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BOOK OF ABSTRACTS

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Tatjana Marvin, University of Ljubljana

Slovene Association for the Study of English: http://www.sdas.edus.si
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Plenary Lectures

Literature and Ladyhood in Early North America
Michelle Gadpaille, University of Maribor

Early novels may often have been thought unsuitable reading for young ladies, but one genre of fiction directly courted this young lady reader, while providing moral reassurance for her strict mamma. In nineteenth-century America and Canada, this rapprochement between the conduct book and the novel was expressed in a distinct sub-genre: the conduct novel for women. Embedded in fictional characters and situations, conduct lessons about deportment, conversation, personal habits, courtship relations and even letter writing bombarded the young woman with rules and set fictional patterns that persisted for decades. This paper will consider why conduct books and the conduct novel were so popular in early North America, and how their advice altered with the changing nature of gender ideology over the course of the century.

George Orwell, MacSpaunday and Spain
Adolphe Haberer, Université Lumi re-Lyon 2

At the time of the Spanish Civil War, Roy Campbell, himself a vociferous supporter of Franco, created *MacSpaunday* out of the names of *Mac*Neice, *Sp*ender, *Aud*en and *Day* Lewis, then considered to be the best of a new generation of poets who were acutely aware of the social and political issues of the time. In what quickly became the world's "battleground of hope and conscience" but also a sort of "poets' war" they all gave their support to the Republicans. Orwell also, of course, who became the most famous English combatant. Orwell, however, tended to lump those four poets together too, as "Auden, Spender and Co", and he was systematically critical of them. It is easy to show that they were different from each other and that each of them played a very distinctive part. In this paper I study the manifestations of Orwell's hostility and suggest that beyond its obvious ideological and political causes there may have been Orwell's former love for and disillusionment with poetry. The paper ends with a reading of "Inside the Whale", an essay in which Orwell takes stock of his experience in Spain and during the whole crucial decade of the thirties. At that point, at least for a brief period in 1940, Orwell and Auden, having both made in that respect a complete about-turn, can be said to agree that literature and politics should be kept apart.

Functional Discourse Grammar and the English NP
J. Lachlan Mackenzie, Vrije Universiteit Amsterdam

Functional Discourse Grammar (FDG; cf. Hengeveld fc; Mackenzie 2003; Hengeveld and Mackenzie fc.) is the latest embodiment of Functional Grammar (FG) as originally proposed and developed by Dik (1997). The purpose of this lecture will be to present an outline of this new theory, and then to apply it to the analysis of the English noun phrase (NP).

   The separation of the Interpersonal, Representational and Structural Levels proposed in FDG has had many repercussions for FG. One of these is the abolition of the ambiguous term "term". Consider the following quotation from Dik (1997a: 55), which illustrates the ambiguity endemic to earlier accounts: "*… terms* [Dik's italics] are expressions which can be inserted into the argument and satellite positions of underlying clause structures. Terms can be used to refer to entities in some (mental) world." Here terms are defined as *expressions* (i.e. structural units) occurring in a *valency frame* (i.e. as representational units) *referring* to entities (i.e. with an interpersonal function). In FDG each of these functions is situated at a different level: expressions are the output of the Structural Level; valency is a property of the Representational Level; and reference is achieved at the Interpersonal Level. Nevertheless, FDG assumes default correlations across the three levels, as follows:

Table 1. *Default correlations across the three levels*

Level	Unit	Symbol
Interpersonal Level	Referential subact	(R)
Representational Level	First-order entity	(x)
Structural Level	Noun Phrase	(NP)

As I will show, however, these correlations need not always hold. The purpose of this paper will be to examine the advantages and challenges offered by FDG's modular approach for the analysis of the NP in English. In particular, the following theses will be argued for:

(i) Grammatical distinctions within the NP that relate to the interaction between Speaker (S) and Addressee (A) will be accounted for by operators at the Interpersonal Level. These operators will indicate values for:
      (a) identifiability (where S assumes identifiability for A);
      (b) specificity (where S indicates identifiability for S);
      (c) questioning (where S indicates unidentifiability for S and, assuming
      identifiability for A, requests identification from A).
Genericity will, in contrast to Dik (1997a: 176-178), be reflected in an operator upon the Act, not the term. All other grammatical distinctions within the NP will be handled as operators at the Representational Level, for example demonstrativeness, countability, and number, both cardinal and ordinal.

(ii) Distinctions between orders of entities will be indicated at the Representational Level. Following Hengeveld (fc), a distinction will be made between the denotation of zero-order entities (f), first-order entities (x), second-order entities (e) and third-order entities (p). The Representational Level will also incorporate the denotation of the attributes of entities: the manner of a zero-order entity (m), the location of a first-order entity (l) and the time of a second-order entity (t). This typology of entities and attributes is empirically inadequate, however, and proposals will be made to remedy these shortcomings.

(iii) So-called 'term predicates' (Dik 1997a: 205 ff.), in their classifying use, will be shown to arise from the non-default correlation of Ascription (T) at the Interpersonal Level, a zero-order entity (f) at the Representational Level and an NP at the Structural Level. In their identifying use, there is a default correlation of Reference and NP; however, there is no valency structure at the Representational Level, but simply two entities of the same order, just as the juxtaposition of two subacts of Reference, one in Focus, will correspond to a frame indicating identification. For an example, see Table 2, where *John is a lawyer* is classifying and *John is the winner* identifying.

Table 2. *Classifying and Identifying Constructions*

	Interpersonal	Representational	Structural
John is a lawyer	$(C_1: [(T_1)_{Foc} (dsR_1: John (R_1))] (C_1))$	$(f_1: lawyer (f_1)) (x_1)$	NP *be* [Det N]$_{NP}$
John is the winner	$(C_1: (dsR_1)_{Foc} (dsR_2: John (R_2)))$	a. $(1x_1: winner (x_1))$ b. (x_2)	NP *be* [Det N]$_{NP}$

(iv) Relatively arbitrary, language-specific requirements upon the well-formedness of the NP will be imposed at the Structural Level, e.g. the preference for the English NP to have a structural head (Dutch *de blauwe*; English *the blue one* [cf. Dik 1997a: 153]), or the ban upon two postnominal possessive phrases (**the destruction of the city of Caesar* where *city* is Patient and *Caesar* Agent of *destruction*). These requirements reflect Dik's (1997a: 428; 1997b: 158-162) insight that NPs (in his words, "nominal terms") have a prototypical format; this format will be imposed upon input from the Interpersonal and Representational Levels. At the same time, we will show that the ordering of elements in the NP, everything else being equal, reflects the origin of material at the Interpersonal or Representational Level: interpersonal material (*wh*-words, identifiability marking) comes first (possibly in the alleged P1 position of the NP, cf. Dik 1997a: 430), while representational material comes later. However, this tendency may be overridden by Focus-assignment (again from the Interpersonal Level): Focused representational material may move to the NP's P1: <u>all</u> *the children*, <u>such</u> *a laugh*, <u>so merry</u> *a party*, etc.

The conclusion will be that FDG offers a valuable framework for a new look at the English NP.

Linguistics

An Historical Novel or a Historical Novel? A Case of Variation in Spelling
Rodica Calciu, Université Charles de Gaulle-Lille III

The form of the indefinite article before *h* is not an easy matter, as mentioned among others, by Jespersen, in *A Modern English Grammar*. The existence today of written corpora and other online resources allows for a wider and, hopefully, a more reliable examination of variants. The present paper presents the results obtained from an analysis of the forms of the indefinite article before words beginning with *h* found in the Gutenberg corpus, therefore, in literature, in a number of online reports of news and reviews published in a wide variety of magazines and newspapers (The Guardian, The Independent etc.) and, a considerable number of articles on marketing and management published in prestigious magazines (Harvard Business Review, Academy of Management etc.). And last but not least, the BNC. Quantitative data are presented and accounted for. An examination of the form of the indefinite article before *u* [ju:] is also undergone and data presented in the second part of the paper.

Ogden's Basic English, a Forerunner of Our "Unofficial" Lingua Franca English in the European Union.
Ingrid Fernandez de Retana, University of Klagenfurt

In the 1930s, the Cambridge linguist, philosopher and logician Charles K. Ogden developed a simplified language called Basic. Basic is an acronym and stands for British American Scientific International Commercial.
    A vocabulary of 850 words and a few grammar rules constitute the essence of English, which is meant to be an instrument for communication and not a means for identification.
    In Ogden's own words: Basic English is an attempt to give to everyone a second, or international, language which will take as little of the learner's time as possible… Basic is designed to be the international language of the future.

English and Stress-timing
Sonja Filipović, University of Novi Sad

English is said to be a language with strongly rhythmical nature. Its typical rhythmical structure involves the alternation between stressed and unstressed syllables at roughly equal intervals, which is the phenomenon referred to as stress-timing.
    This paper tries to show that this phenomenon is ubiquitous in English – it operates in the domain of the word, the phrase and connected speech. In addition to this, the paper tries to account for the way in which it works and also points to some other phenomena which it initiates (like stress clash avoidance and phonemic changes:

gradation, elision, assimilation). Thus, at word level it accounts for the typical stress patterns of English words and stress pattern variability (e.g. antidisestablishmentarianism /"   "   "   '   /, cigarette /'   /, /"   '   /). At phrase level it accounts for stress clash avoidance (e.g. antique /   '   : /, but antique chair /'   : '   /. At the level of connected speech, it accounts for the distribution of stress and the resulting phonemic changes (e.g. 'John should have 'come 'yesterday /   /.)

On Not Remembering/Knowing the Right Words
Dušan Gabrovšek, University of Ljubljana

The paper focuses on the onomasiological situation in monolingual dictionary consultation, that is, one when the reference need is not one of looking up the meaning of an unfamiliar word or sense, which we are probably most aware of, but one of knowing what you want to say but cannot think of or do not know the right word(s). There are several English-language reference sources available for this kind of reference need, notably several »reverse« dictionaries, the »Lexicon«, the »Language Activator«, the »Superthesaurus«, and a few more, including at least one online reference. Such sources are typically hybrid works, in the sense that they try to provide several kinds of information that we normally expect to find selectively in different sources (general dictionaries, thesauruses, dictionaries of quotations, etc.). The work analyzed in more detail is the recent (2000) American *Flip Dictionary*, by Barbara Ann Kipfer, designed »for when you know what you want to say but can't think of the word« (cover subtitle). User perspective in particular is highlighted throughout.

Belletristic Translation into English: What Price the Same Order of Words?
Nada Marija Grošelj, University of Ljubljana

The order of clause constituents in Slovene is largely guided by functional sentence perspective, while the sequencing in English is grammar-based and much less flexible. This means that the English translation of a Slovene clause will often display a different order of constituents, e.g. the shift of a non-initial subject into initial position. In poetry, however, the position assigned to an entity, action, or concept within a line of verse has important implications for the overall meaning, text pattern, and poetic effect. Accordingly, efforts are made to preserve the same order of participants in translation, which often results in the assignment of a new syntactic role to the participant and the restructuring of the entire clause, as in passivisation. This paper discusses such instances of clause restructuring in regard to the contemporary Slovene poet Dane Zajc and the English translation of his poetry, focusing on the most common structures undergoing such changes (such as Slovene non-initial subject or non-final object) and on the most frequent types of restructuring (such as passivisation and *there*-clauses).

A Not Unimportant Question – the Multiple Negation
Gašper Ilc, University of Ljubljana

In regard to the semantic interpretation of the multiple negation, languages have been divided into two major groups: (i) languages where a syntactic construction containing two or more negative elements is interpreted as negative (*negative concord languages*); and (ii) languages where two or more negative elements within the same syntactic construction semantically cancel one another out, therefore, the construction is interpreted as affirmative (*double negation languages*). Romance and Slavic languages have been claimed to belong to the former, and Germanic languages, including English, to the latter group. The paper addresses the problem of this classification and shows that within the same language multiple negation constructions with both semantic interpretations can be found. Examining English data in a greater detail, we argue that the semantic interpretation of the multiple negation depends on two factors: (i) the scope of negation (*clausal / predicate / constituent negation*), and (ii) the negative relationship between the negative elements (*contradictory / contrary opposition*).

Unenthusiastic Europeans or Affected English: the Impact of Rhythm, Tones and Pitch Range on the Expression of Attitudes
Smiljana Komar, University of Ljubljana

Attitudes and emotions are expressed by linguistic as well as extra-linguistic features. The linguistic features comprise the lexis, the word-order and the intonation of the utterance. The purpose of this paper is to examine the impact that rhythm, tones and pitch range have on our perception of emotions and attitudes. I will show that our expression as well as our perception and understanding of attitudes and emotions are realized in accordance with the intonation patterns typical of the mother tongue. When listening to non-native speakers using our mother tongue we expect and tolerate errors in pronunciation, grammar and lexis but are quite ignorant and intolerant of non-native intonation patterns.

Slovenes speaking English often sound unenthusiastic to English ears. An analysis of speech produced by 11 speakers of other European languages has shown that they all sound unenthusiastic, flat and even rude to English ears. I will show that the reasons for such an impression are to be found in the syllable-timed rhythm, the lack of the fall-rise tone and a narrow pitch range with no or very few pitch jumps or slumps.

Some Reflections on the Language of Contemporary Scottish Prose
Dora Maček, University of Zagreb

A northern variety of Old English dialects developed in Scotland into what became known as Scots. This language of the Scottish court and literature prior to the Acts of Union was abandoned by both king and poets. English replaced Scots in public institutions from the church and administration, to the courts and schools and literature

as well. The most fatal development however, was the change of attitude of the Scottish themselves, who came to regard Scots as an inferior variety of English. There have been repeated attempts by Scottish writers from Burns to the present day to revive Scots as a national language of Scotland. Since the 1970ies a number of projects have been launched to study the present state of Scots with the aim of initiating a language policy which would reintroduce Scots into public life as one of the national languages of Scotland. A number of Scottish authors have used Scots in their works, particularly in poetry. This paper will examine the language of some contemporary prose texts seeking to establish the density of Scots elements and estimate their place on the scale between Standard Scottish English and Scots.

The Interaction between Structure and Pronunciation in English Affixation
Tatjana Marvin, University of Ljubljana

It is a well-known fact that in English, syllabification of derived words differs according to the attaching affix, Chomsky and Halle (1968). In words such as *hinder, meter, burgle* the final sonorant of the roots /hindr/, /mitr/, /burgl/ is syllabic in word final position, following the rule of schwa insertion that makes a final sonorant preceded by a consonant syllabic. However, in related forms where these words are followed by a vowel-initial affix, such as *hindrance, metric, burglar*, the sonorants in question are not syllabic, but are syllabified as onsets of the following syllable. Not all affixes beginning in a vowel have the same effect on syllabification. The participle forming affix *-ing* triggers the schwa-insertion regardless of its vowel-initial status, e.g. (*hinder* /   /; *hindrance* /   /, but *hindering* /   /, */   /). Chomsky and Halle (1968) treat this property as inherent to the attaching affix; i.e. *-ance* in *hindrance* differs from *-ing* in *hindering* with respect to triggering the schwa-insertion rule. Using a finer-grained syntax of words, this paper derives the differences in pronunciation of the above mentioned words as following not exclusively from a diacritic on the affix, as in Chomsky and Halle (1968), but also from the attachment position of the affix in the syntactic structure of the word.

"House-high Favourites?" – A Contrastive Analysis of Adjective-Noun Collocations in German and English
Philippa Maurer-Stroh, University of Klagenfurt

Everybody is talking about collocational analyses these days… Despite recent advances in the monolingual sector, the bilingual environment has not yet come under close scrutiny. It is especially the adjective-noun combinations that have become the focus of attention when it comes to contrastive phraseological studies. Adjectives in particular are subject to semantic tailoring and it is important to bear in mind that (predictable) interlingual lexical one-to-one occurrence, such as the English *starless night* and the German *sternlose Nacht*, is a mere exception rather than the rule in the bilingual adjective-noun state of affairs. Factors that have to be considered are (non-)

compositionality in contrastive multiword units, like *barefaced lie – faustdicke Lüge* ('a lie as thick as a man's fist'), and metaphorical extensions, like *haushoher Favorit – hot favourite* (**house-high favourite*) as well as structural differences in the two languages in question, like *(at) short notice – kurzfristig.*

Particles and Prefixes in English and Serbian
Nataša Milivojević, University of Novi Sad

This paper attempts to, by means of contrastive analysis, prove that particles belonging to phrasal verbs in English are in their linguistic essence equivalent to Serbian perfective verbal prefixes. This hypothesis has been backed up by a brief research of 40 translation equivalents, which has shown that the phrasal verb particles in English and the perfective prefixes in Serbian are both markers of telic aktionsart on the lexical level of the verb. Also, the particles and the prefixes alike do affect 'aspectual use' of verbs in their respective languages: while the particles in English do not block their use with the progressive, the prefixes in Serbian block their use with imperfective aspect. It has also been shown that both semantically and grammatically, the appropriate solution for translating the English progressive of phrasal verbs into Serbian is MODAL AORIST of Serbian perfective verbs. On both lexical and grammatical level, Serbian (lg. A) and English (lg. B) seem to have a CONVERGENT relationship, hence there exists a contrast between Serbian and English; the analysed language elements are also SIMILAR with respect to distribution and EQUIVALENT with respect to meaning.

Some Like It Progressive
Silvana Orel Kos, University of Ljubljana

The English verb system includes the category of aspect. English aspect is expressed through the Simple and the Progressive form. The paper investigates the relation between the notion of habit and that of aspectual choice. The notion of habit is often associated with States or stative situation types and the use of the Simple form. The author tries to show that the notion of habit is not a semantic feature inherent in the Simple form, but rather an extralinguistic notion that can be expressed by either aspectual form, depending on the communicative function chosen by the language user. The paper illustrates the different communicative functions in their respective communicative settings, focusing on the use of the Progressive form to express habits and how to deal with the notion of 'emotional colouring'.

The *-ing* Forms in English Word-formation
Jelena Parizoska, University of Zagreb

English grammars traditionally analyse the *-ing* forms of verbs as either gerunds or present participles. As gerunds, they have a nominal function, while as participles their function is either verbal or adjectival. These distinctions are also reflected in the morphological processes in English. The paper reviews the different definitions of *-ing* forms in a number of major English grammars and English word-formation manuals. Specifically, it focuses on the collocations of an *-ing* form and a noun and explores how the first element is defined in word-formation. Whereas some authors consider the *-ing* form in such collocations to be an adjective, others define it as a (verbal) noun and treat the entire collocation as a compound. The paper reviews the criteria used to establish the different definitions of *-ing* forms and tries to show that the relationship between the *-ing* form and the verb are more complex than the simple classification which recognizes only the verbal or the gerundial interpretation of such forms.

The Semantics of *Heart*: Translational Problems
Hortensia Pârlog, University of Timisoara

Words hardly ever occur on their own, because they can hardly mean anything on their own; when asked about the meaning of an isolated word, in order to figure it out, what one does is try to place it in a context or use it in a collocation. The verbal contexts in which words appear influence or at least clarify their semantic value; it is because of contextual factors that a word may have more than one meaning. Therefore, the analysis above word level is extremely important. An analysis of translational decisions may also prove to be a valuable source of information in establishing the semantics of a lexical item.

The above statements are illustrated by discussing the semantics of *heart*. The word occurs in a great number of collocations in both English and Romanian, of which eight will be analysed: *heart* + verb; verb + *heart*; *heart* + *of* phrase; adjective + *heart*; *heart* + head noun; head noun + *of heart*; adjective + preposition + *heart*; sayings, fixed expressions.

Phonemic Transcriptions in British and American Dictionaries

Rastislav Šuštaršič, University of Ljubljana

In view of recent criticisms (e.g. J. Windsor Lewis in JIPA, 2003) concerning vowel symbols in some British English dictionaries (in particular in the Oxford Dictionary of Pronunciation, 2001), I would like to extend the discussion on English phonemic transcriptions by including those that typically occur in standard American dictionaries, and by comparing the most common conventions of British and American dictionaries. In addition to symbols for both vowels and consonants, the paper will also deal with the different representations of word accentuation and the issue of consistency regarding application of phonemic (systemic, broad), rather than phonetic (allophonic, narrow) transcription. The different transcriptions are assessed from the points of view of their departures from the International Phonetic Alphabet, their overlapping with orthographic representation (spelling) and their appropriateness in terms of reflecting actual pronunciation in standard British and/or American pronunciation. This appropriateness is judged within the specific context of EFL rather than native speakers' use of English monolingual (general and pronunciation) dictionaries.

Towards an Atlas of English Surnames

Wolfgang Viereck, University of Bamberg

The English of England has already been put on the map in a number of atlases. There are national atlases as well as regional ones; there are very detailed maps and simplified ones.
Surprisingly perhaps, there is not yet an atlas of family names.

In addition to the atlas proper and as part of the atlas it is my intention to produce a grammar of family names that will consist of two parts. The first part will be concerned with aspects of expression and the second part with aspects of content. Thus the first part will deal with, e.g., graphemics, that is variant spellings of names. A further aspect will be family names in relation to the history of word-formation. The arrangement of the second part of the atlas will be according to the origin of the family names, namely local surnames, surnames of relationship, surnames of occupation or office and nicknames.

Just as a linguistic atlas must be selective with regard to the features presented, the projected atlas of English surnames must be of the same type. The number of surnames is just far too high. My treatment will be both synchronic and diachronic, exploring present-day telephone directories, but also, among other sources, late 19th century census data and the still earlier Mormon International Genealogical Index. For my presentation I shall select a few names, some with a rather short history in England and some whose spellings still reveal Old English dialectal peculiarities.

An Empirical Study of Dictionary Use: The Case of Slovenia
Marjeta Vrbinc, University of Ljubljana

The paper presents the results of the first research into dictionary use conducted in Slovenia on a sample of 70 students from the Faculty of Economics and Faculty of Arts, University of Ljubljana, Slovenia. The first part deals with test subjects and their level of knowledge and describes the questionnaire used in the study. The second part presents the results and compares the achievements of this group of test subjects, while the final part deals with the causes for these differences and proposes steps that could be taken to increase student and teacher awareness concerning dictionary use and dictionary skills.

Can Inflectional Suffixes Function as the Derivational Ones?
Jelena Vujić, University of Belgrade

Inflection is one of the morphological processes, traditionally used for formation of grammatical categories. However, a great number of words in the lexicon of English are formed by the means of inflectional affixes, which apart from the grammatical possess a significant level of lexical meaning, proving that these inflectional suffixes can indeed have a derivational function. That is a central problem of this paper whose main aim is to emphasize the need to regard inflection as a potential, and not so scarcely used, word-formation mechanism in English. For that purpose a thorough research was conducted, and some of the examples found are given in this paper as I tried to answer the question from the title. The variety and illustrativeness of the examples given support the intention of contemporary linguists to redefine the traditional morphological theory in the way that both derivation and inflection would be regarded as complementary processes operating within a much larger system and that is a lexicon.

Simplification of Language
Brigitte Weber, University of Klagenfurt

It is tempting to wonder if the simplification of our lifestyles would lead to better mental and physical health? If we offer an analogy from cuisine, simplification might be the equivalent of offering one nutritious main dish instead of a seven-course meal.

In language, simplification may be seen as the use of a clear, predictable, easy-to-learn system as opposed to one which is idiosyncratic and complex linguistic.

Using an excerpt from the Cameroon Pidgin Bible, I will illustrate aspects of the simplification of a codified European language. A bible passage is not ideal because the translators believe they are dealing with the inspired word of God and so do not want to alter the meaning. However, it is chosen here because it is well known to most people. We might ask if this Pidgin passage loses or gains impact when compared with the version in the Standard lexical source language.

Indefinite and Continuative Interpretations of the English Present Perfect
Katarina Dea Žetko, Vocational school of postal services and telecommunications

The objective of our paper is to demonstrate that the English present perfect is not by inherent meaning either indefinite or continuative. Notions like indefinite and continuative are context-dependent interpretations of whole constructions. However, context is not the only factor that triggers these two interpretations. Continuative interpretation can also be triggered by certain adverbials, negative constructions and verbs in the progressive form. However, even these factors do not always guarantee continuative interpretations. Even if there is the adverbial *for…* in the perfect construction, continuative meaning can be cancelled by the context, this fact being a proof that this meaning is merely an implicature. Our objective will be, hopefully, achieved by demonstrating how different factors interact and trigger either indefinite or continuative interpretations which are not inherent in the present perfect itself, but arise from other factors belonging to the pragmatics of the linguistic and/or extra-linguistic context. In sum, our paper will attempt to provide sufficient evidence that there is no indefinite/continuative distinction in the English perfect and reach the conclusion that the inherent meaning of the perfect is merely locating the situation somewhere in a period that starts before the time of utterance and leads up to it.

Literature, Literary Translation and Cultural Studies

Literature and Daily Life: Looking for Love in All the Wrong (and Right) Places
Lester E. Barber, Bowling Green State University

The purpose of this paper is to offer a test of the author's ability to communicate to a general, non-academic audience some of the essential personal rewards of reading and studying imaginative literature. The two texts chosen for examination have some interesting things in common, as you would naturally expect. But, they were also chosen, in part, because of their relevance to a general audience. Shakespeare's *Romeo and Juliet* is widely known around the world by people of all types. For example, in the United States it is taught to a large percentage of all high school students. On the other hand, James Purdy's *The Nephew* is not widely known, although Purdy was one of America's respected and admired fiction writers during the 1960's and 1970's. However, *The Nephew* is set in Bowling Green, Ohio, the hometown of the author of this paper. [Parenthetically, it can be added that the setting is on the very neighborhood corner where the author resides.] Thus, it is a good choice for readers in the region where the author hopes to have the most direct general audience impact.

Recent years have witnessed many efforts on the part of university English department teachers and other academics to write about literature for general audiences. The resultant essays are all, at heart, efforts to bridge the huge gulf that has developed between college teachers of English and the public at large. Reports in the media, for example, have characterized English faculty as engaging mostly in the study of abstract theory or the politics of feminism, Marxism, gay perspectives and the like. In addition, it is sometimes claimed that all serious literature, even when approached or taught in more familiar ways, is seldom relevant to the lives of ordinary citizens of our communities.

However, it is the contention of the author of this paper that good literature is always a joy to read and consider. The ideas conveyed by that literature can guide us, challenge us and reassure us in our daily lives. The challenge for the author of this paper today is to see if he can demonstrate the truth of these claims in practice.

The substance of the paper will be comprised of two sections and a conclusion. The first section argues that Shakespeare in his *Romeo and Juliet* was doing something brand new in renaissance England: presenting love as a deep and sharply felt human emotion, something very different from the 'game' of love presented in so many earlier works of that period, and its predecessor as well, including plays, treatises of love and the many sonnet sequences of those times. The second, and somewhat longer section, analyzes *The Nephew*, seeing in it an underlying theme of love's emotional power and redemptive force in the lives of ordinary individuals of all ages. On its surface, *The Nephew* is a satirical work, so this paper must demonstrate how Purdy builds in a vision of the emotional power of love, working against the odds, it might be said, of the staid, reticent, even laughable small town characters of his novel. The paper concludes with a short commentary on the plenteous ways in which love infects, affects and enriches the daily loves of ordinary human beings.

You Actually Read that Stuff? Sports Writing and Literature.
Jason Blake, University of Ljubljana

Sports writing has a bad reputation. The profession has been described as the 'newspaper's toy department,' a rogues' gallery of failed athletes, and a daily dalliance that passes the time before the evening pub-crawl. Of course, much of this criticism is deserved, as the sports pages are often marred by sentimental, purple, cliché-ridden prose.

Sports literature, in the sense of fictional writing on sports, has also fared poorly. In the English speaking world, there is much complaining about the lack of quality writing on the games people and nations play. In the past century Canadians avoided ice hockey, the English did not write about football, and even the baseball-happy Americans only starting writing about their pastoral sport a few decades ago.

In my paper I will consider the factors that led to this 'lack' of sports literature both in terms of production and reception. I will examine sports literature as a qualitative term that rises above the dime novels and adolescent fiction to which such writing was previously relegated. From there I will work towards a definition of the genre by examining what constitutes sports literature: When can we say that a work is a sports novel rather than a novel that happens to contain sports? Is there a possibility of including non-fiction in a university course on sports literature? And lastly, from a teaching point of view, is there any utility to focusing on the sporting aspects of a text?

The City in the Novels of Don DeLillo
Stipe Grgas, University of Zadar

The theoretical context of my presentation is the turn toward spatiality within the different social sciences and the humanities. As far as the study of literature is concerned the spatial context has enabled intriguing readings of literary texts but has also positioned them in such a way that one can decipher the different ways that various spatialities are valorised and interpreted in specific cultural configurations. As one of the most significant contemporary American writers, Don DeLillo in his novels offers valuable evidence permitting us to trace the fate of the urban and man's placement within it during the historical period of late capitalism. In my presentation I would concentrate on an analysis of his two latest novels, *Underworld* and *Cosmopolis.* My reading would not only focus on the work of excavating the city from these texts but would purport to show how the fact that his fictional worlds are networked within the site of the urban has bearings on their narrative strategies.

Is Explanatory Power of Critical Statements Predictable?
Meta Grosman, University of Ljubljana

Critical statements about literary texts discussed in the classroom aim to help students to connect with the text, to enrich students' experience of the text, to increase their insights in and enjoyment of it, and thus to empower students to interact with the text on their own and to help them develop critical thinking and their literary competence. Yet with all these lofty aims and along with teachers' best intentions, critical statements often neither promote students' interests in texts nor contribute to their critical thinking and love of literary reading. On the contrary they may bore students and alienate them from literature.

The paper will try to find some answers to the question why this is so and examine the possibilities of establishing what kind of critical statements could be of interest to students and how to promote their interests in critical discussion of literary texts. It will examine the possibilities of analysing the explanatory power of different kinds of critical statements and their relevance to textual analysis and thus raising students' interests in such possibilities and using the same in their own interaction with literary text.

Based on action research into critical preferences of Slovene students of English the paper will discuss the reasons for their critical preferences and the possibilities of broadening the same by sensitising the students to the explanatory power of various kinds of critical statements for different purposes, especially their pedagogical use at different levels of teaching literatures in English according to the new Slovene curricula.

British Studies: Racism in Children's Literature – Intention – Perception.
Margaret Holt, University of Klagenfurt

Students of English might ask what the point is of studying children's literature. One possible answer might be because children's books reflect their societies' values better than adult books do; so we can learn a lot about this society by looking at what it gives its children to read.

It is inevitable that issues and problems confronting a society at any period in history are going to be dealt with in children's books, intentionally or not. Then there is the question of how these issues are perceived by the readership, child and adult, at the time of publication and at a later time, because perception can change.

Race and racism is just one such issue, and I will be looking at a few well know texts, in English and German (Austrian writers) and will also consider the illustrations accompanying the stories, that are equally important and equally revealing.

An Examination of Lexical Choices in Older Slovene Translations of British and American Drama

Darja Hribar, University of Maribor

The article examines lexical choices preferred by some noted Slovene translators of dramatic texts. It is based on the assumption that although lexical choices offer much greater freedom in translation than, for instance, grammatical choices, they are subject to a number of intratextual and extratextual factors defining the genre in general and specific features of individual plays in particular.

Examples of shifts, understood as an inevitable part of the process of transposition between two different texts and cultural worlds, are taken from a number of sets (working, published and film versions) of drama translations into Slovene, including Williams's *A Streetcar Named Desire*, Albee's *Who's Afraid of Virginia Woolf,* Miller's *Death of a Salesman*, Shaw's *Pygmalion* and Pinter's *The Birthday Party.* The shifts are set against such contrasting literary theory emphases as formal and dynamic equivalence, text linguistics and skopos, translator invisibility and foreignisation, covert and overt strategy, old and new perception of culture, etc.

The author finds that most older Slovene translations of the plays, especially those made in the 1950s, 1960s and 1970s, lack a more systematic approach to translation, abounding in semantic shifts and disregarding the special demands of the medium. In the author's opinion, this is attributable to a variety of influences, including individual styles, translation policy, ideological considerations and political decisions. In the case of drama these relate not only to translators' choices but also to choices made by other influential participants in the process of staging plays.

Astronomical Allusions in Chaucer

Victor Kennedy, University of Maribor

The history of thought shows periods of progress interrupted by times marked by loss of knowledge and returns to the concepts and belief systems of earlier eras. Today there is social, political, and economic pressure to abandon the gains we have made in understanding the world and our place in it. Such reactionary thinking stems from ignorance and from discontinuities in our view of the world, as people come to regard experts and authority figures with distrust. It is often argued that in our time specialization is necessary, but if specialization results in ignorance outside one's own field, what use is progress?

A solution to this problem may lie in cooperation between fields in education, or interdisciplinary study. In this paper I will survey the ideas of writers such as Arthur Koestler, astronomers such as Owen Gingerich, and biologists such as Stephen Jay Gould in an attempt to define the problems facing education today; and contrast them with a look at the writing of Geoffrey Chaucer, who combined knowledge of science and the humanities to create lasting works of education and literature.

Islands
Jürgen Kramer, University of Dortmund

Islands are something special: they have not only been a vital part of human experience and history, but they have also enjoyed a certain prominent symbolic presence in many cultures. Our *Western* conception of islands, although conceived of much earlier, was brought to fruition in the colonial ventures between 1500 and 1900. In that context, islands, because of their boundedness, came to be regarded as natural colonies which could be claimed and colonised one by one. Concomitantly, 'island narratives' were written which (a) describe island societies in which the conditions of utopian collectives (as in Thomas More's *Utopia*) address the readers' needs of wish-fulfilment, or (b) represent individual lives on islands in which the isolated individual is challenged to develop his (less often her) physical and psychological potential to the utmost (as in *Robinson Crusoe*), or (c) combine these two types of narratives: the Robinson Crusoe story demonstrates that human beings possess resources which can be tapped to bring about a better kind of social order, as envisaged in utopian writings.

In my paper I should like to analyse a number of island narratives illustrating their particular Western point of view perspective and confront them with an alternative perspective from the South Pacific.

I Was Made in Hong Kong:[1] Character Creation after the Death of the Subject
Mojca Krevel, University of Ljubljana

Topping the charts of academic hipness for over four decades, the term "postmodernity" finally seems to have lost some of its allure. Yet the craze should have only just started since the construction of (literary) "self" that actually suits the predictions and claims of all the major theoreticians of postmodernity (most notably Jean Baudrillard and Fredric Jameson) can first - and most consistently - be traced in the production of the Avant-Pop literary movement, formed at the beginning of the 1990's. It is with the Avant-Pop generation of writers that reality finally and irreversibly slips into hyper-reality, within which all discourse is hypertextualised and "Cartesian" is merely a link you can choose. In such circumstances, the creation of a literary character is on the one hand synonymous with creation of any postmodern identity, and simultaneously such identity's acceleration on the other. Therefore my presentation will firstly briefly focus upon the shifts we can observe within the paradigm of subjectivity most notably after the 1980's, and then examine the impact of these shifts on character creation in the literature already essentially defined by the postmodern social, political and economic situation.

[1]Mark Leyner, *My Cousin, My Gastroenterologist* (New York: Vintage Books, 1990) 68.

Richard Wright, Toni Morrison, and American Book Clubs
Mark Madigan, Nazareth College of Rochester/University of Ljubljana

This essay will focus on the influence of commercial book clubs in the United States. It will examine the country's oldest commercial book club, the Book-of-the-Month Club (BOMC), Oprah's Book Club (OBC), which bears the name of its founder, television personality Oprah Winfrey, and their roles in the careers of two African-American authors, Richard Wright and Toni Morrison. In the nearly eighty years since their inception, commercial book clubs have
proliferated and become more specialized. A recent internet search turned up no fewer than 127 clubs in 20 categories (www.book-clubs.com). In the last decade, electronic media and on-line reading groups have transformed the very concept of the through-the-mail book club established by the BOMC. As I will demonstrate, the BOMC, OBC, and other book clubs like them are positioned at the intersection of American culture and commerce. They are at once commercial enterprises and cultural institutions which can exert significant influence on authors and the reading public. Their roles in the careers of Wright and Morrison underscore a number of literary issues. These include the function of a cultural intermediary in presenting the work of a controversial author, the negotiation of authorial intention and corporate marketing, and the relationship between electronic media, such as television and the internet, and traditional printed books. Although these book clubs have some disadvantages and their associations with authors can be complicated, their importance in the marketplace of both American dollars and ideas is undeniable.

The Rack-brain Pencil-push of Hurt-in-hiding: Translating Seamus Heaney's Poetry into Slovene
Uroš Mozetič, University of Ljubljana

In the paper I intend to present the textual, contextual and intertextual magnitude of Seamus Heaney's poetic voice, specifically from a translator's point of view. To this end, I will focus, primarily, on those peculiarities of Heaney's, which presumably confront the translator into any European language, other than Germanic, with a rather unenviable task of having to pave the way around the author's effective use of old Germanic vocabulary as well as his many allusions and references to literary, biblical, mythological and other sources.

Translating Register in Pinter's Drama
Tomaž Onič, University of Maribor

In living language, particular words or phrases appear in contexts that are possible to anticipate. The individual language user knows – either spontaneously or as a result of learned principles and codes of language – in what circumstances a certain word is to be expected or used. The elements of language – usually expressions or structures – that usually appear in similar situations form language sub-systems that some linguistic handbooks call registers. Whenever such an element is used outside its usual context, being a foreign body it draws the attention of the reader. If the discord in register is deliberate, it can have a certain expected effect, but an unintentional diversion of reader attention will bias the intended perception. When subject to intercultural transfer, texts are exposed to the danger that register will be disregarded or misinterpreted in the process of translation.

This paper deals with the issues of preserving the register in the Slovene translation of Harold Pinter's play, *The Caretaker*, and analyses some existing translation shifts. The purpose of the paper is to draw attention to the importance of considering register as an independent translation category and to illustrate the potential consequences of disregarding this aspect of the translator's task.

Beyond Crime and Punishment: Violence as a Metaphor in Iain Banks's *Complicity*
Mirna Radin-Sabadoš, University of Novi Sad

By analyzing one of the earlier works by a Scottish writer, Iain Banks, the paper addresses problems of literary interpretation, in the context of European literary tradition, of the issues defining the relationship between an individual and social group at the very end of XX century, in a society where social interlocking is weakened to the point that institutions no longer serve their intended purpose. Within Banks' literary model, the exploring of the phenomenon of power abuse, especially by the media and by the institutions of the establishment, provides the basis for reconfiguring the social roles and establishes individual acts of violence as the only means of affirmation within a society presented to be open, democratic and multicultural, but most of all corrupt and decadent. By defining social reality within this particular literary model, and comparing it to the social realities presented within some other literary models dealing with similar issues, the paper provides arguments for confirmation of the evolution of the literary paradigm influenced by (de)generation of social circumstances.

English Language Teaching and English for Special Purposes

A Contemporary Approach to EFL Writing
Radmila Bodrič, University of Novi Sad

The purpose of teaching writing is to make writing a conscious process and through looping it on a regular basis (through different types of essays, reviewing and check-listing the procedure as often as possible) to make it a subconscious one. By means of inventive teaching techniques it can be rendered interesting and, above all, effective. Students are provided with exercises dealing with features of written discourse and are led step by step through the process of discovering, developing and presenting their ideas. Students generally face the problem of what to say about the subject so the main emphasis is on discovering ideas and learning to use heuristics (brainstorming, clustering, the pentad, cubing, critical analysis of argumentation, triple viewing, etc.). A successful sequence to follow in producing acceptable writing incorporates three stages of writing: the controlled stage, aimed at the production of accurate language in context, the guided stage, aimed at organizing the given material, and the creative writing stage, which reinforces the production of content and language. Accordingly, various techniques and tasks covering all forms of rhetorical tradition are at work.

Assessment of Young Learners' Foreign Language in Slovenian Primary Schools
Mihaela Brumen, University of Maribor, Branka Čagran, University of Maribor, and Shelagh Rixon, University of Warwick

Assessment should regularly and systematically be integrated into the process of learning and teaching. That is, it should reflect the kinds of activity that regularly occur in class and with which pupils are familiar. It should have a strong diagnostic function that will provide useful information to teachers and learners in enabling them to take stock of where they are and if necessary to adapt their particular strategies.

The research reported in this article will focus on an investigation of Slovenian foreign language teachers' experiences and attitudes towards the assessment of primary learners of a foreign language. By a survey questionnaire we will present the issue why assessment is actually done on the elementary level, to whom the results are reported, how they are reported and what action is generated by the whole process.

Contrastive Exercises for Teaching Collocations
Živa Čeh, University of Primorska

Students of English as a foreign language very often find it difficult to write or speak in the foreign language. One of the problems they have is how to put words together. When

speaking a foreign language we tend to use word combinations that are translational equivalents of the words in word combinations in our mother tongue. The analysis of students' mistakes shows that many mistakes are made because students are not familiar with collocations in a foreign language. Most common mistakes of my students have been used for a series of exercises I have produced. I start with the text containing wrong collocations and ask the students to correct them. Afterwards we write the English collocations again and point out the differences between Slovene and English collocations. In this way students become aware of the differences and hopefully remember the correct collocations.

The Portfolio – a More Responsible Student – a Less Stressed-out Teacher
Soča Fidler, University of Ljubljana

With Slovenia joining the EU, the comparability of knowledge across Europe is essential. The portfolio, a personal document of students' achievements and progress, which helps students compare their levels of language competence and skills with those described in the *Common European Framework of Reference,* is a valuable instrument meant for boosting students' self-confidence, developing responsibility for their own learning and assisting the teacher, as students set their own goals within the set curriculum or even beyond it.

Some examples of possible integration of the descriptors of the European levels of language competence and skills into the English curriculum in secondary education will be presented. Proposals will be made for incorporating portfolio writing assignments into the Matura Exam format in order to replace the written part of the current Matura Exam. Examples of integrating self-assessment of university students' individual work into their overall grade will also be given. The portfolio, which is based on students' self-reflection, is viewed as an excellent tool for building the student's autonomy in the learning process, thus helping all the involved parties to meet the needs of our lifelong learning society.

Intercultural Study Activities for Novice Translators
Michelle Gadpaille, University of Maribor

Intercultural studies can be broadly defined (anything and everything to do with all English-speaking cultures) or narrowly defined (specific differences in custom between home and target culture). Neither end of the spectrum is entirely satisfactory, and the problem remains of how to alert translation students to the mass of available cultural material, provide basic data about key points of difficulty, and ultimately find some fair way of assessing student competence in the area.

Based on the assumption that, in this field, work with genuine materials provides advantages over textbook study, I designed activities centered on English language newspaper articles, cartoons, songs, poems, movies and advertisements. I will present a selection of the activities used over the past two years in the Translation Programme at the Pedagogical Faculty of the University of Maribor, together with lesson plans, activity

sheets, assessment methods and outcomes. These activities would work in any EFL classroom at the appropriate level, but are particularly targeted towards the skills of observation, imitation, accuracy and creativity that young translators need.

Promoting Learner Independence through the Use of Portfolios
Kirsten Hempkin and Barbara Majcenovič Kline, University of Maribor

Students of English at the Faculty of Education in Maribor often seem reluctant to spend time outside the classroom developing their language skills. In order to encourage our students to take some responsibility for their own learning, we introduced a portfolio and learner diary, with a variety of long-term tasks, to complement existing language development classes.

In this paper, we will present a number of factors relating to the portfolios: the portfolio itself with examples of student work; a description of our aims and expectations and how they were met; students' feedback and reflection on the portfolio; a comparison of the work of translation and pedagogical students.

Pronunciation Teaching 2004: What Can Be Learned from the *LFC* Controversy?
Allan James, University of Klagenfurt

The present paper will consider some implications emerging from the *Lingua Franca Core* debate of the past couple of years for the theory and practice of pronunciation teaching at tertiary level. Points to be addressed will include the status of pronunciation, the specification of goals/standards/norms in pronunciation teaching and learning, the role of pronunciation in intelligibility/comprehension, the different 'meanings' of pronunciation and the teaching/learning 'realities' of traditional phonetic descriptions. Suggestions will be made as to how a consideration of these issues in the context of recent and ongoing international discussion and in the light of current socio-linguistic and socio-cultural realities can inform future approaches to pronunciation teaching.

Learning to Read in English as a Foreign Language, How and When?
Klementina Jurančič Petek, University of Maribor

This paper wishes to give a brief overview of reading strategies, especially those required in reading in English and in Slovene. It will (to a certain degree) compare the reading skills of Slovene first graders (of elementary school) in reading in Slovene and the skills of Slovene fifth graders in reading in English so that the results may give at least some insight into which strategy to use for which language and when. Such a comparison can only give limited results regarding interference of the Slovene reading strategies in the acquisition of reading skills in English by Slovene learners (due to the age difference of the respondents, prior reading knowledge, etc.). It should, however, be interesting to compare them with those obtained as English is gradually being taught

earlier in elementary school. The article starts with examining some theoretical issues regarding reading strategies (especially for Slovene and English) and ends with a case study involving Slovene students and comments.

An Analysis of Language Learning Strategies Used by Students of Traffic Technology
Violeta Jurković, University of Ljubljana

Language learning strategies have a vital role in the language acquisition process also within the realm of ESP at the tertiary level of education. My contribution first defines the concept of language learning strategies. It continues with the presentation of an instrument for the analysis of the existing language learning strategies used by the learners, Rebecca Oxford's Strategy Inventory for Language Learning. The central part focuses on a comparative analysis of language learning strategies used by 1st year students of traffic technology at the Faculty of Maritime Studies and Transport, aiming to assess the students' existing awareness of the process of language acquisition, the learning strategies which they use, and the expectations with which they learn the language. Objectives of language teachers should include helping students to raise their awareness of language learning strategies and providing them with contexts for their development. Therefore, the concluding part contains sample ESP teaching materials that could enhance the development of the related learning strategies.

The Native Speaker Discredited
Damir Kalogjera, University of Zagreb

The native speaker's competence as a model for teaching English "had recently had some bad press" even in certain academic circles since "Euro-English", "International English" "Global English" etc. have become outstanding topics on the agenda of English language teaching overseas.

These "winds of change" are often presented as a liberating ideology setting us, foreign teachers, free from the pressure of the "owners of the English language". Gone are the days when it was considered normal that Robert Graves should object to Vladimir Nabokov's inventiveness by taking liberties with a language that was not his own. Still, would not a trace of academic doubt be appropriate in the case of a possible wholesale acceptance of these new and, apparently, widely welcome attitudes? Could we be in danger of throwing out the baby with the bath water when the symbolic signalling of the varieties of British or other native Englishes at the phonological/phonetic, pragmatic and stylistic levels are to be interpreted, the task on which sociolinguistics, pragmalinguistcs, stylistics and cultural studies have thrived and where native speakers attitudes have been a most important support. Is there in view a(nother) major rift between the academic studies of English and the teaching of English to the international public?

Deep Structure of English Writing Skills in Slovene University Students
Milena Kovačević, Nova Gorica Polytechnic

The article discusses an extensive sample of written English empirical data produced by Slovene university students aged 20-21. The empirical data include essays, reports and thematic discussions. The analysis of the empirical sample shows that the students use some typical interlanguage expressions and syntactic combinations. The deep structure of the interlanguage reveals an underlying influence, or transfer, of the mother tongue structures, i.e. Slovene.

Aspects of Shaping Literacy
Katja Plemenitaš, University of Maribor

The paper is about teaching writing to learners of English as a foreign language. It presents some general assumptions about what constitutes the difficulty of the written text and how learners should be prepared to handle such difficulty. The paper focuses on the problem of linguistic features such as grammatical ambiguity and nominalization that learners have to face when dealing with certain text types. It also offers suggestions for improving the teaching and learning of English through raising the awareness of the discourse function of such linguistic features.

'Teacher English': Teacher's Target Language Use as Cornerstone of Successful Language Teaching
Urška Sešek, University of Ljubljana

In most of today's courses in English as a foreign language, the learners and teacher share the same mother tongue, but English is the language used to carry out all activities as far as the learner level allows. This means that the teacher's level of target language mastery plays a significant role in the quality of language teaching and the resulting learning. The paper will give a brief overview of the functions of teacher talk as a source of input and model language use, as well as a tool for managing classroom processes. Based on that, an argument will be made for 'teacher English' as a case of English for specific purposes.

Project-based Approaches to Teaching Business English
Veronica Smith, University of Klagenfurt

The classroom environment does not typically allow learners of Business English to develop the *language-in-action* skills they will need to call on in their professional lives. A solution to this problem is a project-based approach which permits the integration of language skills in a thematic context. Rather than focussing on fully-fledged projects, in which the content matter takes on a life of its own at the expense of developing language proficiency, the Project-based Approach generates series of language-based tasks around the project theme. Project themes are current local development projects, for which students can either call on their existing knowledge or easily read up about. In this way, there is little need to research the topic and the learners can concentrate on the language of the project. This is ultimately a task-based and autonomous approach to learning Business English and will be demonstrated with examples from recent courses at the University of Klagenfurt.

Essay Titles – Getting the Best out of Students?
Cvetka Sokolov, University of Ljubljana

Essay titles are important (de)motivating factors having an immense influence on the quality of students' writing. The presentation will focus on two questionnaires aimed at students of English, and at lecturers teaching, among other things, writing skills at the Department of English at the Faculty of Arts in Ljubljana. Both groups of respondents were asked to consider a list of essay titles taken from various authentic sources, deciding whether, to what extent and under what circumstances they found them suitable.

In addition, the respondents were asked to paraphrase each title in their own words to convey their interpretation and understanding of a particular title. The students were also encouraged to list some of their favourite essay titles which they had been or would like to be assigned in future.

The results and conclusions arrived at by means of the questionnaires will be presented and compared to my prior assumptions, stemming primarily from my teaching experience. The topic will also be discussed briefly in the light of what experts on essay writing say about essay titles.

Teaching American Environmental Literature in Slovenia
Rick Van Noy, Radford University

During the spring of 2003, I had to opportunity to visit and teach in Slovenia as a visiting Fulbright lecturer. I was assigned two courses in American literature, one on the nineteenth century and one on the twentieth century. The nineteenth-century course I taught as a straightforward survey, wishing to expose international students to some of the main currents in American literary studies. For the twentieth-century course, I changed the approach and organization. An effective strategy for teaching American environmental literature to an international audience uses a bioregional approach, rather than a chronological or thematic one, which enables students to understand the geographic as well as literary/cultural diversity of the U.S. Slovenian students were receptive to the course theme and approach, though they commented on some cultural differences about nature. Generally, they thought that nature and culture are more integrated in the lives of Slovenians, though this alone did not explain the lack of their own environmental literature tradition. The students found a powerful antiwar message in the online writings of the same authors in the course text. They found that environmental literature accomplishes two goals simultaneously: it both calls their attention to the calamities and potential horrors on the one hand, but also to the beauty, balance and peaceful coexistence that nature inspires on the other.

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