



Hadrian Lankiewicz, *Teacher Language Awareness: A Collaborative Inquiry Based on Languaging*. Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego, 2015, ISBN 978-7865-624-1, 368 pages

The book by Hadrian Lankiewicz entitled *Teacher Language Awareness: A Collaborative Inquiry Based on Languaging* is a very ambitious and passionate publication, not only demonstrating the Author's excellent orientation in literature on the subject, but also the ability to apply it to his main concern as an academic teacher, which is the teacher-training of prospective EFL teachers. The monograph consists of 368 pages, embracing four chapters, a very extensive bibliography of over 650 sources and a set of appendices, which consists of research instruments, tasks, and materials used in the empirical study itself. The Author decided—for a good reason—to offer an extensive theoretical background to his study (179 pages), compared to a much smaller empirical part (116 pages). It shows the Author's concern for a strong theoretical grounding of his study, as well as a useful promotion of ideas not very well known or popular in glottodidactic research.

The work presents precise definitions of the basis for the study, constructs used and their evolution, advocating the most recent approaches. It refers for example to the concept of language awareness (Andrews, 2007) emphasising the relationship between language and ideology, in which appropriacy of discourse in a given context should be of major concern to the language user, but also to any language educator (teacher). The Author rightly assumes the need to develop critical teacher language awareness, which should already have been initiated at the pre-service stage, that is, during teacher training at the university or college. The most substantial part of the theory (chapters 1–3) is a presentation of the ecological perspective, not only in glottodidactic research but also in its evolution in linguistics up to the postmodernist era. This thor-

ough overview of the main assumptions of the ecological approach constitutes a good resource text for researchers in multilingualism (see van Lier, 2004). The text is not very easy to read, as the reader needs to dig through a dense set of references to names, unfortunately, not always connected directly to the field, for example, Gramsci, Bakhtin, Bourdieu or even to Marx, but whom the Author considers the fathers of the ecological thinking. It seems a bit too far-fetched to me and an unnecessarily ideologized position. Fortunately, these references are balanced by numerous recourse to language context, and works by T. van Lier, D. Larsen-Freeman, or C. Kramsch. At the same time, however, Lankiewicz does not seem to be aware of works by L. Aronin, M. O'Laoire, D. Singleton or P. Herdina and U. Jessner on language awareness from an ecological perspective. Especially, he should include Herdina and Jessner, who are known for their Dynamic Model of Multilingualism, which presents generally accepted theory in studying multilingualism, as well as Aronin and O'Laoire, with their ecological approach. The former authors have not been commented on here in much depth and the latter are not mentioned at all.

In chapter 2 the Author presents the ecological perspective in eco-pedagogy, which stands against the normative approach and introduces a holistic approach to language understood here as a mediator in communication, which promotes a variable norm. Lankiewicz believes, correctly in my view, that discourse analysis should take the form of critical discourse analysis, in which language awareness and learner/teacher autonomy become the basic concepts. It would be hard to disagree with such a point of view, as all the evidence demonstrates that the normative approach did not succeed in developing teacher/learner autonomy, as was initially expected.

Chapter 3 of the book is devoted to the discussion of language awareness as a concept and teacher language awareness in particular, focusing on the need for developing teacher critical awareness. The Author's strong belief in the above led him to coin a new term, *TCELA—teacher critical ecological awareness*, which of course draws upon an ecological perspective. Despite an extensive discussion, Lankiewicz seems to totally ignore previous conceptual work on teacher reflectivity, which is paramount to language awareness development, for example the research of Loughran (1996), Farrell (2007) or also that of Gabryś-Barker (2012), just to mention of few of a large bulk of studies on reflectivity. Also, the Author's position seems too radical in relation to the need for creating a post-modern/post-national approach to language, which eliminates awareness of one's mother tongue as a factor in foreign language acquisition/learning.

Once the reader manages to get through the reference-dense text of the first three chapters of the theoretical discussion, the most interesting part is awaiting in chapter 4. It presents in detail the empirical study carried out by the Author which, as he himself states, derives from his own personal need

and reflection when working with trainee EFL teachers, who are university students, in respect of autonomous teacher/learner development and its virtual impossibility in the present-day conditions teachers work in. The ecological approach seems to be a possible remedy. A triangulated mixed-method longitudinal study has been carried out and aimed to demonstrate the development of trainees' reflectivity in the period of writing their B.A. thesis in TEFL. This research has to be treated as a case study in its main qualitative part, as the sample consisted of eight students (members of a B.A seminar). In its quantitative part, Lankiewicz extended the number of subjects, as he used three samples of pilot, control, and target groups. The most interesting fragment of the study is its qualitative section. It demonstrates in its well-designed stages of data collection, trainees' development of reflection and thus of *TCELA* (teacher critical ecological awareness). It is a typical example of fairly rigorous action research, in which the teacher (the Author) is the researcher and the motivation is contextually-grounded and, as a consequence, used pragmatically in the teacher's own didactic practice and his/her professional development. The Author assumes that this form of research is not very popular among Polish educational centres, which unfortunately, demonstrates little knowledge of other teacher training institutions and (published) research carried out there, precisely in a form of action research projects (arguably this leads us to the sad conclusion that there is little cooperation between academic centres training future FL teachers). Action research is being incorporated in various academic institutions, just to mention two significant ones, the University of Adam Mickiewicz in Poznań (e.g., Wiśniowska, 2013) and the University of Silesia in Katowice (e.g., Gabryś-Barker, 2012). One of interesting, inspiring, and attractive features is the introduction of think aloud technique by the Author, a form of introspection, diaries and oral narration (presentations of the subjects). This fairly innovative methodology made participation in the study motivating for the student-subjects and allowed the researcher to elicit rich data for his analysis. This data is supplemented by self-constructed questionnaires, verified by means of statistical measures as to their reliability, which is not always the case in proposed research projects. Apart from being thorough, the analysis of the collected data is also interesting, leading the Author to conclusions that can constitute valuable guidelines for teacher trainers to be implemented in the course of professional development of future teachers of EFL, or any other foreign language. The intervention proposed by Lankiewicz in his project is an excellent illustration of how to sensitize trainees to the issues of reflectivity in general and in critical reflection on language awareness in particular. It has been tested and successfully carried out and completed by the Author in his own teaching context. I see its value mostly in demonstrating that such an intervention not only develops the critical awareness of teachers in its ecological dimension, but it also becomes a motivating factor and a challenge, compared

by the Author to “a responsible adventure” for both the trainer and trainee. To sum up, in its empirical part, the book is an excellent example of constructivist thinking in education, whereas in its theoretical part it seems a little overloaded with ideology.

The book is written in coherent and cohesive academic language, though its references to numerous scholars and their research overwhelms, making it not very reader-friendly on the one hand. On the other, it can be used as a valuable reference source. One minor drawback which could be mentioned is the lack of index of names and index of subjects in his book.

I believe that this interesting and innovative publication should be of interest to, first of all, FL teacher trainers in various educational centres concerned with the professional development of teachers at different levels: both at pre-service and at the in-service stage.

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