The Book of Abstracts

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The Book of Abstracts contains abstracts of the papers to be presented at the conference.
The abstracts are listed alphabetically according to the names of their authors.
The conference organizing committee does not take responsibility for the content of the abstracts.

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Wojciech Boryszewski
University of Warmia and Mazury in Olsztyn

The Magus by John Fowles as a Reinvention of the Court Masque

The Magus by John Fowles is a postmodernist novel which is highly syncretic. Thus, it contains elements of numerous genres, such as the romance in its many variations (e.g. Medieval, gothic, pastoral), the detective novel, the novel of manners as well as the masque.

What is meant by 'the masque' is a theatrical genre, a kind of courtly entertainment popular in the 16th and 17th centuries, especially during the reigns of James I and Charles I (the Stuart masque). Although it was a very ephemeral and short-lived form, it has received quite a lot of critical attention in the 20th century.

John Fowles's novel refers to the masque genre at several levels and it refers to its theatrical and printed form – the masque-in-performance and the literary masque respectively. The aim of the presentation is to examine the elements of the masque in the novel and how they influence its interpretation. The analysis is conducted with references to William Shakespeare's *The Tempest* – the main intertext in *The Magus* – which also contains masque elements.

Jarmila Brtková
Comenius University in Bratislava

Key Aspects in Teaching Business English with the Focus on Communication Skills

Every day millions of people all over the world use English in their business activities. They use Business English in different fields, e.g. finance, marketing, commerce, insurance etc. and different contexts, e.g. in negotiations, telephoning, business presentations. Business people use specific language as well as certain techniques to get their message across. That is why they need some business communication skills together with Business English. Teaching Business English is much more than teaching business or a language, it is about teaching communication in the authentic business contexts.

The goal of this paper is to present some key aspects in teaching Business English that may contribute to the overall effectiveness of the learning process. The most important aspects are: Sense of Purpose, Social Aspect and Clear Communication. Due to the fact that we live in the global world where a lot of people come into contact with people from other cultures, the need of Intercultural Training is of great importance as well. The paper also deals with the significance of communicative competence and emphasizes the importance of making business presentations, participating actively in meetings, doing negotiations or using the telephone etc. in the learning process, because such activities are not only effective tools for motivating students but they also appear to be extremely useful in their future professional lives.

Anita Buczek-Zawiła
Pedagogical University of Cracow

Everything Must Have Its Place: accent accommodation in Modern Welsh borrowings from English

Present-day Wales has been in contact with English since as early as the 12 century. In this period the two languages have interacted, mutually influencing each other to a differing and not necessarily symmetrical degree. The situation is that of widespread bilingualism, with everyday occurrences of natural code-switching between Welsh and English, as well as constant interaction and mutual influence of one language on the other, most notably in the form of borrowing and substratum patterns, not restricted to the area of the lexical stock.

Within the lexical sphere, it has been pointed out that borrowing from English must have begun as early as the Old English period; and that the process is in full force today. The older borrowings are not so straightforwardly noticeable or recognisable as they have undergone phonological adaptation and modification. One of these is the suprasegmetal feature of word stress. The segmental adaptation of items borrowed from English has been investigated before, while the accent accommodation to the Welsh pattern has only occasionally been noticed or commented upon. There exists a systemic difference between the two phonological systems in that in English word-accent is quantity sensitive, whereas in Welsh it is fixed (mostly) to the penultimate syllable. The research into these issues appears to suggest that we cannot talk about mechanical adaptation of borrowed words into the word-stress pattern functioning in Modern Welsh. It is to such issues that this paper is going to be devoted.

Monika Dobrovičová
Comenius University in Bratislava

Presentations in the Multilingual Environment

This paper summarizes the importance of cultural sensitivity and cultural awareness for presentations given in a foreign language and in the multilingual environment. In the modern and globalized world of today an ability to present a product, company or a personal vision effectively is becoming a key skill for managers. Therefore students of management are to be reminded not only of the importance of the ability to speak a foreign language properly but they are to try to comprehend and respect intercultural differences which are reflected for example in overall understanding of time, body language and facial expressions which are closely related to the expression of emotions. Taking into account these differences delivery of business presentations should be adjusted to the culture it is performed in. This is one of the prerequisites for successful future business relations. This paper studies and exploits Gesteland's classification of areas which are conditioned by cultural values, customs and traditions which are to be taken into account if managers want to succeed in communicating their message in the multilingual environment.

Agnieszka Gicala

Pedagogical University of Cracow

From Practical Grammar to Literary Translation: how can practical grammar classes aid prospective translators of literary texts – an analysis dedicated to my students

The present paper is an analysis of some intricacies of English grammar as taught in year I of BA studies as a prerequisite for literary translation. Authors of literary texts, such as poems, do make use of grammar in order to build an image and a message that they want to convey to the reader. Future translators ought to be aware of the fact that there is poetry in grammar; that is why their practical knowledge of grammar should be present and perfect when translating a literary text.

The present paper relates certain issues of English grammar to selected passages of poetry and to their translation so as to show the practical significance of grammar as an element of a translator's workshop. For example, possible dilemmas connected with the choice of tenses in conditional sentences in English may prove to be crucial for the correct rendering of Wisława Szymborska's poem "W biały dzień" (grammatical choices will be exemplified by the poem's translation entitled "In Broad Daylight" by Stanisław Barańczak and Clare Cavanagh). The present analysis is performed from the perspective of cognitive linguistics.

Paweł Hamera
Pedagogical University of Cracow

'Alas! the Irish peasant had tasted of famine and found that it was good': *The Times* **and the Great Irish Famine**

The Great Irish Famine (1845-1852) played a pivotal role in the history of Ireland and Great Britain. It was a serious blot on the achievements of the British Empire, which exacerbated the strained relationship between the two islands. The failure of Britain, especially of the English, to help the sister island and its inhabitants has reverberated among the Irish to this day. Many historians point out that the catastrophe was brought about by British politicians, who rigidly adhered to the ideology of *laissez-faire* and, as a result, left the Irish to fend for themselves. Nonetheless, the role of the British press at the time cannot be overlooked. The nineteenth century was a period of rapid development of the press and the growth of its influence. The most influential of newspapers at the time was *The Times*.

The paper examines the portrayal of Ireland and the Irish in *The Times* at the time of the Great Irish Famine. A closer look at how the Emerald Isle was depicted in this daily newspaper, which undoubtedly had an enormous influence on British public opinion and British politicians, helps to understand why this tragedy took place despite the fact that Ireland belonged to the mighty and affluent United Kingdom.

Susanna Johnson
Jan Długosz University in Częstochowa

Flannery O'Connor and 'The Displaced Person': the post WWII Anglo-American mentality towards Polish displaced persons as found in fiction and non-fiction

After a comprehensive survey, it can be said that post- World War II fiction followed facts found in: newspapers, government documents as well as the comments made by the leaders of the time. While Flannery O'Connor caught the whole of the attitude towards Polish Catholic DPs in her short story, 'The Displaced Person,' the mentality appears in a fragmentary form in other Anglo-American fiction of the post war time. There will be a short presentation of the historical facts concerning the Polish Catholic displaced persons, some observation of O'Connor's short story, and examples of the mentality found in a wide array of popular fiction – from Agatha Christie and Ian Flemming on one side of the Atlantic to Ellery Queen among others on the other. Literature reveals the mentality towards Polish Catholic displaced persons and will be touched on as well.

Anna Konieczna
State Higher Vocational School in Nysa

Ambiguity Tolerance as a Trait Influencing the Learning of Language-and-Culture Through Authentic Materials

Tolerance of ambiguity is described as a learning style, or an individual characteristic, supposedly quite stable in character, which influences one's cognitive and emotional predisposition to cope with data contradicting one's system of knowledge and one's beliefs.

In the presentation I argue for the fact that tolerance of ambiguity, whether innate or acquired, stands in relation to an individual's willingness to use authentic materials as linguistic and cultural input. Consequently, it influences not only the quality of learning (as has been argued for a long time), but also the quantity of authentic input. The hypothesis is that people more intolerant of ambiguity will be trying to avoid authentic input (full of apparently dissonant information), and will be better predisposed and more willing to undergo the more traditional type of education (with the use of coursebooks and discrete-point tasks).

The study concerns advanced learners of English studying at the faculty of English literature and linguistics. The tool used in the research study is a questionnaire including questions concerning: a) the tolerance of linguistic and cultural ambiguity, b) students' attitude toward the learning of language and culture through the use of authentic materials, and c) students' preferences for more or less integrative learning tasks. One other question that the research study intends to answer is whether and to which extent foreign language learners can develop the characteristic of linguistic and cultural ambiguity tolerance.

Monika Kozub
Pedagogical University of Cracow

"Lost, unhappy and at home"- Seamus Heaney's North

My paper will deal with the work of Seamus Heaney (born 1939) regarded by many as the most distinguished Irish poet living today and one of the finest poets now writing. It is often said that Heaney's work reflects the fears and doubts, the dilemmas experienced by contemporary Irish people and that his development as a writer parallels that of Ireland over the past fifty years. From being a backward, inward-looking country, obsessed with the past and with a sense of inferiority, Ireland has become a country which is financially prosperous, a country which is intellectually and culturally important, a country which is confident of her position in Europe and the role she plays as a bridge between Europe and the United States of America. Similarly, Heaney has progressed from a homely and relatively simplistic perspective to a far more cosmopolitan and complex view of his own identity, an identity which embraces different aspects of European and world culture.

In my paper, I am going to focus on the themes that most frequently recur in Heaney's work, namely, the past and the complex matters of ancestry, nationality, religion, history and politics (the ethno-political conflict in Northern Ireland). I will begin my paper with an analysis of "Digging", one of Heaney's most famous poems, which actually opens a collection of poems called *Death of a Naturalist*. *Death of a Naturalist* (1966) was Heaney's poetic debut and it is largely concerned with themes, such as childhood experiences, the formulation of adult identities, family relationships, and rural life. *Death of a Naturalist* met with much critical acclaim and won Heaney several awards. At that time (1966), Heaney was also appointed as a lecturer in Modern English Literature at Queen's University, Belfast.

In the second part of my presentation, I am going to focus on Heaney's depiction of the conflict in Northern Ireland and I am going to analyse two of his poems, namely, "Casualty", from a collection of poems called *Field Work* (1979) and "The Tollund Man", from a collection of poems called *Wintering Out* (1972). In "Casualty", Heaney makes a direct reference to the events of Bloody Sunday (30 January 1972) and in "The Tollund Man", he draws a parallel between the sacrificial victims of Iron Age Jutland and the victims of the ethno-political conflict in contemporary Northern Ireland.

Ewa Kucelman
Pedagogical University of Cracow

How to Bite Harry Potter? Names in J.K. Rowling's series as a challenge for the Polish translator

The present study aims at the description of neologisms in J. K. Rowling's Harry Potter series. Novels such as *Harry Potter*, set in a reality alternative to ours, abound in neologisms, a vast majority of which are names of entities absent from the world of an ordinary English speaker. For each such novel entity a new name must be coined. The inhabitants of Harry Potter's world are by and large British by birth; consequently, the names which they use chiefly follow the word formation rules of English. Various ways of coining new terms used by Rowling constitute the first part of the study. The second is devoted to the strategies used for their translation into Polish by Andrzej Polkowski. Due to the differences between the English and the Polish systems verbatim translation is not always possible. The task of the translator is then to choose among the available strategies the one, which in a particular case will be the most successful. On the lexical level, decisions taken by the translator are often subjective and controversial. The concluding section of the paper deals with such disputable cases.

Marek Kucharski
Jagiellonian University

Religious Motifs in Andy Warhol's Selected Visual Realizations

The idea behind my paper is to analyze religious motifs which permeate Andy Warhol's artistic output. I will put special emphasis on the motif of icon, the concept of which was completely redefined in his serigraphic realizations. During the presentation I will focus on the evolution of the religious references which started to dominate in Warhol's work towards the end of his life. The complexity of Warhol's approach towards pop art can be proved by the dualism which consistently manifested itself in the binary oppositions which can be observed in his artistic oeuvre: highbrow culture – lowbrow culture, artistic activity – mass-production, the private – the public, the East – the West, the sacred – the profane. Similar dichotomies characterize his religious paintings.

When analyzing Warhol's works in the religious context, one can distinguish three periods during which his works display religious or quasi-religious properties:

The 1960s – the period dominated by iconic representations of the objects of every-day use and portraits of American representatives of the world of politics and pop culture.

The 1970s – the continuation of the above trend with the tendency towards artistically sophisticated portraits.

The 1980s – the decade during which Warhol continued painting portraits and embarked on creating travesties of the classic Renaissance paintings.

In the first part of the presentation I will outline the history of the icon in the traditional Greek Catholic sense. Then, I will pass on to the evolution of the concept. Finally, I will introduce Warhol's visual realizations and his idiosyncratic understanding of the notion in question.

Andrzej K. Kuropatnicki
[1] Pedagogical University of Cracow
[2] Medical University of Silesia in Katowice

Sir Thomas Elyot as a Pioneer of English Medical English

In sixteenth century England the vernacular was duly established as the literary medium. One can see general national activities increasing its vocabulary as well as slow modification of its grammatical structure and syntax. Increasing numbers of scientific books were written in English but their technical vocabulary was very cumbersome and often confusing. So far only Latin, and to some extent Greek, had been used to express *materia medica*. Before Tudor times there was no need to find English equivalents for most medical terms. Among writers who wrote in English about medical matters were physicians and laymen. They introduced many medical terms to English.

The present paper presents examples of words introduced to the English language by Thomas Elyot, the author of *The Castel of Helth*, with their etymological analysis.

Andrzej Łęcki
Pedagogical University of Cracow

Development of Purposive *so that* in English

According to Huddleston and Pullum, the constructions introducing finite clauses expressing purpose are *in order* and *so*. The history of the former structure has recently been studied by Łęcki and Nykiel (in press), while the development of the purposive *so* (*that*) subordinator has not attracted particular attention on the part of historical linguists. That the history of *so* (*that*) deserves a proper analysis can be shown by the very fact that in present-day English it is the second element that can readily be omitted, whereas in Middle English so introducing purpose clauses does not seem to have been especially popular when set against that alone, e.g. in select illustrations of modally marked forms in final clauses in Middle English Visser supplies twenty eight cases of *that* alone and only one of *so that* and one of *so* alone and MED (s.v. *sō* (adv.)) does not even mention the possibility of *so* introducing purpose clauses. Yet *swa þæt*, however uncommonly, was used to introduce final clauses already in Old English.

The main objective of this paper is to investigate the extent to which the purposive *so that* construction was grammaticalised in English. This is achieved by referring to the mechanisms and principles of grammaticalisation propounded by Hopper and Heine. The secondary aim of this work is to provide a quantitative analysis of *that* and *so that* introducing final clauses in Middle English and Early Modern English. The language data are taken mostly from the electronic corpora of the English language such as the CMEPV and ICAME corpora.

Olha Luchuk
[1] Ivan Franko National University of Lviv
[2] The East European State Higher School in Przemyśl

George Orwell's *Animal Farm*: the contexts of early Polish and Ukrainian translations

Unexpected things often occur in the literary world. No one could have predicted that Ukrainians and Poles would be the first to translate George Orwell's *Animal Farm* (1945). The first Ukrainian translator, who translated Orwell's novel in 1947, was Ihor Ševčenko, who published his translation entitled *Kolhosp tvaryn* (*Collective Farm of Animals*) under the pen name Ivan Cherniatynskyi (*Prometheus Press,* Germany). The first Polish translation of *Animal Farm* came out the same year in London under the title *Folwark Zwierzęcy* and was done by Teresa Jeleńska. Both translations appeared thanks to translators' personal contacts with George Orwell. There is another curious episode in this context. Ihor Ševčenko described how he came to translate *Animal Farm*. Among other things, he recalled that he was introduced to Orwell—literally and figuratively—by the Poles. After the war, Ihor Ševčenko's school friend from Warsaw, André de Vincenz (son of the noted Polish writer and diplomat Stanislaw de Vincenz), found Ševčenko and convinced him to join the staff of the Polish daily *Dziennik Żołnierza*. It was André and another of Ševčenko's friends, Konstanty Jeleński, who had spent some time in England and later introduced Ihor Ševčenko to English literature and to Orwell's works in particular. From Orwell's letters, we also find out that the mother of Konstanty Jeleński, Teresa Jeleńska, who personally knew Orwell and planned to translate *Animal Farm* into Polish, introduced Ševčenko to Orwell in a letter.

Wojciech Majka
Pedagogical University of Cracow

Science and the Crisis of Humanism

Phenomenology tries to show that human thinking need not be determined and reduced to the overt rationalism that stands behind the natural sciences. This means that human thinking does not need to be fully determined by science, as science is incapable of understanding reality in its *gestaltness*, i.e. it only gathers and stores experience in the form of concepts which means that the scientific view of the world of experience is fragmentary and incomplete. This is what Husserl would call the *naivete* of the sciences which were automatically said to presuppose that all knowledge consisted in tracing the relations between subjectivity and objectivity and that the self is an existent that is basically detached from the world.

Agata Marzec
Catholic University of Lublin

The Role of Poetry and Literature in Language Teaching

The aim of the paper in question is to present parts and parcel of implementing literature and poetry into ESL classes. Proper adaptation of texts in accordance with the students' knowledge of English is of paramount importance when introducing both literature and poetry into the L2 learning process. The article will examine such criteria along with analyzing the process of choosing the texts, as well as provide certain tips as to how and to what extent they should be altered and adjusted. As it will be argued, literature and poetry comprise a great source of grammatical, lexical structures and culture related subjects, at the same time being a source of enjoyment. In this vein, the article presents several merits of applying pieces of literature into English classes, one of them being their ability of being transformed and adapted to drama simulations, which in turn provide a vast amount of amusement for pupils.

Monika Mazurek
Pedagogical University of Cracow

Under which Lord? The conflict between obedience and freedom of conscience in the Victorian religious novel

One of the issues regularly cropping up in Protestant polemic writings was the issue of the legitimacy of the Church of England. Attacked both by Dissenters and Roman Catholics as an "Act-of-Parliament" church, it defended its position as the institution authorized to exercise pastoral care over the souls of Englishmen and Englishwomen. In the 19th century, with Test Acts abolished and Catholics emancipated, the question of the legitimate church acquired new urgency. While the number of Catholics in England quickly grew and the highest Roman Catholic representatives openly voiced their hopes for England's reconversion, Protestant novelists tried to defend their religious allegiance. A number of Victorian authors addressed in their novels the question of obedience to religious authority and the means through which the legality of such an authority could be established. Often the novelists used the story of a family conflict in order to depict such issues in a miniature form, with parents standing for the state and/or church authorities, while children were their rebellious subjects. The conflict between obedience and freedom, or, to be more precise, obedience to authority and the freedom to decide to which authority one should submit, was the lynchpin around which the discussion revolved. Anglican writers, while proud of the traditional British liberty, were afraid that exercising it too freely could lead many susceptible souls astray, that is, into the Roman fold. The paper will attempt to explain the implications of this argument, using examples from selected Victorian novels.

Przemysław Michalski
Pedagogical University of Cracow

The Churches and Chapels of Ronald Stuart Thomas

My paper will try to examine a handful of poems by the Welsh poet Ronald Stuart Thomas, whose centenary of birth we are celebrating this year. I would like to explore some of the ambiguities and ambivalences with which Thomas's poetry is riddled. This extremely prolific author, who wrote over 1.500 poems, in his work focused either on Wales and Welsh people, often in a distinctly reberbative and caustic manner, or about the challenges of religion and faith. Many of his poems feature descriptions of churches, chapels and other places of worship; these are usually secluded buildings lying in half-deserted villages rather than the imposing cathedrals and magnificent abbeys of great cities. The churches and chapels which appear in his verse have the double status of official places of worship but also of a location in which a far more intimately communion with the divine can be forged. At the same time, in the poem "Empty Church," Thomas provocatively calls one church a "stone trap" into which man hopes to lure God and hold him within. Those prevailingly empty places with their starkly austere interiors, impenetrable silences and Protestant frigidity can be treated as objective correlatives of faith and religion, a stony *analogon* of modern man's spiritual plight, a tangible symbol of religion's demise.

Jana Pavlíková

J. E. Purkyně University, Ústí nad Labem

Jan Amos Komenský (Comenius): the modern approach to Foreign Language Teaching

Among the many pedagogical works of J. A. Komenský, it is specifically *The Analytical Didactic* (a part of his book *Methodus linguarum novissima*, first published in Leszno, Poland, 1649), which summarises the main principles to be applied in teaching languages. Almost four hundred years elapsed since the book was written. Does it still bring up valid arguments and findings? Or rather, does the current FLT Methodology present considerable breakthroughs, which overcome the antique theses of the famous baroque scholar?

The presentation chooses and discusses specific claims and observations included in the above mentioned treatise, comparing them with current trends and fundamental principles of modern language teaching. Practical examples help to illustrate the considerations and support the conclusion.

Maria Piątkowska
University of Warsaw

Two Jacks of London: legends of the Victorian period

The popular image of Jack the Ripper is widespread all over the world. Hearing the catch-word "Jack the Ripper" almost everyone would imagine the well-dressed serial killer from London. The story of this cruel character is being analysed up to this day and still remains a mystery. Though, it is worth to say that there existed another Jack, who had inspired fear among the citizens of Victorian London. The Spring Heeled Jack, who had been spotted in 1930s, became the hero of many other dark legends of London. What have these two characters had in common? I will attempt to answer this question and present the history and some curious details of both Jack the Ripper and Spring Heeled Jack.

Joanna Podhorodecka
Pedagogical University of Cracow

The Passive of the Verb 'see': a usage-based study

Transitivity is described in terms of a cluster of features, the most prominent of which include: a dynamic event, a directional energy transfer between two distinct participants and an affected patient (Hopper and Thompson 1980, Langacker 1991). Since prototypical constructions have higher distributional potential and occur in the widest range of contexts (Taylor 2009: 222), verbs that are close to the transitive clause prototype should passivize more easily and frequently.

The verb 'see' is one of the ten most frequent verbs in English, and at the same time one of the ten most frequently passivized verbs (Biber et al. 1999: 368, 478). However, it departs from the transitive prototype in several respects: it describes perception rather than action, there is no energy transfer and it is the primary participant, the experiencer, that is affected by the event.

The question that this study attempts to answer is which semantic and syntactic features of the verb 'see' contribute to the high frequency of its passive uses. The study relies on corpus material and correlational analysis as the method of structuring the data.

Edyta Rachfał
East European State Higher School in Przemyśl

Let's *Face* Crisis Communication

[I]nformation is brought forth in some way about his social worth which cannot be integrated, even with effort, into the line that is being sustained for him (Goffman).

On 21.01.11, being *in wrong face*, Andy Coulson makes a statement of resignation from the position of Cameron's communications director because of the coverage of the phone hacking scandal at News of the World. Several independent investigations reveal the "repugnant nature" of the media practices and lay bare the network of improper relationships between the people in the media, politics and the police. Coulson's statement triggers a succession of prominent resignations and other definitive decisions by the top public people in the media, politics and the police in the UK.

In the wake of the crisis, they stand up in front of cameras and make their statements to inform, explain, justify... and yet, the paper claims, the primary reason is *face,* as construed by Goffman and Tercourafi. This paper gives an overview of Crisis Communication, provides background to the hacking scandal and presents a linguistic analysis of the statements made between 21.01.11 and 20.07.11. It argues that linguistic resources the speakers employ reflect the biological grounding of *face* in the dimension of approach vs. withdrawal.

Jacek Rachfał

East European State Higher School in Przemyśl

Gothic Art: A morphological and semantic comparison of Polish and English architectural terms

Gothic cathedrals were marvels of mediaeval art, craft and thought. The present paper is intended to try to highlight a small part of what the cathedral phenomenon encapsulates. This is done by bringing forth typical church-architecture terms and having them analysed from the synchronic morphological point of view. The terms in English are juxtaposed with their Polish counterparts, and two parallel analyses are carried out, with some conclusions arrived at. For example, English boasts many terms which are products of conversion, and synthetic compounds, which are fairly frequent in English, are less common in Polish. On the other hand, Polish abounds in compounds based on case government. The word-formation analysis is followed by a semantically-oriented comparison of the Polish and English architectural lexicons. Most sense-relations are shown to run parallel in Polish and English but significant differences are found out to occur in the field of polysemy. This is due to the fact that polysemy and idiomaticity are based on metaphorical links, which do not follow the same paths in different languages. Subsequently, classical and modern metaphor theories are evoked to address architectural terms. Finally, the notion of metaphor brings the paper back to morphology, specifically to exocentric and metaphor-based compounds.

Katarzyna Rokoszewska

Jan Długosz University in Częstochowa

Assessing young learners of English – research results

As the starting age to learn a foreign language has been lowered in many countries, including Poland, many teachers are faced with the challenge not only to teach foreign languages to young learners but also to evaluate their progress. The necessity for formal assessment in the case of young learners is questioned by some methodologists who emphasize the primacy of attitude goals as opposed to content goals. However, school practice clearly points out that teachers are obliged to assess young learners in formal educational system. It needs to be emphasized, however, that assessment based on classroom tests constitutes a rather under-researched area in contrast to the assessment based standardized tests. Furthermore, assessing language learners at the lower primary level requires a different approach because of the child's physical, cognitive, social and emotional development as well as sensitivity to criticism and failure. The aim of the present paper is to present the results obtained in a qualitative study based on the questionnaire whose aim was to investigate the aims, methods and techniques of assessing different language areas and skills in young learners as well as problems teachers face in this respect

Anna Ścibior-Gajewska

Pedagogical University of Cracow

Agent? Patient? Who's to Blame? Error gravity and the semantic role of the error-affected argument

Semantic roles, or theta-roles, are assigned to arguments by predicates. In many ungrammatical utterances, the argument structure of the predicate is disorganized, e.g. due to omission, displacement, or incorrect realization of an argument.

In order to determine the importance of semantic roles in acceptability judgments, acceptability tests were carried out on a sample of erroneous utterances of Polish learners of English. In the research, the degree of acceptability of particular erroneous utterances was established, with regard to the semantic role of the argument affected by the error. This paper presents the results of and conclusions from the research.

The theoretical background of the research is a mixed approach based on the traditional version of the Transformational-Generative Grammar (Chomsky, Haegeman & Gueron, Williams, etc.), the traditional descriptive grammar (as represented by Quirk & Greenbaum), and the error analysis (as proposed by Corder). The method applied in the research is an acceptability survey, conducted on a sample of 60 native speakers of English, and examining a set of 60 sentences. The linguistic material was coded according to various criteria, including the semantic role of the argument affected by the error. The semantic roles prominent in the research were the Theme and the Affected (including the Goals, the Experiencers, and the Patients). The external argument – the subject – was examined regardless of its semantic role.

The results analysis shows that there are certain semantic roles whose ungrammatical realization contributes to the overall unacceptability of the utterance more significantly.

Agnieszka Strzałka

Pedagogical University of Cracow

Complaining in Multicultural Users' English as a *Lingua Franca*

Conveying dissatisfaction (complaining, criticising) may seriously threaten the hearer's as well as the speaker's face. In Anglo culture great care is given not to impose too much while performing this speech act. As an egalitarian speech community, English native speakers avoid direct criticism even in relationships which bear the trace of hierarchical ones e.g. parents to children, teachers to learners, bosses to employees, lest the relationship is threatened. The idea is basically to criticize behaviour not a person, starting one's dissatisfaction statements with "I am, I feel" etc., rather than "you are you have, etc" and to mitigate complaining. Strategies of opting out and off record complaints are used much more frequently than the bold on record ones.

On the other hand, foreign and second language learners often "fail" to produce statements, fixed expressions   characteristic of native speakers. If compared to native speaker production non native speaker use will be called marked or deviant. Cook names the practice "the comparative fallacy". He says that given the right to decide what becomes the English as a Lingua Franca norm, users of ELF might conceive ELF patterns in their own right and calls for the development of "a multicompetent speaker rather than an imitation native speaker".

The article follows to check on the realizations of the act of complaining in elicited informal language tasks presented to non native speakers (Lingua Franca speakers) of different L1 backgrounds.

Hélène Suzanne

Polonia University in Częstochowa

Translation and Comparative Literature

The objective of this paper is to analyze the relationships between translation and comparative literature with a focus on the act and the nature of translating and their impact on the comparatist's conclusions. Indeed, the development of the analysis will lead us to consider whether there is a true epistemology emerging from this keen association of the two fields.

The analysis will be developed as follows:

1.   Translation: limits and power: in this section we shall briefly but accurately analyze the concepts of "linguistic wall", problems of culture and the impact of translation on the translator and on the reader.

2.   Comparative literature: its nature and history; its objectives and the limits and power of the methodology when it deals with texts in different languages.

3.   Is comparative literature a permanent translation?: We shall refer to Ancient translators from the Sumerians to the Latin writers, and then their potential status as comparatists as we understand the term nowadays; nature of the "black space" between the two or more texts studied and the compartist's reading and analysis (be the comparatist's reading in the source or target language); may we consider then this "space" between these texts as a void to be filled? If yes, we have then an epistemology opening toward new current of thoughts, a fruitful justification of the development of literary theory since post WWI.

The argument will be built on authors like Borges, Eco, Lacan, Bellos, Foucault, to refer to a few. .

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The Semantic Problem of the Definite Article 'The'

The objective of my paper will be a rather elaborative study on the meaning of the definite article '*the*', as being frequently misunderstood by Polish students and subsequently used erroneously. To facilitate the understanding of this challenging function word, the following questions will be posed:

- to what extent does the definite article possess its standard meaning,
- how far can its meaning be extended and if it may, does it have any constraints?

The presentation will also revolve around a theoretical background related to widely familiar semantics of the definite article, assisted by the relevant examples, and concerning its potential usage or non-usage, for instance with proper names (e.g. *Michael* or *the Michael*) or its extensive use with mass nouns and plurals nouns (e.g. *The cat is asleep* vs. *The cats are asleep*), but it will concentrate on diverse, numerous examples as well.

The extensive meaning of the definite article will be further exemplified via very peculiar instances based on the mental spaces theory of Fauconnier and on the accessibility theory of Ariel. Both theories consider grammatical elements in general to be discourse processing instructions. They will be juxtaposed with other available assumptions related to the appropriate use of the definite article.

I hope the presentation will contribute to a very fruitful and intriguing scientific discussion.