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The research group “Aproximación multidisciplinar al inglés L2 en Andalucía” (Multidisciplinary Approach to English as a Second Language in Andalucía) organized and held its first seminar on English Studies on October 1994 at the University of Jaén, an emergent university which has just recently become independent from Granada. All the contributions to the seminar, i.e., conferences, courses, round tables and short presentations, were compiled by Profs. Medina Casado and García García in book format and published in 1995.

Professor Luis Quereda from the University of Granada opened the seminar with an exercise in historical and descriptive linguistics. In “Modo y modalidad en inglés: un problema descriptivo del inglés contemporáneo” he uses modality as grounds to show the dramatic evolution of the English language, once an inflected and now an analytical system. Due to the levelling of verbal endings during the Middle English period, the contrast between the indicative and the subjunctive modes—he assures—has lost its validity. Likewise, modal verbs have undergone a grammaticalization process that has converted them into auxiliary forms. But none of these processes has been complete. Prof. Quereda then turns to examining archaic formal distinctions and grammaticalized forms with lexical behaviour that still persist in modern English. In any description of modality in English, he concludes, the conflation of two often contradictory systems, the old and the new, cannot be ignored.

Contradictory are also the reactions to a major classic of modernism, *Ulysses* by James Joyce. Recognized as a representative text, compiled in anthologies and taught at our university institutions, it is, however, hardly ever read due to the intimidating difficulty it is reknown for. Professor García Tortosa, from the University of Sevilla, tries in “*Ulises* de James Joyce: clásico contemporáneo” to make the book accessible to a non-initiated readership willing to sift through it. Its canonical status, he argues, is grounded on aesthetic values that transcend time and language. The text, committed to creating the effect of inward significance and psychological depth without effacing the level of the signifier, forces the reader to a continuous shifting of gears and strategies to adapt to different styles and modes of telling that reflect a particular vision of the world. The pleasure of its reading derives from the challenge and, he concludes, the game is obviously worth the candle.

Professor Patricia Shaw from the University of Oviedo lectured on English humour in several literary instances. In her paper, “English Humour in English Literature”, she made a thorough diachronic study ranging from *The Second Shepherd*

Play Pageant to Joyce, Bradbury and Lodge through Shakespeare and Fielding. Dr. Shaw presented “some of the situations, subjects and linguistic devices which have lent themselves to exploitation in English literature for humorous effect over the centuries,” and these included the author laughing at himself, the use of parody, and what is known as topseyturveydom. The analysis is profusely documented with both canonical and non-canonical texts, and ends with a delicious joke at the expense of the author herself as part of the academy.

Professor Daniel Madrid, from the University of Granada, presented the paper “Internal and External Factors Affecting Foreign Language Teaching and Learning.” The basic aim of the lecturer was that of offering a framework suitable for the study of phenomena related to second language learning and teaching. An important contribution of the lecture was that of presenting “some of the most frequent teaching practices in the Andalusian Primary and Secondary L2 classes,” proposing “the action-research paradigm as a useful approach to analyze, study and improve L2 teaching.” Dr. Madrid studies the figure of the student taking into account notions of gender, social context, beliefs and experiences, and analyzes that of the teacher focusing on what are called “presage variables” and “process variables.”

The book also includes a lecture on “2LA Theories: Some Neurolinguistic and Psycholinguistic Issues. Recent Developments and the Elusiveness of a Big Theory” in which Professor J. M. Martín Morillas (University of Granada) presents several hypotheses in the field of Second Language Acquisition. Dr. Martín Morillas underlines the elusiveness of dominant paradigms in the field. Among many other topics, his paper examines the differences between many 2LA theories, the ascription of 2LA to either the natural or the social sciences, the opposition between representational and processing approaches, the relation between 2LA and development, and the role of the two hemispheres, to conclude with the denial of the existence of a normative paradigm in 2LA.

Professor and novelist Gordon Henry, from Michigan State University, shifts to another contemporary topic, Native literatures. Native American authors, he says, combine in their writing the knowledge of the oral traditions of their particular tribes with the understanding of the forms and techniques of the European/American traditions. For the sake of brevity, Prof. Henry limits his discussion to a historical overview of Native autobiographies and then proceeds to a summary of the advent and rise of the Native American novel. He addresses issues related to language, bicultural tensions, tradition, survival and identity, and examines themes, characters, narrators and styles in the works of four of the most celebrated Indian novelists, N. Scott Momaday, Leslie Marmon Silko, Louise Erdrich and Gerald Vizenor. He carefully fulfills the aim intended, i.e., “to give....a general sense of the wealth and depth of American Indian literature as a whole.”

The second part of the book is devoted to round-table talks on linguistics. “El papel de la lingüística en los estudios ingleses”—coordinated by Professor

Serrano—includes contributions from Professors Alcaraz Sintes, Medina Casado and Rizo Rodríguez (University of Jaén). Dr. Serrano (University of Granada), in “Lingüística en los estudios ingleses o reivindicación de la Filología”, elaborates a defense of philology focusing on the role of linguistics in English studies. He vindicates its use to solve problems related to areas other than linguistics, since this discipline, he says, elaborates new perspectives for diverse subjects. Professor Alcaraz in “La lingüística histórica y los estudios ingleses” refers to historic linguistics in the context of English studies, highlighting its relevance and relatedness to other disciplines. In order to study language scientifically and so as to solve the problems derived from its complexity, it is necessary—assures Dr. Medina—to split it up into different levels and it is convenient to start at the phonic level. In “Lingüística: niveles fonético y fonológico”, he undertakes a brief analysis of the physical production of sounds, their transmission and their perception. Dr. Rizo also underlines the role of descriptive linguistics in the acquisition of foreign languages. In “Lingüística descriptiva sincrónica y los estudios ingleses,” he claims that the teacher’s task is to explain the internal structure of the language to the students so as to facilitate their understanding the intricacies of its behaviour. Descriptive linguistics is, to him, both an end in itself and a means to a better comprehension of other subjects in the syllabus.

The round-table conference “Literatura: el papel de la literatura en la enseñanza del inglés,” includes talks by professors León Sendra (University of Córdoba), who focuses on literary texts as acts of communication that relate reader, text and external world; prof. García García (University of Jaén), who analyzes in “The Dramatic Text and the Teaching of English” the use of dramatic texts for literary and linguistic purposes; prof. García Ramírez (University of Jaén), who vindicates the importance of narrative discourse in general linguistic communication and claims that “narrative texts are a means of teaching a new language as they are of great benefit in the understanding of the culture and society of the language we learn;” and prof. Nieto García (University of Jaén), who highlights the advantages of the use of poetic texts in the EFL classroom and provides a choice of poems and possible activities to exploit.

Different approaches to the use of texts is the topic of the next round table. Some of the implications of “text” in philological studies in Spain are considered in “Reflections on some of the uses of text in English for academic purposes” by Prof. Neil McLaren, from the University of Granada. He concentrates on two aspects: genre and register; he further specifies the text-types a university student may encounter, and he concludes by analyzing the kind of skills to develop so as to operate on them. Prof. Elizabeth Adams (University of Jaén) concentrates on poetic texts and looks at the various ways in which they can be used in language teaching. Also for classroom purposes, Prof. Almagro Esteban (University of Jaén) examines the efficiency of authentic texts when teaching Business and Commerce English and concludes that they are no remedy for all the students’ needs. Prof. Bueno González (University of

Jaén) focuses on the integration of reading and writing, and Prof. Molina Navarrete (University of Jaén) highlights the importance of cohesive devices or textual markers during reading processes. They help us, she says, pick up the key words and consequently increase our speed in reading and comprehending a text. For Prof. Soto Palomo (University of Jaén) reading in different styles can be used in a foreign language class as help to language learning. She proposes a variety of problem-solving tasks as a way of motivating students to read and think about reading. Prof. Tejada Molina (University of Jaén) reflects on the differences between written and oral codes, in order to concentrate on communicative competence, and selects a sample of textual practice tasks for developing oral interaction.

The third part of the book consists of workshops on various topics, all related to EFL teaching. Prof. Elizabeth Adams analyzed the possibilities offered by the language laboratory and enumerated its advantages. Professor Bueno González directed the workshop “Reading Techniques” where he focused on “reading for meaning” and suggested a wide range of forms of exploitation. Prof. Lallena Passas in “Computer Assisted Language Learning” subscribed to the use of computers in class as tool towards a bettering of the learning process. He offers in the volume a useful guide to the different programmes available. Prof. Medina Casado examines the physical properties of speech sounds as they are transmitted through. Basic concepts and the use of instrumental techniques are analyzed in clarifying terms.

The last part of the book is dedicated to the late Professor Rafael Martínez Haro, who laid the foundations of the current Department of English and to whose memory the Language Laboratory was dedicated. Prof. García García, former student of his, pays a tribute to his humanity and his work in a short talk that closes the volume.

This is a practical volume for professors concerned with the exploitation of texts for classroom purposes and becomes a useful guide for readers interested in general linguistic and literary issues.