

Introduction

The present volume offers thirteen papers on categories and units in language, linguistics, language pedagogy and literature. The scope of the monograph is wide. However, it has been the editor's goal to shed light on different categories and units from the smallest building block of linguistic structure, the phoneme, to morphology and grammar, discourse, psychological, social phenomena as well as language teaching and testing oral skills. The monograph is addressed to students as well as anybody wishing to learn about how language categories can be discussed.

Arranged alphabetically, the majority of papers that have been included in this work look at language from the point of view of cognitive linguistics, which focuses on how patterns of thought are reflected in patterns of language. Such a cognitive perspective on units and categories is also inextricably tied in with the prototype effects, family resemblance, radial categories or unequal membership status. The first chapter by Janusz Badio discusses the narrative category called *evaluation*. Stories cannot do without some form of evaluation that can be found in their different parts. The author presents data from his own study which asked foreign language students to write a story on the basis of a joke. Also by the same author, the second chapter deals with *construal*, the core concept within Cognitive Linguistics. The author demonstrates that the choice of different syntactic patterns to retell a silent video is associated with variable levels of cognitive prominence. Chapter three explains what gestures can tell us about the nature of language. Alan Cienki discusses the structure, features and functions of variable gesture units. He observes that, "[m]ost types of gesture categories: are best viewed as having prototype structures, rather than a category structure with strict boundaries". Other language units together with gestures create the human "audio-visual" dynamic and poly-semiotic communication system. Chapter four focuses on the category of *identity*, comparing and contrasting two main approaches to the topic: as a product of the rational mind and as an interactional, social phenomenon.

Identity has become a popular field of study within linguistics as evidenced by Kamila Ciepiela's paper and research. Chapter five covers the unit and category of the *phoneme*. Craig Callender skilfully discusses its traditional interpretations and argues that "Sapir and Trubetzkoy's ideas about the psychological reality of phonemes and the role of contrastive oppositions in sound systems are as relevant as ever". Perception and perceptual salience, explains Craig Callender, serve a key role in certain phonological contrasts and processes. Next, in chapter six Henryk Kardela "applies Ronald Langacker's conception of Baseline/Elaboration (B/E-organisation) to derivative morphology". This paper provides an excellent explanation how function and form are fused seamlessly into a single morphological unit. Chapters seven and eight by Krzysztof Kosecki look at Thomas Mann's and Ernest Hemingway's works. "Thomas Mann's (1875–1955) epic novel *The magic mountain* (1924/1996) turns upside down the conventional axiology of the experiential categories of health and rationality, [...] [and] romantic idea of a Bildungsreise or educational journey". Chapter eight interprets Ernest Hemingway's (1899–1961) short story *Cat in the rain* as a prototype of narrative plot and romantic love scenario due to the use of metaphors and metonyms. Chapter nine directs the reader's attention away from literature to foreign language testing of oral skills. Przemysław Krakowian supports qualitative and quantitative methods of testing them. The next chapter ten presented by Ourania Papadima elucidates the now important categories English for Specific Purposes (EAP) and English for Academic Purposes (EAP). Conceptual framework for EAP/ESP and their historical development are provided together with very interesting and detailed comparisons with EGAP (English for General Academic Purposes) as well as ESAP (English for Specific Academic Purposes) coupled with other relevant key concepts: needs analysis, curriculum and syllabus. This chapter is followed by chapter eleven on grammatical categories and how these categories are presented to a language student. Jana Richterova highlights and discusses the, sometimes, unclear presentations of grammatical points in foreign language textbooks that focus on communicative methodology. Nezrin Samedova discusses the complex category of grammatical *aspect* in Slavic languages, especially Russian in chapter twelve. Last, but not least, in chapter thirteen Jacek Waliński debates the categorization of directional motion verbs. They are *source/path verbs* designating bounded paths, *route verbs* such as 'cross' and 'pass', so-called *constant verbs* subdivided into *chase verbs*, *accompany verbs* and the last separate category of *deictic verbs* illustrated by *come* and *go*.