľnej a nepočítateľnej varianty. Dôraz bol kladený predovšetkým na *memory* vo význame schopnosti niečo si pamätať, keďže pre tento význam slovníky povoľujú počítateľné, ako aj nepočítateľné užitie. Substantívum *memory* bolo hľadané v korpuse v premodifikovanej, aj nepremodifikovanej forme. Graf zachytáva výsledky v percentách.<sup>4</sup>

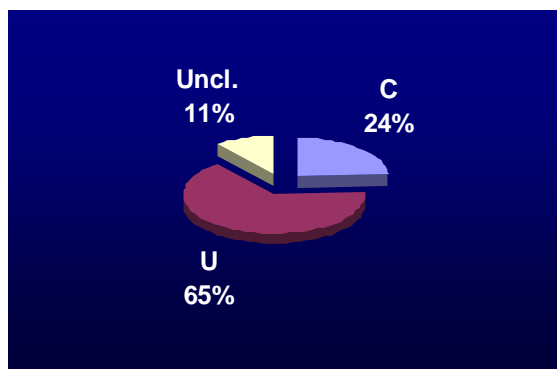


Figure 2

<sup>4</sup> C-počítateľné, U-nepočítateľné, Uncl. - nezaradené

Výsledky hľadania preukázali, že nepočítateľné užitie *memory* (bez člena) je v prípade premodifikácie výrazne častejšie, ako jeho počítateľné užitie s neurčitým členom.

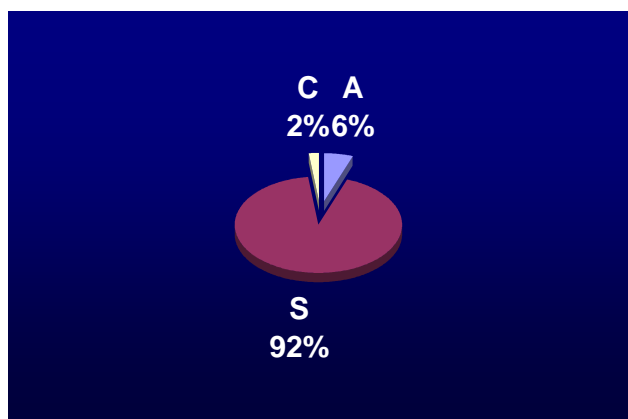
Výsledky taktiež ukázali, že užitie s neurčitým členom sa objavuje v prípadoch, kedy je substantívum *memory* modifikované hodnotiacim adjektívom. Tento jav by bolo možné vysvetliť na základe tvrdenia pochádzajúceho z gramatiky *A Comprehensive Grammar of the English Language*, kde Quirk et al. zmieňujú výnimočné užitie neurčitého člena v spojení s nepočítateľnými podstatnými menami. Takéto užitie je podľa nich pravdepodobné (nie však povinné) v prípade, že substantívum priraduje človeku nejakú vlastnosť, alebo je modifikované. Čím rozvitejšia je modifikácia, tým je pravdepodobnosť užitia s neurčitým členom väčšia. Nakoľko všetky skúmané príklady sú modifikované, je teda takéto užitie možné. Čo sa týka druhej podmienky o tom, že podstatné meno pripisuje človeku nejakú vlastnosť, tá je taktiež splnená a zároveň objasňuje výskyt neurčitého člena v spojení s hodnotiacimi adjektívami, ktoré pripisovanú vlastnosť ešte zdôrazňujú.

Po vyhodnotení tohto hľadania vyvstala otázka, či vôbec existuje *memory* v tomto význame ako počítateľné podstatné meno, nakoľko získané výsledky bolo možné interpretovať ako užitie nepočítateľného podstatného mena s neurčitým členom. Preto bolo urobené ďalšie hľadanie, ktoré malo za cieľ vyhľadať všetky príklady, kde substantívu *memory* predchádza neurčitý člen a teda nie je tu možnosť žiadnej premodifikácie. Celkový počet výsledkov tohto hľadania bol pre *memory* ako schopnosť niečo si pamätať bol nízky, len 28 zo 163 príkladov. Po bližšom preskúmaní týchto príkladov bolo zistené že 20 z nich je modifikovaných, čo znovu podporuje tvrdenie od Quirka et al. Zvyšných 8 bolo bez modifikácie.

Ďalšia časť korpusového výskumu pre *memory* sa týkala jeho užitia v rámci takzvaných „partitive constructions,“ ktorých úlohou je predovšetkým pomôcť vyjadriť počítateľnosť u nepočítateľných podstatných mien. Quirk et al. zmieňujú, že aj užitie s počítateľnými substantívami je možné. Úlohou tohto hľadania bolo zistiť jednak, či je takéto užitie pre *memory* časté, ale tiež aké substantíva pomáhajú vyjadriť počítateľnosť u abstraktného podstatného mena ako je *memory*. Výsledky ukázali, že *memory* sa ako počítateľné substantívum v singulári v takýchto konštrukciách neobjavuje, aspoň nie v rámci Britského národného korpusu. Čo sa týka užitia v pluráli, je síce možné, ale veľmi zriedkavé a spravidla sa vzťahuje len na význam *memory* ako spomienky z minulosti. V korpuse bolo nájdených len 35 príkladov. *Memory* ako nepočítateľné podstatné meno (v užití bez člena) sa používa

v spojení s týmito konštrukciami na vyjadrenie počítateľnosti častejšie, o čom svedčí aj vyšší počet nálezov v korpuse – 189. Vo väčšine prípadov sa vzťahuje na počítačovú pamäť. *Memory* ako schopnosť pamätať si sa v takýchto konštrukciách objavuje málo (35 výskytov). Toto môže byť spôsobené tým, že *memory* na vyjadrenie počítateľnosti preferuje spojenie s neurčitým členom, ako bolo ukázané pri predchádzajúcich hľadaniach.

Posledné korpusové hľadanie malo za cieľ zistiť ako je to s výskytom *memory* množnom čísle. Nasledujúci graf stručne znázorňuje výsledky tohto hľadania v percentách<sup>5</sup>.



**Figure 3**

Hľadanie ukázalo, že použitie *memory* v pluráli je najčastejšie vo význame spomienky z minulosti. Výskyt *memory* v pluráli vo význame schopnosti pamätať si niečo sa ukázal ako možný, avšak veľmi častý. Čo sa týka užitia *memory* vo význame počítačovej pamäti, toto užitie je síce v množnom čísle taktiež možné, ale veľmi zriedkavé.

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<sup>5</sup> S – spomienka z minulosti, A -schopnosť pamätať si, C- počítačová pamäť

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