

LEOŠ ŠATAVA, SPRACHVERHALTEN UND ETHNISCHE IDENTITÄT, Bautzen 2005: Domowina-Verlag, 288 p.

The year 2005 saw the publication of a new monograph by a leading Czech ethnologist Leoš Šatava, called *Sprachverhalten und ethnische Identität*, with a subheading *Sorbische Schüler an der Jahrtausendwende*. The monograph was published in German by the publishing house Ludowe nakładnistwo Domowina in Bautzen as No. 39 in an edition called *Schriften des Sorbischen Instituts/Spisy Serbskeho instituta*.

The ethnologist Leoš Šatava has been studying the relationship of a language and an ethnic identity for some time. His earlier monograph of 1989 *Migrační procesy a české vystěholectví 19. století do USA*, and his extensive study *České etnikum v jinozárodním prostředí* published in the same year both deal with the use of the Czech language in Czech expatriate periodicals published in the USA. The relationship of languages and the identity of ethnic minorities is also the topic of another monograph published in 2001.

The monograph presently under review also explores the preservation of national identity by an ethnic minority. It focuses on the study of the ethnic identity of Lusatian Sorbs manifested in their language use and in the reception of and active involvement in their original ethnic culture (reading Lusatian papers, magazines and books, listening to Lusatian radio, attendance at Lusatian religious services, theatre performances, etc.). Research into these issues was conducted by Šatava over many years at the turn of the 20th and the 21st century and resulted in a series of articles and studies (see the Bibliography section in the monograph reviewed).

The monograph *Sprachverhalten und ethnische Identität* is an example of a sociolinguistic, socio-cultural or ethnological work, based on the study of a range of linguistic and pragmalinguistic phenomena. It draws on the results of two long-term research projects undertaken by the Lusatian Institute in Bautzen in the late 1990s. These explored the attitude of students at the Lusatian grammar school in Bautzen to the Lusatian language (or to German), to Lusatian culture, as well as problems encountered by middle and secondary school students in the acquisition and use of the Lusatian language and culture in the heart of the Lusatian region.

The monograph is divided into seven chapters, introduced by the author's note, and includes a list of abbreviations, an extensive resume in two languages (German and English), a bibliography section and appendices containing charts, diagrams, maps and statistical data.

Chapter One is devoted to theoretical issues of the Lusatian language and ethnic identity in the second half of the 20th century. The author points out that, along with overall advances in the field of human rights, the last two or three decades saw a marked shift in the perception of the minority language, which is no more perceived as a problem, but rather as a right and a cultural heritage of an ethnic minority. At the same time, the ethnic and language survival of the minority now depends largely on the will and the interest of those concerned. And how important this survival is to the Lusatians is presented in the following six chapters, describing the outcome of the research.

In the process of research the author of the monograph initially collected a sufficient amount of data which were then thoroughly analysed and interpreted. Statistical analysis featured prominently in the process, making the description and evaluation more exact. The research was based on questionnaires created and implemented in accordance with standard statistical practice. The questionnaires were written in Lusatian (for students in schools employing Lusatian as the language of instruction in most subjects), and in German (for students of German origin who were only learning Lusatian as a school subject). The data obtained from the questionnaires were complemented with observation and conversation conducted from three different points of view: sociological-sociolinguistic, social-psychological, and ethnological-anthropological. The analysis of the data accounted for factors such as the type of class according to the language of instruction, age, and gender, as well as the place where the respondents lived. In some cases the questionnaires were filled in both by the students and their parents, making it possible to capture a shift between different generations in particular research topics.

The outcome of the research, formulated in detail in the final section of the book, confirmed the following hypotheses:

1. With respect to their self-identification and other issues resulting from it, young Lusatians currently do not represent a homogeneous group.
2. There are relatively significant differences across age-groups, genders and places of origin of the respondents.
3. Students of the Lusatian grammar school in Bautzen, where most subjects are taught in Lusatian, on the whole show more positive attitudes to *some* Lusatian phenomena than middle school pupils in the region.

Based on an extensive database, Šatava's monograph graphically portrays the language situation in Lusatia and the use of Lusatian as the language of an ethnic minority, as well as the Lusatians' perception of their own ethnic identity. The find-

ings, complemented with extensive theoretical passages, constitute a significant factual and argumentative stimulus in current language planning in Lusatia, aimed at the revival and preservation of the Lusatian language and Lusatian identity.

### Literature

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ALENA JAKLOVÁ

### MARIA TERESA LIZISOWA, TEKST – KONTEKST – INTERPRETACJA. W POSZUKIWANIU SEMIOTYCZNO-DYSKURSYWNYCH WZORCÓW KONKRETYZACJI JĘZYKA

Kraków: Wydawnictwo Collegium Columbinum, 2006, s. 385.

Najnowsza książka Marii Teresy Lizisowej składa się z dwóch części. Pierwsza (rozdz. I-IV) poświęcona jest dyskursowi prawnemu oraz semiotycznym wzorom tekstów prawnych, natomiast druga (rozdz. V-VI) przedstawia konteksty kulturowe oraz tekstologiczne aspekty wybranych stylów. Całość jest niezwykle spójna, zamierzeniem Autorki jest bowiem przedstawienie możliwie jak najpełniej paradygmatów semiotycznych stylów funkcjonalnych w konkretnych gatunkach tekstów.

Praca ma walor teoretyczny i praktyczny. Każdy rozdział otwierają założenia metodologiczne, które są ilustrowane szczegółową analizą semantyczną bardzo dobrze dobranych tekstów, zarówno historycznych, jak i współczesnych. Świadomym zamierzeniem Autorki jest zaprezentowanie panoramy problemów, które łączą się z zagadnieniem wzorca stylistycznego jako idealnego układu semiotycz-