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**A Review of „Selected Chapters in English Lexicology,
Part II: Phraseology and Word-formation”
by Klaudia Bednarova-Gibova and Petra Jasenska**

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angielskiej, Część II: Frazeologia i słowotwórstwo”
autorstwa Klaudii Benarovej-Gibovej i Perty Jasenskiej**

“Selected Chapters in English Lexicology, Part II: Phraseology and Word-formation” by **Klaudia Bednarova-Gibova** and **Petra Jasenska** published by The University of Presov (Slovakia) in 2019, is, as the indicant (Part II) says, a sequel to “Selected Chapters in English Lexicology, Part I: Lexical Semantics and Lexicography” (2018). As a publication of twofold authorship, the book is also a token of cooperation between the Institute of British and American Studies at the University of Presov and the Department of British and American Studies at Matej Bel University in Banska Bystrica (Slovakia).

The main intention of the authors is, as they admit, “*to prepare a textbook which would address English phraseological and word-formation issues in a comprehensible digestible manner... thus helping English undergraduates grasp the said areas within English linguistics...*” (p. 8).

With respect to structure, the publication is divided into five main chapters: **Phraseology as a Field of Study**, **Collocations as Partner-Like Multi-Word Items**, **Morpheme as a Gate-Way to Word-Formation** – all written by Klaudia Bednarova-Gibova and **English Word-Formation Process** – written by Petra Jasenska. The final chapter – **Productivity as a Quandary in Word-Formation** is again of Klaudia Bednarova-Gibova's authorship. Each chapter ends with **Summary** and **Questions and Tasks to Think About**, which adds a useful and valuable quality to the presented and discussed material. Besides, two additional parts of the publication make it complete; this is **Glossary of Terms** which greatly facilitates the access to the ideas and observations embedded in each chapter material, and especially – **Bibliography and References** which, in turn, gives guidance to individual research and further penetration of the field of studies.

With the undergraduate students of English philology in mind, one must admit that phraseology, in their case, undoubtedly remains Achilles' heel. Therefore, the examined here publication appears to be a corner stone of lexicology, and especially phraseology as a field of language study. Hence, it is not a coincidence that **Phraseology as a Field of Language Study** is just the title of the opening chapter of the book. The chapter starts with the discussion on past achievements and present standing within the field, so it covers the period ranging from the beginning of the 20th century to the present time. Both classics, such as, for example, Charles F. Hockett or Uriel Weinreich, are referred to as well as contemporary researchers, such as, for instance, Anthony Cowie, Rosamunde Moon or Bogdan Szymanek. The mentioned here researchers, representing both the past and the present, give evidence as to the extent and divergence of the discussion which underscores the importance of phraseology, especially that the authors of the book stress that *"All non-native speakers need to be aware that mastering phraseology is as essential as learning the meaning and use of individual words if they desire their language production to be close to native patterns"* (p. 13). Relying on this conviction, the authors attempt to make students sensitive to the fact that English has always been highly "phrasal" or "formulaic", and is also the language where the linguistic co-text is responsible for meaning. Such remarks, underscored by the authors in the discussion, become simultaneously indicators not only for students but also for language instructors, showing them the idiom principle which exists, side by side, with the open choice principle. And, it is the student's competence which makes him decide which of the two principles he can follow freely.

Pursuing the discussion on phraseology as a field of language study, the authors strengthen the view that phraseology is a separate linguistic

discipline. And, following the point of view of Anthony Cowie, they direct the reader's attention to the cultural aspect of phraseology, and close their discussion on the issue by the opinion that phraseology and the related studies contribute to a better understanding of the link between language and culture. This opinion is of great significance in the context of language and culture interrelationship where, unfortunately, in the majority of schools, the language material and culture material are treated separately and, hardly ever can students be aware of that link.

Further along in the discussion the reader's attention is directed at some problematic issues, among which the authors, in accordance with Kavka's and Lipka's views, observe that *"a large number of idioms carry both a literal and figurative meaning"* (p. 18). The reader also learns that *"the ability of English phrases to be turned into lexical items, ... reveals that there is a close connection between syntax and phraseology"* (p. 19). Besides, the authors notice that *"although free combinations are conventionally thought of as compositional, collocations as semi-compositional and idioms proper as non compositional..."* (p. 19), which creates a certain problem in determining the border line between a free combination and an idiom.

The very fact of including some problematic issues in the discussion makes it valuable and useful for language teachers and instructors who are involved in English language teaching programs of studies at any level. Not only can they see the true nature of phraseology but also be sensitive to some intricacies as well as be cautious during their presentation of the teaching material.

The discussion in Chapter 1 is also devoted to idioms as traditional multi-word units, showing basic features of idioms, functions of idioms and their classification. Among numerous phraseology related issues, worth paying attention are those which deal with approaches, such as, for example, the contrastive approach or the translational approach; also proverbs, similes, phrasal verbs or clichés are thoroughly discussed, and the discussion is supported by the abundance of examples, which makes the presented material well documented.

Collocations as Partner-Like Multi-Word Items is a subsequent chapter of the examined publication.

The attempt of the opening discussion is to explain the very concept of collocation and make reference to some definitions in order to facilitate the reception of the discussed material. In consequence, the reader learns that collocations can be defined statistically and psychologically. Knowing the difference between a statistical definition and a psychological one, and being acquainted with numerous examples introduced to this part of

the chapter, the reader is familiarized with the essence of collocations. It has to be accepted that this is a very well chosen approach to the new material presentation, which turns into a preparatory step towards the further reception of the material and its analysis. Moreover, to make the material reception yet easier, the authors, following Haiyan Men's categorization, juxtapose in Table 2 (p. 42), the most commonly adopted definitions together with criteria used for the purpose of their distinction.

Yet, one more step towards further penetration of collocations is devoted to approaches. Hence, such approaches as the frequency based approach and the phraseological approach are thoroughly presented with the help of references to the literature and, contrasted. The discussion carried out in this part of the book also covers properties of collocations and their functions, putting a stress on the role collocations play in the development of creative language. Therefore, again the practical aspect of teaching collocations is raised, taking into account the student's creativity.

The closing part of Chapter 2 is focused on types of collocations, showing some basic distinctions between grammatical collocations and lexical collocations. Also, some other types are mentioned and described, including marked collocations, bound collocations or immediate and cohesive collocations. The discussion is profound and supported by numerous examples and the literature. To complete this part of discussion, a sketchy presentation of the structural composition in English lexical collocations can be found in Table 3 (p. 50), which becomes yet an additional but workable expansion of the presented material.

Not for the first time in this book, do the authors direct the reader's attention to some problems – now – related to collocations. Thus, the reader, no matter whether he is a student or a teacher, is made sensitive to the problem of first language transfer which may seriously hamper and distort the process of collocation formation in second language. In addition, a warning is given to translators as most of the collocations cannot be translated literally because native speakers, as the authors say, "*would express themselves in quite a different way, which is often caused by the natural use of collocations*" (p. 54.). So, both students and teachers have to bear in mind that English native speakers and non-native speakers use collocations, as the authors stress, differently.

The above presented opinion might be perceived as a practical indicator to all individuals involved in the teaching/learning process of English as a foreign language. Of significant importance is one more practical remark which underscores the fact that collocations should be taught from an early

stage of language exposure. However, the authors also point out that many problems and queries pertaining to the research studies on collocations and their use by native and non-native speakers still remain unanswered.

Chapter 3 – **Morpheme as a Gate-Way to Word Formation** is, *nomen omen*, entirely devoted to the morpheme concept and types of morphs in English.

The discussion starts with reminding us of the notion of the term “morpheme”, quoting the 19th century classic definition in order to pass on to the elaborated view by Bloomfield. In this way the notion of morpheme becomes easily understood, which helps the authors to go further and show a distinction between lexical and grammatical morphemes. The discussion is yet developed and shortly deals with allomorphs and their split into phonologically conditioned allomorphs and morphologically conditioned allomorphs. Moreover, free and bound morphemes are examined and described with a sufficient number of examples. The richness of the presented material supported by a plentitude of examples, both in the text and tables, facilitates the digestion of the material and makes the reader aware of such terms as derivation, inflection, suffix, prefix or affix. No doubt, this kind of knowledge gained from the study of Chapter 3 makes the students’ fundamentals in lexicology stronger.

Furthermore, the discussion is directed at some other issues in lexicology, that is base, root, and stem; each term is clearly explained and illustrated with examples. In addition, some other types of morphs in English are listed and explicitly defined as well as supported with representative forms.

The closing part of Chapter 3 is devoted to a word analysis and juxtaposes a morphematic analysis with a word-formation analysis in order to show the difference between these two types of investigation and prevent confusion. The undertaken approach greatly facilitates the penetration and understanding of a relatively complex material.

To some extent, Chapter 4 – **English Word-Formation Processes** is a direct continuation of the discussion originated in Chapter 3. As a matter of fact, the discussion is focused on the phenomenon of word as a unit of language, as well as a solution and analysis of the very process of word formation. Hence, such processes as derivation, compounding, conversion, shortening and coinage are presented and described in a very detailed way. The multitude of examples enriches and clarifies the presentation; also tables are employed as illustrations of the analyzed issues and linguistic problems.

The scientific study of language as found in Chapter 4 is profound and complete as far as the processes of word-formation are concerned. From

the point of view of foreign language education, in general but in the case of English studies, in particular, this part of the examined book is of paramount importance both to the teacher and the student. This is so because of a great deficit often encountered in students' competence, concerning word-formation processes. No doubt that a thorough presentation of the above listed processes should contribute to a substantial deepening of students' knowledge and their understanding of word-formation in English. Very important and instructive is the final part of the chapter – **Multiple processes** – where the reader gets to know that, as the authors say, “...*there are some formations which appear to be a mixture of two or more word-formation processes...*” (p. 102).

With reference to the present revision of Chapter 4, it has to be underscored that the value of the explicit presentation is not only achieved by the abundance of examples pertaining to word-formation procedures but also by numerous references to the literature.

Productivity as a Quandary in Word-Formation is a final part of the examined publication. As the authors remark, “...*productivity still represents one of the most controversial issues in contemporary English word-formation both in terms of its scope and definition*” (p. 104). Hence, the main focus of the discussion is on the description and explanation of the productivity phenomenon, showing the course of word-formation and its results.

To make the discussion on productivity clear and comprehensible, the authors undertake a practical step and employ definitions from the literature. Analyzing various definitions, it appears that their core element, in the majority of the analyzed cases, is the term “frequency”. Therefore, the further part of the discussion is just concentrated on the explanation of the term, especially that frequency is often misidentified with productivity; this type of misunderstanding is in the further part described and explained, revealing other productivity related notions. In consequence, some approaches to word-formation productivity are quite deeply revised. Out of five revised approaches (Aronoff, Baayen, Plag, Bauer, Štekauer), a special attention is paid to the point of view represented by Mark Aronoff as an outstanding linguist in the word-formation productivity domain. The presentation of the approaches gives a clear image of this linguistic area and demonstrates discrepancies in researchers' points of view.

Although at the very beginning of the discussion on approaches to productivity the authors warn the reader that the presented “...*overview is far from being exhaustive... [as it is] inevitably selective*” (p. 107), the confronted points of view show how it is difficult to analyze the word-formation process,

and especially its part – productivity, due to its complex nature. However, it can be assumed that the main aim of the discussion designed for Chapter 5 has been attained.

With regard to the above presented sketchy revisions of each of the five chapters of the publication entitled **Selected Chapters in English Lexicology, Part II: Phraseology and Word-formation** by **Klaudia Bednarova-Gibova and Petra Jasenska**, it can be affirmed that the book is neatly designed as far as its structure and contents are considered. Once more, it is worth stressing that the enriching of the chapter material and the facilitation of its reception is obtained by the inclusion of those parts mentioned at the beginning of the present revision, that as **Questions and Tasks to Think About**, and **Glossary of Terms**. Nevertheless, the main value of the book lies in the study material itself and the way of its presentations, especially its language which is plain and digestible. Also, a proper selection of numerous examples which improve the presentation and facilitate the discussion are worth mentioning. Apart from examples, the use of references becomes a great asset as they serve students and teachers as indicators, pointing to resources for further studies.

Nevertheless, it is necessary to consider that the reviewed publication by Klaudia Bednarova-Gibova and Petra Jasenska is designated with the label – Part II. It means that the publication is a continuum of Part I, which is a book by Klaudia Bednarova-Gibova entitled **Selected Chapters in English Lexicology**, where **Part I** is dedicated to **Semantics and Lexicography**. Knowing this, we realize to what extent Part II becomes precious and useful material for the teaching/learning process of English. As a matter of fact, Part II elevates the discussion on English lexicology originated in Part I, yet on a higher level and demonstrates its complexity. Moreover, Part II not only expands the field of studies but it also makes it complete.

Taking into account all the above mentioned remarks and observations, it becomes evident that the revised publication should be recommended to academics as well as philology students as a source material to be used in the teaching/learning process focused on English lexicology. Additionally, it has to be made clear that the field of linguistics, especially English linguistics offered to philology students, yet in a foreign language, is a demanding area of studies, and aiding it with the publication like **Selected Chapters in English Lexicology, Part II: Phraseology and Word-formation**, by **Klaudia Bednarova-Gibova and Petra Jesenska** is of paramount importance. This importance is even doubled when we realize that students of English experience, in this case, the shortages of adequate

and handy materials (132 pages), directly concentrated on the subject matter. In this respect, the publication by **Klaudia Bednarova-Gibova** and **Petra Jesenska** deserves recommendation as a resource material which not only deepens the reader's knowledge in lexicology but also stimulates him or her to further research in this field.

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