

ELOPE (Vol. 2)

STUDIES IN THE ENGLISH LANGUAGE AND LITERATURE IN SLOVENIA

Rodica Calciu

University Charles de Gaulle-Lille 3

An Historical Novel or a Historical Novel? A Case of Variation in Spelling

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, and in The British National Corpus (BNC). Quantitative data are presented and accounted for in a synchronic and diachronic perspective.

Dušan Gabrovšek

University of Ljubljana

Faculty of Arts, English Department

On Not Remembering/Knowing the Right Words: The Reverse Dictionary under Review

The paper focuses on the **onomasiological** situation in monolingual dictionary consultation: When the reference need is not the typical one of looking up the meaning of an unfamiliar word or sense, but one of knowing what you want to say/write but cannot think of or do not know the right word(s). There are several English-language reference sources available that attempt to meet this kind of reference need, notably several "reverse" dictionaries, the *Longman Lexicon*, the *Language Activator*, the *Superthesaurus*, and a few more, including one online reference. Such sources are typically hybrid works, in the sense that they try to provide several kinds of lexical information that we normally expect to find selectively in different sources (general dictionaries, thesauruses, dictionaries of quotations, etc.). The work analyzed in some detail is the American *Flip Dictionary* (Kipfer 2000), 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.

Smiljana Komar

University of Ljubljana

Faculty of Arts, English Department

Unenthusiastic Europeans or Affected English: the Impact of Intonation on the Overall Make-up of Speech

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 article is to examine the impact of intonation on our perception of speech. I will attempt to 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. Foreigners often sound unenthusiastic to native English ears. On the basis of the results obtained from an analysis of speech produced by 21 non-native speakers of English, including Slovenes, I will show that the reasons for such an impression of being unenthusiastic stem from different tonality and tonicity rules, as well as from the lack of the fall-rise tone and a very narrow pitch range with no or very few pitch jumps or slumps.

Dora Maček
Zagreb University

Some Reflections on the Language of Contemporary Scottish Prose

A northern variety of Old English developed in Scotland into what has become known as Scots. This language of the Scottish court and literature prior to the Acts of Union was abandoned by both king and poets after the Union with England. English replaced Scots in public institutions, to schools and literature. The most fatal development 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, to revive Scots as a national language of Scotland. Since the 1970s 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. 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, which may be one of the means of establishing an acceptable standard variety.

Philippa Maurer-Stroh
University of Klagenfurt

“House-High Favourites?” – A Contrastive Analysis of Adjective-Noun Collocations in German and English

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*.

Nataša Milivojević
University of Novi Sad
Faculty of Philosophy, Department of English

Particles and Prefixes in English and Serbian

The 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 study based on 40 translation equivalents, which has shown that phrasal verb particles in English and perfective prefixes in Serbian are both markers of telic aktionsart on the lexical level of the verb. Also, the particles and the prefixes alike affect the ‘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. 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 the lexical and grammatical level alike, Serbian and English seem to have a convergent relationship, hence there exists a contrast between Serbian and English; the analyzed language elements are also similar with respect to distribution and equivalent with respect to meaning.

Hortensia Pârlog
University of Timișoara
Department of English

The Semantics of Heart: Translation Problems

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 structures 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*; *heart* in sayings or fixed expressions.

Rastislav Šuštaršič

University of Ljubljana
Faculty of Arts, English Department

Phonemic Transcriptions in British and American Dictionaries

In view of recent criticisms concerning vowel symbols in some British English dictionaries (in particular by J. Windsor Lewis in JIPA (Windsor Lewis, 2003), with regard to the *Oxford Dictionary of Pronunciation* (Upton, 2001), this article extends 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 also deals 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.

Marjeta Vrbinc

University of Ljubljana
Faculty of Arts, English Department

An Empirical Study of Dictionary Use: the Case of Slovenia

The article 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 the Faculty of Arts, University of Ljubljana, Slovenia. The first part investigates the profile of the students as dictionary users, their level of knowledge, and describes the questionnaire used in the study. The second part presents the results of individual tasks with an emphasis on dictionary use and compares the achievements of test subjects from both faculties, 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.

Katarina Dea Žetko

Educational centre for postal service,
economics and telecommunications

Indefinite and Continuative Interpretations of the English Present Perfect

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 contextdependent interpretations of whole constructions and their broader context. However, continuative interpretation can also be triggered by certain adverbials, negative constructions and verbs in the progressive form. But, even these factors do not always guarantee continuative interpretations. Construction, continuative meaning can be cancelled by the context in a broader sense, this fact being a proof that this meaning is merely an implicature. We will demonstrate how different factors interact and trigger either indefinite or continuative interpretations which are not inherent in the present perfect itself. Our paper will attempt to provide sufficient evidence that there is no indefinite/continuative distinction in the English present perfect; the inherent meaning or function of the present perfect is merely to locate the situation somewhere within a period that starts before the time of utterance and leads up to it.

Lester E. Barber

Bowling Green State University, Ohio

Literature and Daily Life: Looking for Love in All the Wrong (and Right) Places

It is sometimes claimed these days that serious literature is seldom relevant to the lives of ordinary citizens of our communities. It is the contention of this author, however, 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 is to see if he can demonstrate the truth of these claims to a general, non-academic audience. The first section of the article 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 James Purdy’s novel, *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.

Stipe Grgas

University of Zadar

Don DeLillo’s Mapping of the City

Taking as his point of departure the immense significance the city has for understanding the present moment and the special relationship the city has had with the novel, the author gives a reading of Don DeLillo and the way his work has engaged the city of New York. Focusing upon his last two novels, *Underworld* and *Cosmopolis*, the author describes how these two novels narrate the transformations the American city has undergone during the second part of the twentieth century. The bulk of his analysis deals with the function the Prologue flashback of the Bronx has in the earlier novel and the transformed city of late capitalism in his last text. The author concludes his reading by pointing out how DeLillo’s novels not only provide fictional accounts of what has occurred in the urban sphere but how they provide evidence of the difficulty of representing the contemporary world and how they foreground urgent political considerations.

Victor Kennedy

University of Maribor

Faculty of Education, Department of English and American Studies

Astronomical References in Chaucer: What Can Modern Students Learn from Studying Ancient Texts?

One of the problems in the field of English literature studies is that, with compartmentalization and specialization, it becomes introspective to the point where it devolves into the study of metafiction and metacriticism. At its heart, however, literature has to be about something: Thackeray claimed its subject is human nature, but human nature is based in the interface between human and nature. This paper explores some of the problems in the interface between human knowledge, institutions, and nature, and will offer an example of cross-disciplinary, historical study to illustrate a well-known but, to most modern readers, impenetrable medieval text, Chaucer’s *Treatise on the Astrolabe*. It ends with three recommendations: look to history, cross boundaries between academic fields, and use practical, as well as theoretical, teaching methods.

Mirna Radin-Sabadoš

University of Novi Sad

Faculty of Philosophy, Department of English

Beyond crime and punishment: metaphor of violence in Iain Banks’s *Complicity*

Trying to decide on the place of art/literature in the network of codes and its relationship to what we recognize as reality, we are offered a number of interpretations, some of which support the theory that perception of reality in a text is influenced by social circumstances and by a number of factors relating to them. Therefore, “reality” cannot be seen as a reflection of any particular “natural” state, order or organization. Literature questions the assumption that coding is natural, much in the same way that language questions the assumption that there is an intrinsic order governing the world as a natural structure. It engages different voices and

ideologies in a dialogue inside the same text, achieving the effect opposite to habituation, i.e. defamiliarization. Corresponding to the culture of excess, Iain Bank's *Complicity*, pinpoints representations of postmodern "reality" within the framework of postindustrial consumption culture. It deploys defamiliarization strategies of juxtaposing violence and power, taking advantage of the conventions of generic fiction of which violence is a mandatory constituent.

Mihaela Brumen, Branka Čagran and Shelagh Rixon

University of Maribor, University of Maribor and University of Warwick

Assessment of Young Learners' Foreign Language in Slovenian Primary Schools

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 focuses on an investigation of Slovenian foreign language teachers' experiences and attitudes toward the assessment of primary learners of a foreign language. By means of a survey questionnaire we present the characteristics of teachers' assessment in practice, and teachers' attitudes toward assessment at the primary level. The survey shows that all teachers assess their young learners of foreign languages, more often numerically than with comments. They also believe that they are responsible for assessment, just as they believe that teachers and young learners alike have the right to these the results.

Živa Čeh

University of Primorska

Turistica – College of Tourism, Portorož

Contrastive Exercises for Teaching Collocations

It is generally accepted now that learners of a foreign language need to have command of different word combinations, particularly collocations. However, in spite of the fact that collocations have recently been discussed by many linguists, there is still a lack of understanding of how word combinations, and among them collocations, are learned. It is of great importance that collocations are taught intensively to students who have already acquired the basis of a foreign language they wish to master. Collocations are also of the utmost importance in the study of language for specific purposes. Teachers of a foreign language try to approach this issue in different manners. This paper addresses different ways of making students aware of word combinations and their importance. Moreover, teachers of a foreign language are provided with some ideas for teaching collocations and correcting collocational errors students of a foreign language make when they write or speak. Some mistakes made by Slovene speakers of English are listed. The paper also provides some examples of exercises that may be of help when correcting collocational errors made by Slovene speakers of English. Finally, there is some information about different types of dictionaries.

Soča Fidler

Univerza v Ljubljani

Pedagoška fakulteta

The portfolio – A more responsible student – A less stressed-out teacher

The article warns against the negative impacts of external assessment. These impacts are already noticeable in Slovenia, specifically and mainly in the teaching approach and learning efforts used for taking the standardised Matura exams. There is a narrowing of overall learning goals and a neglecting of the areas that, although vital for students' development, are not assessed in the exams themselves; as well, there are increased stress levels before and during the exams, which could result in a poorer performance. The article then proposes a portfolio approach in which students set their own learning goals, pursue them, reflect both on their achievements and alternative ways to make better progress. The portfolio approach lends itself extremely well to developing a student's writing skills gradually, as the awareness of learning goals and the setting of one's own, in combination with self-assessment and reflection are better motivators than just following preset objectives.

Violeta Jurković

Faculty of Maritime Studies and Transport
Portorož

Analysis of Language Learning Strategies Used by Students of Traffic Technology

Language learning strategies play a vital role in the language acquisition process, and this includes the realm of ESP at the tertiary level of education. This contribution first defines the concept of language learning strategies and gives a historical background to language learning strategy research. The central section focuses on a comparative analysis of language learning strategies used by first year students of traffic technology at the Faculty of Maritime Studies and Transport in Portorož, University of Ljubljana. The analysis, based on Rebecca Oxford's "Strategy Inventory for Language Learning", aims to assess the students' existing awareness of the process of language acquisition and the learning strategies that they use. 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 section contains sample ESP teaching materials and student instructions focusing on cognitive language learning strategies.

Urška Sešek

University of Ljubljana
Faculty of Arts, Department of English

'Teacher English': Teacher's Target Language Use as Cornerstone of Successful Language Teaching

In most of today's courses of 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 looks at 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 is made for 'teacher English' as a case of English for specific purposes.

Cvetka Sokolov

University of Ljubljana
Faculty of Arts, English Department

Essay Titles – Getting the Best out of Students?

Essay titles are important (de)motivating factors that have an immense influence on the quality of students' writing. The article focuses on two questionnaires aimed at students of English, and at lecturers teaching 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 results and conclusions arrived at by means of the questionnaires are presented and compared to my prior expectations, stemming primarily from my teaching experience. The topic is also discussed in the light of what experts on essay writing say about essay titles.

Michelle Gadpaille

University of Maribor
Faculty of Education, Department of English and American Studies

Cutting Edge Culture for Novice Translators

The article briefly explores the rationale for requiring certain types of activities from novice translation students. Three groups of such activities are presented: imitation, analysis and application, each followed by a brief discussion of its effectiveness when used with first-year students in the Translation Programme at the Pedagogical Faculty, University of Maribor.

Nada Grošelj
University of Ljubljana
Faculty of Arts, English Department

Belletristic Translation into English: What Price the Same Order of Words?

The order of clause constituents in Slovene is largely guided by functional sentence perspective, while its English counterpart is grammar-based and much less flexible. Therefore the English translation of a Slovene clause often displays a different order of constituents. In poetry, however, the position assigned to an entity, action, or concept within a line of verse contributes to 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. This paper discusses the most frequent types of restructuring employed in the English translations of select poems by the contemporary Slovene poet Dane Zajc.

Darja Hibar
University of Maribor
Faculty of Education, Department of English and American Studies

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

The article examines lexical choices preferred by a noted Slovene translator of dramatic texts. It is based on the assumption that in spite of the fact that 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, the kind of translation, and specific features of individual plays.

Although examples are taken from only one set of translations of Tennessee Williams's *A Streetcar Named Desire*, they also refer to other working and published versions of drama translations into Slovene, including Albee's *Who's Afraid of Virginia Woolf?*, Miller's *Death of a Salesman*, Pinter's plays, and Shaw's *Pygmalion*. The shifts considered in the article relate to register, *i.e.* factors of language variation affecting lexical choices related to the field, mode, and tenor of discourse.

Uroš Mozetič
University of Ljubljana
Faculty of Arts, English Department

The rack-brain pencil-push of hurt-in-hiding: Translating the poetry of Seamus Heaney into Slovene

The paper raises the issue of the Slovene possibilities of translating culture-, politics-, and language-specific poetic texts of the Irish author Seamus Heaney. The inquiry has been triggered by the unfavourable response to the poet's work in Slovenia, which is all the more telling in light of other modern Irish writers, especially dramatists, who have lately gained firm ground and acquired sympathy from the Slovene public. Our comparison of Heaney's poems with their Slovene translations is, therefore, aimed at elucidating the main reasons for such a tepid response, drawing mainly on a variety of the Slovene stylistic, linguistic, and pragmatic interpretations of his poetic output, which happen to be more often than not at variance with the author's intrinsic poetic output and thus the chief culprit in the misapprehension of his poetic communiqué.

Tomaž Onič
University of Maribor
Faculty of Education, Department of English and American Studies

Translating Recurrences in Pinter's Plays

Certain elements of language often repeat in all genres and at all levels of formality, whether spoken or written. This phenomenon, either premeditated or applied intuitively, always has a reason, despite the fact that the speaker (or writer) is not necessarily aware of it.

A re-appearance of a certain word or word cluster is called recurrence. According to various definitions, it can be the direct repetition of a textual element which has appeared before in the text, the re-appearance of a certain word in the form of a different part of speech, or the repetition of a word cluster in which at least some elements of the original sentence repeat in

the same or similar form. The term repetition is not used because only seldom is a repetition of a part of a text a real repetition, carrying exactly the same meaning potential of the repeated phrase as did its first appearance. This element of language is often disregarded in translation. It's importance is even greater in texts where recurrences are common or, as in Pinter's plays, they represent one of the important elements of the author's style. Hopefully, this paper will raise awareness of how important it is to consider this element in translation.