

Konrad KLIMKOWSKI

***STUDIA ANGLICA RESOVIENSIA 1, edited by Grzegorz A. KLEPARSKI,
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It is a visible sign of our times that opening and maintaining of a Department of English has become a must for each and every academic centre. More and more young people decide on studying the English language and culture. The remarkable interest in English Studies has also been accompanied by a huge growth in the number of schools that give students an opportunity to do such studies. Since 1990 there have appeared more than a dozen new Departments of English, organised either within the already existing universities, or built from scratch, usually in the form of the so-called Teacher Training Colleges. The accumulated resources of human energy, ambition and creativity that these schools possess do not let them confine themselves to teaching and giving diplomas. They very often enter the scene of scientific activity, contributing to it in the form of numerous conferences they organise, and volumes they publish. One of the most remarkable examples of this trend is the volume entitled *Studia Anglica Resoviensia 1*, edited by G. A. Kleparski.

The basic division of the volume contents matches that of most other works in the field of English Studies, that is, into the linguistic, literary and methodological section. The whole structure is completed by a short appendix of literary reviews (though we have decided to exclude them from the scope of the discussion in this review). The wide range of topics included in the volume is probably the strongest asset of the publication, especially in view of the fact that the volume is the first in what is planned to a series.

The linguistic component includes a variety of papers that cover distinct fields of linguistic analysis, from phonology to pragmatics. The formal approach to linguistics is represented by two papers by K. Jaskuła and

K. Klimkowski. The former (*What governs phonology?*) is a survey of the approaches to phonology proposed by the so-called Government Phonology theory. The key assumption of the theory is the departure from the division into the abstract phonological and the phonetic tier of sound structure. Government Phonology also reduces considerably the complexity of the huge reservoir of phonological features recognised by the classical generative SPE model. Of course, the change is more than quantitative. The features established within the new system work in a way different from Jakobsonian binarity. Introducing the notion of the head is also an important alteration to the way phonology has been discussed so far. The greatest advantage of the paper in question seems the fact that despite the complexity of the matters it introduces, and the terminology the reader has to digest, the whole presentation is very clear and makes an easy read even for someone who has not been acquainted with the issues under discussion.

The other paper (*The rules of word formation and the diachronic development of concepts*) which we decided to qualify as belonging to formal linguistic studies concerns word formation. The main objective of the paper is a search for diachronic relations between various rules of word formation. The paper rests on the thesis that the history of English reveals traces of the evolution of word formation processes, and that this evolution shows a considerable degree of regularity. A hypothesis made by the author that the rules of word formation evolve in a well-defined order is to give evidence to the above claim as regards the regularity of morphological change. The hypothesis is supported only by a handful of relevant examples, the number of which is, unfortunately, delimited by the format of the whole volume.

The remaining papers in the linguistic section concentrate on the issues of language use and semantic analysis. In his paper entitled *Metonymy and the growth of lexical categories related to the conceptual category FEMALE HUMAN BEING* G. A. Kleparski makes an attempt at explaining the complexity of the conceptual category of FEMALE HUMAN BEING by means of the mechanism of metonymy. Alike the previous paper, this study is diachronic in nature, and constitutes a continuation of the author's research on the issues of the above-mentioned conceptual category. This is why the author's claims are well illustrated with the relevant data.

G. A. Kleparski is also a co-author of another paper in the volume entitled *Nonverbales: Gesten und Raumbeziehungssprache – Ausgewählte Probleme Paralinguistischer Untersuchungen*, written in cooperation with B. Lipczyńska. The paper's main concern is how the non-verbal means of communication are involved in linguistic communication. The paper is a presentation of the whole range of concepts and conceptions related to that intriguing and complex issue. The synthetic character of the survey, and its vast scope make the paper a very valuable study and testify to the authors' vast understanding of the subject matter

and their profound knowledge of the relevant theoretical investigations in the field.

The two papers in linguistics that are still to be discussed share their theoretical background: they are both representatives of the theory of cognitive linguistics. S. Koziół (*Cognitive linguistics and postmodernism*) pursues a very complex and interesting objective of relating cognitive linguistics and postmodernism on the level of conceptual apparatuses that the both theories use. The search is based on a selection of texts by prominent figures of postmodernism and the well-known formulation of the cognitive conceptions of language. The findings are quite impressive, though one could possibly expect to find in a linguistic study some deeper analysis of the consequences of the theory of postmodernism on the cognitive theory of language. On the other hand, the paper as it stands, is still a valuable theoretical contribution to the broadly understood language studies.

Last, but not least comes the paper by M. Paduch entitled *Metaphorical awareness of the native speakers of English in the conceptualizations of HAPPINESS*. Unlike the previous paper, this constitutes a kind of comment on an experiment performed by the author on the group of native speakers which was to cast light on how speakers of English conceive of the concept of HAPPINESS. The outcome of the experiment is presented in the form of a list of conceptual metaphors of HAPPINESS that the subjects were able to provide. To our mind, the most striking fact that this paper reveals is the evident discrepancy between the poverty of the semantic information of the concept's dictionary entry, and the cornucopia of meanings that speakers are able to associate with it.

Although the literary section includes only four papers, the topics they discuss represent a very wide spectrum of problems: from literary theory to literary translation. The papers by G. Maziarczyk and A. Kallaus rely on two important notions of literary theory. The former makes reference to the concept of implied reader (*The implied reader: A short history of the term*), and may be considered a detailed survey of the literature in the field. The paper is presented in a way that makes it a good point of departure for further discussion on that matter.

The latter paper (*Dance as reconciliation of opposites: A poetic illustration of Yeat's system of beliefs*, by A. Kallaus) draws on the concept of metaphor, but, unlike the former, it is a practical attempt to trace a particular type of complex metaphor in the works of W.B. Yeats. Kallaus strives to show how the metaphor of 'the dance of opposites' permeates Yeats' poetic masterpieces and how it helps him express his system of beliefs.

J. Münkner's paper entitled *Vietnam revisited: The thrill of a war in Peter Straub's "Koko"* represents still a different area within English Studies. Methodologically, the paper constitutes a detailed analysis of Peter Straub's novel on the war in Vietnam. However, the war is not the central issue of the

paper. Instead, it only provides a context for a broader discussion on the consequences that the conflict brought about in the American society.

The literary suite is completed by A. Pietrzykowska's *Lady Macbeth's second soliloquy in Polish translation*, a very interesting study in the theory and practice of literary translation. The author develops a detailed analysis of the difficulties a translator may face in translating one of the most prominent parts of Shakespeare's *Lady Macbeth*. Pietrzykowska is of opinion that the major obstacles to the translation process are the structural discrepancies between English and Polish.

The third group of papers in *Studia Anglica Resoviensia 1* is devoted to methodological research. Unfortunately, the scarcity of the section is one of the weakest point of the volume, which, because of that fact seems unbalanced. The two papers that are included in this short section are constructed in a similar way. They both represent experimental rather than theoretical sort of research, although the research objectives differ. T. Hrehovčik's (*Secondary school English teachers and communicative language teaching*) main interest is to what extent the communicative approach to language teaching has been adopted by the teachers of English in the Resovian region. The experiment leads the author to the conclusion that the teachers seem to give preference to traditional didactic systems and devices. It must be stressed that the experiment is prepared, presented and concluded upon in a very interesting and formally correct way.

J. Wołk's *Resonance technique of acquisition of English: A turning point in teaching techniques* presents the so-called resonance technique of language teaching (later on RT), and there may be little doubt that the author is a strong advocate of that methodological approach. Although the paper gives no explicit definition of RT teaching, one may conclude that the main logic behind this theory is 'learning through listening'. Unlike other approaches, here listening (i.e. understanding and learning through listening) constitutes the core of the language acquisition process. Although Wołk's proposal seems noteworthy, the question arises if the author's intention is to make RT a new independent system of teaching, or just another sub-component of the whole didactic process of learning/teaching a foreign language. On the one hand, Wołk refers to RT as a *new technique of and a turning point in teaching English*, on the other, in his conclusion he suggests that the technique should mostly help people improve their listening skills. If we choose the former to be the author's opinion, Wołk's proposal seems to offer more than it can give: why exclusively concentrate on listening skills in teaching English and how to prove that the knowledge the students acquire is used actively? If the latter was the author's intention, we may conclude that RT is a valuable tool for improving listening skills.

In our opinion, the present volume of *Studia Anglica Resoviensia* has two dimensions. Firstly, it is a collection of 14 papers contributing to the field of English Studies. In the circumstances in which English Studies find themselves

in Poland, and especially in the eastern regions of the country, these 14 papers are a vital contribution to the whole of the research in the domain. One cannot ignore the fact that such volumes grant an enormous chance to many young scholars to present their views, opinions and scientific work in public.

Secondly, the volume must be considered an initiative of an academic institution breaking through the barrier of the 'teaching-only' attitude. This latter aspect of the present publication augurs well for the future of English Studies in Poland, if the editors are insistent enough in their efforts to present to the world the achievements of the vast numbers of scholars (and students!) representing a variety of scholarly centres.

Every human work suffers from its drawbacks and mistakes, but paradoxically, it is mistakes that make us think of ways to correct them, and correcting mistakes seems the only way to improvement and progress. A drawback that is always the easiest to put out in volumes like the reviewed one is the fact that certain domains of English Studies have not even been covered (culture studies, though Münkner's paper on Vietnam may be said to represent that domain), and that the presence of others is but marginal (methodology). Another problem that the editors of the series will face in the future is how to better organise the volume contents. It seems that especially the literary section covers too broad a scope, and should rather be divided into smaller subcomponents (e.g. literary theory, translation theory, etc). Needless to say, the solution to both problems may only be found through an increase in the number of contributors, or, possibly, by delimiting the areas of research to be included.

On the whole, it seems that as for its early days *Studia Anglica Resoviensia I* has made a good start, and we hope the series is on its way to intellectual and scholarly development. We also hope it will continue to play its other, *social* role, that is, granting an opportunity to young academic staff and students to publish the outcome of their research. This aspect of being a young scholar seems one of the most difficult problems in an academic career in Poland, and so series such as *Studia Anglica Resoviensia* should be considered a vital part of the activities of any academic centre for English Studies.