FOREWORD

Most differences between humans boil down to language issues: omissions, interrupted communication, lack of adaptation or localization, various translation and mediation issues, limited communicative competence, and underneath it all, the teaching of all of the above. This book is the kind of place where people who are teachers through no fault of their own formulate occasional responses to permanent and forever changing problems that account for said differences among us and put the latter in a fresh perspective.

With Olga Migorian’s paper the emphasis moves to hard-core theoretical linguistics as she proposes to explore the historical stages in the formation of the onomasiological category of negation. What makes the work impressive is the generous inventory of derivative bases, and the author strives to thoroughly indicate the potential of a large number of lexical-semantic and lexical-grammatical groups while giving information as to their evolution in the history of the English language.

Alina Bruckner’s paper brings to the limelight the effects of a linguistic trend which, rooted in the need to import lifestyle innovations at a time of cultural and economic upheaval, has created a linguistic gap between usage norms and the creative industries for more than a century now. As the author shows, Denglish – the very word mutating between the English and the German spellings – is the phenomenon of borrowing English words into German when it was felt necessary to introduce into German culture and economy concepts and tools originally known by their English names. Bruckner’s line of argumentation, in both synchronic and diachronic exploration, illustrates the perpetual interconnections between linguistics and society.

The pair of teacher-authors Veronia Martynyuk and Olena Kravchenko propose a new approach in teaching English for Specific Purposes. Their paper is a report on a successful attempt to merge two of their students’ learning needs (i.e., professional and communicative) in an interdisciplinary training endeavor.
titled ‘English as an Instrument of Personal and Professional Development’ which contributes not only to the actual academic and professional standards of performance, but also to their students’ level of satisfaction due to the perceived value of the teaching. The approach resembles the more familiar Task-Based Approach in the sense that practical tasks are connected with the language to be learnt, but the important difference is that the project joins different students from different areas of education represented by different institutions (university students of foreign languages and chef-school trainees). The merit of this approach is the efficiency of mutual interprofessional teaching and learning between the two student teams, as well as the sense of cooperation and support emerging in the process.

A rare occurrence of applied syntax, the study proposed by Iryna Mykytiuk and Olesia Musurivska demonstrates how syntax can provide information as to the character of communication. The authors select a number of syntactic features which they study in the fictional dialogue between the characters of Irwin Shaw’s novel Rich Man, Poor Man. It is interesting to see how the authors find a way to describe the colloquial quality of the conversation in the novel by focusing on classifications of sentences and stylistic devices built around syntactic structures.

Another branch of linguistics is the realm of action in Natalia Nehrych’s paper on phraseological dynamics. The opening theoretical considerations represent sufficient incentive to accept the challenge of describing how post-modern literature in general, and comic fantasy in particular, heavily rely on language play and especially on idioms. The author proposes the writing of a contemporary British novelist, Jasper Fforde, as a direct application of her findings. The paper shows that it is impossible nowadays to keep linguists and literary critics in separate teams and still be able to formulate pertinent opinions about the way contemporary fiction writers push the boundaries of language and intelligibility.

Anna Zaslonkina’s Semantic Primes of Perception from the Perspective of Word Formation takes on the wide area of semantics. The author sets out to describe the structural-semantic links between derived and root words belonging to the thymic lexical corpus of modern English within three theoretical frameworks – Peircian and Greimassian semiotics, as well as cognitive linguistics, which makes for a rather daunting enterprise; at the same time, as the bibliography shows, research from both the English and Russian language areas is drawn on. The author starts by hypothesizing that “the concepts SENSE, FEELING, EMOTION are the entities that form the basic level of the thymic category” while “the notional thymic potential of the conceptual triad SENSE – FEELING – EMOTION is enhanced by means of lexemes which are derivationally connected with the ternion’s basic nominals”. The paper thus explores at length several semantic classemes such as feeling,
perception, understanding and consciousness as well as the lexemes belonging to the word-building paradigms of the conceptual triad in question. Thymic linguistic signs are argued to be at the same time a means and a product of purposeful activity.

Oana-Maria Frănțescu, a teacher and professional translator and interpreter for almost twenty years, tackles the elusive field of formal training for interpreters. While the profession of interpreter itself is as old as human communication, formal training still resists standardization and the author’s paper on major categories of errors present in the students’ classroom performance aims to inform future teaching decisions and design ideas for further support starting from the reality of not just differences between standard languages, but even diversity in the way various levels of an interpreter’s third language or the interference between the first and second languages affect the quality of the end-product of simultaneous interpreting. It is accepted now that a textbook for teaching simultaneous interpreting is a utopian project, but the author suggests that teachers can at least notice patterns of the most frequent errors in the process of simultaneous interpreting between certain two languages to guide themselves towards a model of intervention and assistance at various moments in the training.

Daniela Doboș, a teacher of linguistics who is also fond of English grammar, takes on the formal training of translators, which includes classes in specialized translation. She argues that both implicit and explicit grammar must be included in these classes, and suggests a model of conceptualized grammar teaching. The conceptualized teaching of the categories of tense, aspect and complex noun phrases is detailed with examples. In the current communicative framework, where grammar is all too often neglected, it is useful to recall that only grammar can provide a systematic framework for language teaching and learning. Students should be given ample opportunities to focus on relationships between form and function, which will enable them to perceive patterns, gives them confidence, and paves the way to consciousness raising and language awareness.

Since one of the major functions of language is the creation of literary texts, this collection could not be without a few systematic approaches to literature. Thus Olga Beshlei discusses the symbolic meanings of the concept of Youth in literary works in English over three centuries, with an emphasis on “the symbolic image of youth as an object of socialization”, which not only “reproduces its traditional inherent features but it demonstrates the attitude of society to this phenomenon”. Surveying three centuries of fiction in English is a daunting enterprise. The author, who admits that “the findings described are fairly general”, begins by arguing that in the British fiction of the 19th and 20th centuries, Oscar Wilde, Jane Austen, W.S. Maugham, Virginia Woolf and Graham Greene all employed the themes of the eternal search for perpetual
youth at all costs and the rejection of ageing. In the American fiction of the 19th century an association of Youth with the concept of Crisis is identified based on examples from Mark Twain, while in the 20th century F.S. Fitzgerald’s *The Mysterious History of Benjamin Button* is deemed an epitome of widespread rejection of old age and valuation of youth. Olga Beshlei has further identified a shift in the 21st century in both British and American fiction towards “the cult of youth”, healthy eating and dieting besides plastic surgery, based on examples from Nicholas Sparks, Danielle Steel, Chuck Palahniuk and Jonathan Franzen.

In *Metaphorical Verbalization of the Concept Woman in the Victorian novels of Mary Braddon*, Olena Novosadska focuses on two novels, *Lady Audley’s Secret* (1862) and *Aurora Floyd* (1863) as epitomes of Victorian Sensation novels of the 1860s and 1870s. The author introduces Braddon’s works and summarizes the theories concerning the use of metaphor in literature before arguing that Braddon’s use of conceptual metaphors is relevant to the construal of her novels: “through the histrionic character of Helen/Lucy/Lady Audley, the disquieting devil in the house, whose immaculate, childlike looks artfully concealed her “evil-minded intentions”, the writer wished to expose the limits of the male-fabricated construct of Victorian womanhood.” It must be noted, however, that not all the quoted examples are in fact metaphors, and none of them are analyzed in any relevant way; the article would certainly have benefited from a proper conceptual analysis of the true metaphors in the two texts. The conclusions themselves do not fare better, simply because they are too general: “the metaphors used in literature provide software to conceptualize the world in better and broader ways.” This is precisely what the author has failed to explain in her article.

Last but not least, Andi Săsăiac discusses at length a relevant case of manipulation through translation, starting from two relevant questions put forward by Fawcett and Munday in their “Ideology” (2009), namely: “is all human activity ideologically motivated? When is something ‘ideology’ rather than just ‘culture’?” Sacheverell Sitwell’s *Roumanian Journey* (1938) and its Romanian translation of 2011 benefit from ample analyses in their historical context, in both the source and target cultures and even beyond, including, for example, the negative 1938 review in the American *Saturday Review of Literature*. All the relevant factors that translation theorists have shown to have an effect on the target text are taken into account, for example their patronage and actual readership reactions and expectations. In his article, Andi Săsăiac makes a compelling case for the *domestication* strategy employed by Maria Berza in her translation, on the basis of well-argued examples, thus acknowledging Carl Thompson’s suggestion in his *Travel Writing* (2011) that any form of travel text is always a constructed, created artefact rather than a transparent window on the world. The conclusions, on the other hand, do not in
fact support the contents of the article, a fact which does not do justice to an otherwise well-written and engaging text.

The present collection illustrates the necessary flexibility all teachers and linguists need in order to professionally follow novel directions in the theoretical and practical approaches to language study. It is our hope that some of the ideas presented here will go beyond the confines of the research centre where they were generated and beget original solutions to questions of yore and ahead.