

***Languaging Experiences. Learning and Teaching Revisited.*** Lankiewicz, Hadrian & Wąsikiewicz-Firlej, Emilia (eds.) (2014). Newcastle upon Tyne: Cambridge Scholars Publishing, ISBN: 978-1-4438-5341-5, 249 pages.

Ana María Ramos-García  
University of Granada

The volume edited by Lankiewicz & Wasikienwicz-Firlej delves into the notion of *languaging*, which is being welcomed in different disciplines, and very recent in the field of applied linguistics. That is the reason why the book herein reviewed may prove an asset in the discipline.

The volume is divided into ten chapters; each of them sheds light on the concept of languaging from different perspectives and regarding diverse areas inside applied linguistics: L2 Pedagogy, Art and Language, Legal constraints regarding Tertiary Education, Translation, Interactive Case Reports, Intercultural interactions, Cultural awareness, EFL teachers' identity and discourse.

The opening chapter by Hadrian Lankiewicz "From the Concept of Languaging to L2 Pedagogy" consists of a detailed presentation for the concept of *languaging* in the field of linguistics and its different interpretations towards contemporary ecological approaches and its implications on language pedagogy.

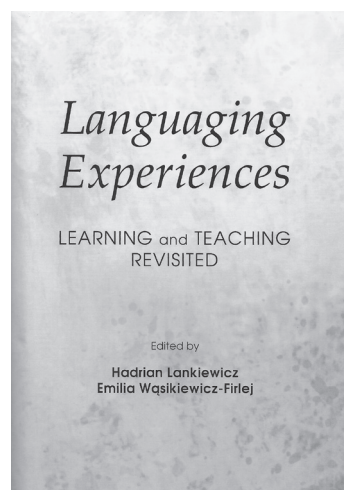
Chapter number two "Syllabus Negotiation, Learner Autonomy and Languaging within Strict Legislative Regulations at the Tertiary Education Level: Making the Most of Restrictions" by María Jesús Cabarcos-Traseira focuses on languaging from the concept of agency in the production of meaning in students' discourse in a professional context, after reviewing the strengths and pitfalls of different ELT pedagogies. Then, Marec Krawiec in "Languaging Virtual Encounters with Art during Foreign Language Lessons: Theoretical and Practical Implications" describes how languaging may be used to make sense of our reality when channelling art in a FL class through virtual space.

María Jesús Lorenzo-Modia analyses —along chapter number four: "Languaging in Translating Galician Poetry into English"— the concept of languaging from a philosophical and linguistic point of view to study intercultural influences and identity in a corpus of Galician poetry translated into English in the twentieth and twenty-first century.

In chapter number five: "Interactive Case Reports: A Case in Point", Magdalena Murawska uses languaging as a means to listen to patients' voices in patient-doctor relations.

"Non-normative Identities in Intercultural Talk" by Agnieszka Nowicka tackles questions about cultural, ethnic, and racial identities; she studies different instances of interactions to account for the relationship between languaging and identity formation.

Anna Szczepaniak-Kozak in the subsequent chapter seven: "Languaging Sojourner's Experience: Narrative Accounts of Learning a Second Language Abroad" introduces languaging through personal narratives of the experiences of Dutch students learning a language



abroad. Next, Emilia Wąsikiewicz-Firlej in her study “Constructing the Professional Identity of EFL Teachers through Linguaging: A Narrative Inquiry” tackles questions about in-service teachers’ practice through their biographies and narratives. The analysis has shown that linguaging helped teachers to redefine their own identity. Narratives are very valuable in teacher-training contexts as an insight on what to do.

Chapter number nine “First-Year English Teacher’s Discursive Positioning: Linguaging as Externalisation” by Dorota Werbińska contributes to the concept of linguaging as externalisation, it is a deep analysis on how first-year teachers are seen not only by themselves but also by the community: learners, teachers, and families.

Finally, Elizabeth Woodward-Smith in “Enhancing Student Awareness of Cultural Stereotypes: The Linguaging of Intercultural Clichés” analyses advertising messages and stereotypes in order to raise students’ cultural awareness regarding biased attitudes. Thus, improving their sensitivity towards culturally inappropriate behaviours.

In conclusion, *Linguaging Experiences. Learning and Teaching Revisited* tries to go beyond the traditional positions in teaching and/or learning, in order to introduce new ideas into the equation so that teachers and education are up to the expectations for the 21<sup>st</sup> century.