

Aleksandra Nikčević Batričević and Marija Krivokapić (eds.), *Voicing the Alternative: Essays in Language and Literary Studies*. Nikšić: Faculty of Philosophy, 2012, pp. 399.

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## GENERAL DESCRIPTION AND SUMMARY

Traditional theories had little to say about linguistic and/or literary items and issues that did not fit nicely in the predominant theoretic frameworks of the twentieth century. In the meantime, with the advent of globalisation, we have witnessed a considerable interest in voicing the alternative in both language and literary studies.

This interdisciplinary collection of papers is part of a globalisation-driven field of language and literary studies simultaneously challenging and facing the otherness, predominantly from linguistic and literary points of view. Drawing extensively on linguistic and literary theories, Dr. Aleksandra Nikčević Batričević and Dr. Marija Krivokapić, have produced an interdisciplinary fusion of papers in order to provide a plausible answer to the question posed about alternative views on linguistics and literature. The interdisciplinary nature of the subject matter (i.e. "Voicing the Alternative") makes this collection of papers an excellent reference book for readers with background in linguistics, teaching methodology and literary criticism alike. Due to this interdisciplinarity, this meticulously prepared collection reaches out towards a wide audience of scholars.

I should like to emphasise that the book's strong point lies in a clear, coherent and strenuous organisation. The book opens with the editors' Introduction (p. 7-12) which provides the information the potential reader needs in order to understand what is going to be discussed. Then, the editors summarise the key points of the papers contained within the collection, briefly outline the state of the art in the given field, and thus define the research perspective of the book, although they do not explicitly state that anywhere. The rest of the book is organised into three parts, and, in addition to them, it contains Notes on Contributors (p. 389-399).

## PART I: LANGUAGE STUDIES

This section contains the linguistic papers dealing with concrete language problems from the point of view of discourse analysis, text linguistics, pragmatics, etc. In her paper, Ljerka Jeftić explicates the aspects of the virtual world's "Arab spring" (p. 23-31) taking into consideration different aspects of this type of communication.

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Another original contribution is provided by Bledar Toska (p. 33-40), who states that “the paradigm of the dialogic aspect on language use has been mainly focussed on communication, discourse (re)construction [...]” while he tries to concentrate on connectivity, “[...] which seems to bring more dialogic values to the text [...]” (p. 33). This author stresses that he tries to “[...] offer a paradigm of voicing the alternative in political argumentative texts through the connectivity aspect”, and it seems to me that he has succeeded in achieving the stated goal. Elaborating on existing accounts Miloš D. Đurić analyses English and French discourse connectives and considers very carefully English discourse connective “but” and French discourse connective “mais” in the discourse of electrical engineering (p. 49-64). This author analyses the given discourse connectives from a novel perspective. This section closes with the paper provided by Milena Mrdak Mićović, who confines her discussion to hedge as politeness device (p. 65-72). Although Mrdak Mićović does not dispute the fact that two relevance-theoretic distinctions have emerged as fundamental in answering the question of how linguistically encoded meaning may contribute to the interpretation of an utterance, she, quite originally, takes into consideration diverse plausible distinctions. She extends the scope of politeness phenomena research by incorporating communicative strategies, while trying to “[...] deal with the specific ways in which men and women speaking English and those speaking Montenegrin differ when using polite expressions, especially question tags” (p. 72).

## PART II: TEACHING ENGLISH AS A FOREIGN LANGUAGE

This section introduces conceptual paradigms of EFL instruction, which are examined in Emir Muhić’s paper, entitled “Emerging Conceptual Paradigms of EFL Instruction: A Dissenting Voice (Un)Heard” (p. 75-85), which seems to be the most relevant in this section. True to its title, Mr. Muhić’s paper is a refreshing reminder of alternative ways of treating the meaning which “[...] eclipsed the importance of the acquisition instantiation of the speaker’s encyclopaedic schematicity of linguistic capacity” (p. 75). Pointing out that nouvelle-vague linguistic framework “[...] primarily stemmed from rancorous dissatisfaction and disillusionment with meaning-devoid, formalistically and structurally-gearred frameworks” and aiming at merging “[...] the nascent theoretical insights into the endeavour of teaching English as a foreign language” (p. 75), this paper tries to find the theoretical ambiguities explication mechanism. Simultaneously, the author explains the possibility of efficient instruction medium application at the university level. The focus of Emir Muhić is then shifted to the discussion of the results obtained by applying the eclectic model to his research material. Not surprisingly, Mr. Muhić’s approach goes halfway between the diagnostically on-the-money appropriateness approach and an indomitable tour de force commentary morphing of “[...] our interdiscursive confabulation to the curtain tail” approach. The final part of his paper closes with the conclusion that “[t]heatricity or ingenious peroration of one’s view of present state of affairs, this issue should at least merit a morsel of attention and ring out a fugitive reminder on our smart phone and tablet gizmos in honour of all those whose Tower of Babel effect we hope to mollify” (p. 84). Rather than neglect

receptive skills (e.g. listening), Ingrid Pfandl-Buchegger and Milena Insam focus on condensed listening training, as it seems to highlight the importance of eliminating negative transfer pertaining to the phonological level. Their paper, entitled "Alternative Ways of Language Learning: Condensed Listening as a Means to Accelerating Foreign Language Learning" (p. 87-98), tries to re-visit some traditional phonological problems that arise within the EFL framework. Tamara Aralica and Jelena Vujić reconsider the question of alternatives to teaching reading skills to advanced students (p. 99-113), taking as a starting point the empirical research conducted in the classroom. Pointing out that "[n]o one knows exactly what reading is or how anybody learns to do it" and aiming at "[...] establish[ing] the relevance of pre-reading skills and their application for reading comprehension enhancement" (p. 99), these two authors, by way of illustration, examine the bottom-up and top-down approaches having taken into account reading as a cognitive process. In her paper, entitled "Drama in Second Language Learning" (p. 109-113), Dr. Biljana Milatović tries to define what one means by language learning through drama. She, quite successfully, outlines the plausible benefits, while stressing the importance of pragmatic intent. This researcher concludes that "[...]earning a second language can be enjoyable, stimulating and meaningful when combined with drama activities" (p. 112). The rest of this section deals with critical pedagogy in teaching ESP and learners' perception and acquisition of semantic variations of scientific terms. The former has been provided by Nadežda Stojković (p. 125-135), while the latter has been provided by Arjan Shumeli and Artur Jaupaj (p. 147-153).

### PART III: LITERARY AND CULTURAL STUDIES

This section comprises the papers covering alternative views on different literary problems as well as culturally-driven studies. Carla Comellini (p. 165-174) concentrates on Michael Ondaatje's fiction taking into account the cases of split identity and illustrating them by means of references to Canada and Sri Lanka. Arijana Luburić-Cvijanović and Nina Muždeka analyse Caryl Phillips's *Crossing the River* and David Dabydeen's *The Intended* (p. 175-190), highlighting the articulation of marginalised perspectives of multitudinous Others. In what follows, Milan Marković and Tijana Parezanović dissect Ursula Rucker's poetic voice in their paper, entitled "Where Are the Romantics to Feed Me My Pill: Poetic Voice of Ursula Rucker" (p. 191-205), while Jelena Basta deals with Zable's alternative (auto)biography (p. 207-223). In her paper, entitled "The Implicate Other of *The Antelope Wife*" (p. 225-238), Marija Krivokapić reexamines Louise Erdrich's novel *The Antelope Wife* from a fresh perspective, which takes into account David Bohm's concept from physics according to which the implicate other "stands for the unbroken wholeness of the totality of existence as an undivided flowing movement without borders" (p. 225). To this purpose, Marija Krivokapić has offered the reading of this novel as "[...] an enfoldment of [...] delicate moment in which this very character [...] reorders her universe" (p. 230). Her hypothesis is verified by means of centripetal spiral novel analysis. In this way two aspects are brought together to represent the novel as "[...] vortex of dispersed beads revolving around one centre" (p. 232). Sanja Runtić explores contemporary American native art (p. 251-269), while Jeanine Balgodere analyses

traditional Indian painting from diverse research perspectives (p. 271-283). On the one hand, there is an analysis of Fred Wilson's output put forward by Claudine Armand (p. 285-295), while, on the other hand, Maja Muhić sketches out the anatomy of revolutions exemplified by anti-normative voices (p. 297-307). Equally commendable are the appropriate observations made by Marina Ragachewskaja, who focuses on Herbert Read's *Green Child* (p. 309-319). This section closes with the elaborate description of alternative or complementary voices, provided by Vesna Lopičić and Milena Kostić (p. 375-387).

## EVALUATION

This collection of papers abounds in excellence and quality that lie in coherence and cohesion of the text, and more than successful interconnection of the papers' textual material. The papers within the three sections of this book flow fairly smoothly, according to the layout announced in the introductory part. Although some papers fail to mention current approaches to alternative linguistic and/or literary theories, it seems to me that such an omission might be forgivable in a multi-perspective collection of papers comprising such an immense scope. What makes the overall value of the book extremely high pertains to the authors' well-supported argumentation, as well as their elaborate broadening of diverse topics in terms of alternative approaches to the given phenomena. Having taken into consideration the above said, I may freely assert that this collection of papers is a superb start for expanding the investigation of alternative directions of linguistics, literature and teaching methodology.