In the search of a language pedagogical paradigm, Michał Daszkiewicz and Anna Dąbrowska (Eds.), Krakow: Impuls, 2020, 288 p. – A book review

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In the Search of a Language Pedagogical Paradigm, edited by **Michał Daszkiewicz** (University of Gdańsk) and **Anna Dąbrowska** (University of Warsaw) is the third volume published within the Educational Role of Language (ERL) framework. Like the volumes that preceded it and in line with the objectives of the ERL Association, which is to study and boost the position of language in education and to bridge the gap between linguistic and educational studies, this volume also explores the many facets of the educational role of language at the level of school, culture, methods and personality. These, along with the experiencing of language by learners in terms of their language beliefs, activity, affect and cognition, represent the main goals and the scope of the ERL Association and are all addressed in the 16 papers which comprise this book.

Though the volume centres around how language is and should be implemented in education, the contributions in it can be divided into two parts based on the ERL strands they address. The first part of the book focuses on overall upbringing and includes papers, which make reference to the relationship between schooling, culture, methodology and personality (the ERL framework's Scope Major). The chapters in second part of the book focus on the process of language learning and explore the links between language and learners' beliefs, activity, affect and thinking (the framework's Scope Minor). The editors have struck an excellent balance here, with exactly two papers devoted to each of the strands within the ERL framework.

Part I, entitled *In the search of a language educational paradigm*, consists of eight chapters addressing topics like previously unknown patterns of communication, alignment of textbooks with learners' development, development of bicultural identities through multimodal practices, impact of speech on students' personalities, prescience derived from reading, the fostering of individual potential through Internet of things literacy as a dimension of civic functioning and informed multicomponent personal pedagogies.

Anna Dąbrowska's "Youth Literacy in the Era of New Orality – a Local or Global Problem?" reports on the results of a 3-year-long study of the cultural conditions shaping youth literacy, the function school (and the focus on assessment through testing) fulfils in the process of acquiring, improving and diagnosing literacy, as well as the extent to which adolescents attain literacy skills which allow them to participate in the culture. The second chapter in this strand (Language & Schooling), "Contemporary English Teaching Techniques in Primary School and their Pedagogical Grounding", by Dragana Božić Lenard and Ivan Lenard, presents the results of a qualitative and quantitative analysis of eight current teachers' books in order to establish how the four language skills (reading, listening, speaking and writing) are distributed in grades 5 to 8 of EFL classes in Croatian primary schools and whether the exercise complexity is in line with students' development level.

Within the Language & Culture strand, Ivana Espinet, Karen Zaino and Michelle Demeroukas describe how an English as a New Language teacher designed and implemented a reading and writing project from a translanguaging and pedagogical stance, how she examined and refined her practices, incorporating translanguaging pedagogy into her established curriculum, adopting a translanguaging stance and adapting her units to leverage her students' dynamic multilingualism ("Translanguaging

Narratives: Leveraging Students' Linguistic and Multimodal Practices in an ENL Classroom"). In a similar vein, in "'It's Just Not Another Language' – Impact of Learning English as a Second Language on the Personality of Undergraduate Students in India" by Somali Gupta also explores the connection between language and culture but from a different perspective, aiming to show how the acquisition of English as a second language helps in the transformation of the personality of third-year undergraduate students in India. The results of the research suggest that the predictors of student achievement are positively impacted by their behaviour and personality.

The third strand, Language & Methodology, is also represented by two chapters, dealing with literature as pedagogy and language learning in the world of artificial intelligence. Tess Maginess' "Language as Resistance in the Panopticon of *Milkman*" explores what happens to language within the highly surveilled or panoptical (all-seeing) world of A. Burns' prizewinning novel. The author claims that even though a lexis of weaponisation, degradation and fake news has become in the past ten years a truth universally acknowledged, great literature performs a crucial educational and even moral role in reminding us of the need for Resistance, for dissent, however iotic and however doomed to fail it is. On the other hand, in "Foreign Language Learning in the World of Artificial Intelligence and the Future FL Teacher Roles," Ľudmila Hurajová analyses current and relevant roles of teachers, specifically FL teachers in the world of Artificial Intelligence, globalization and paradoxes stemming from educational, social and industrial/commercial dimensions. She tackles the issue of the current and future labour market needs and their requirements and attempts to reveal the most critical skills teachers should focus on and the most required competence of FL teachers in today's changing world.

Part I closes with two papers which address the relationship between Language & Personality. In "Literacy and the L2 Self as a Pedagogical Challenge in Teaching and Learning Norwegian – First, Second or Foreign Language?" Jens Haugan deals with the relation between the concept of literacy and the role of the first language in the educational system and national curricula in Norway, where Norwegian is represented by two written varieties. The author stresses the importance of defining whether Nynorsk is a first, second or foreign language, and what kind of L2 Self the pupils may develop as a reference for a future self. "Transforming L2 Teachers' Personal Pedagogies" by Ervin Kovačević explores the extent to which L2 teacher training programs ensure that the graduates can influence their professional environment and modify their own teaching personalities when necessary. The results of the research conducted with 18 students point to the need for L2 teacher training programs to promote the principles of flexible but informed personal pedagogies.

Part II of this volume focuses on focus on the process of language learning and explore the links between language and learners' beliefs, activity, affect and thinking. It opens with Michał Daszkiewicz's paper entitled "Language Composing as the Conceptual Axis of a Four-Domain Educational Paradigm," in which the author claims that language merits a special place in educational studies and systems since it underlies and binds education and as such affects our views, behaviours, emotions and thoughts. The author, who is also the founder of the ERL Framework, outlines an authorial proposal for education being predominantly conceived and organised through the prism of language. Also within the strand Language & Beliefs is Naeun Choi and Byeonggon Min's chapter "Epistemological Beliefs in Relation to Classroom Conversation," which examines the impact of learners' epistemological beliefs (beliefs of the source of knowledge and its justification process) on participation in classroom communication. Based on a survey conducted with nearly 300 pupils the authors conclude that students' experience of participating in small group dialogue and questions are indeed related to students' formation of structural views and should therefore be used to boost constructive classroom communication.

The strand Language & Activity is introduced by "'Languagizing' the Preschool Classroom: Six Principles" co-authored by Elias Blinkoff, Roberta Michnick Golinkoff and Kathryn Hirsh-Pasek. The argument developed in this paper is that languagizing preschool classrooms (setting up a culture of

language-rich interactions) could bolster children's language skills prior to school entry and promote later academic achievement. The authors outline six principles, which provide a guide to assist preschool teachers and administrators in realizing the potential of preschool classrooms. This chapter is followed by Tatjana Glušac's review paper entitled "Foreign Language Teachers' Beliefs: A Review of Literature on the Sources, Effects, and Malleability of Beliefs," which shows that some long-held conceptions about the origins and nature of teacher beliefs have remained uncontested to this day but that recent studies have also shown that practicing teachers' beliefs are amenable if reflection proves there are areas which require intervention and when evidence exists that an implemented change yields positive results regarding students' learning. Contextual factors also seem to play a significant role in the realization of beliefs and therefore, if change is to be incurred, adequate contextual factors need to be ensured.

The relationship of Language & Affect is first explored in Anita Bright's "Sticks and Stones May Break my Bones: The Role of Unintentionally Harmful Words in Language Education Settings". This chapter explores the ways groups of multicultural and multilingual teacher candidates navigated the issues surrounding the use of particular terms or trigger words invoking pain or poison in some hearers and it stresses the importance of holding clear ideas about the ways language lands upon and shapes realities, especially in the work of educators. Aneta Naumoska focuses on "The Effect of Gender Inconsistencies in English on Construction of Student Identities". Since Macedonian is a Slavic language that has grammatical gender, while English has natural gender, EFL teachers need to be fully aware that when introducing gender in English they are actually introducing a new element of students' wider understanding of language. The author emphasises that seemingly minor details (like noun gender inconsistencies in English) mirror on students' identities, opening them up to expansive viewpoints and should therefore be approached with caution.

Language & Thinking, the strand which closes this volume, is represented by "Students' Learning Language and Learning to Reason Mathematically" by Louise C. Wilkinson, Alison L. Bailey and Carolyn A. Maher, followed by Irene Krasner's "Some Applications of Neuroscience to Teaching Foreign Languages". The former paper focuses on the didactics of language use for mathematics and argues for the teaching of language forms to all novice teachers, i.e. for a role for language teaching in preparation of future all teachers. This is especially important at the primary level of education, the authors stress, where general education teachers would benefit by mastering some of the key pedagogical understandings about language and practices that optimally support students' language. The latter chapter explores the importance of using brain research in second language teaching, specifically patterns of attention-management and maintenance. The author concludes the chapter with several points which prove to be important for attracting and holding students' attention, such as emotional intensity of the material, clear setting of goals to motivate but not to overly arouse students, shaping information in a concise pattern familiar to the students, as well as the novelty of the stimulus.

In addition to the 16 chapters briefly described here, the volume also contains the sections References (p. 241-271), Index of things (p. 273-275), Index of Names (p. 277-280) and Bio-notes (281-288).

Overall, the collection of papers *In the Search of a Language Pedagogical Paradigm* successfully addresses all eight strands of the ERL Framework, which cover the entirety of language reality and education. One of the primary merits of the volume is its truly international character – as many as 24 competent scholars from 11 countries have contributed to it, proving once more that people engaged in "the mosaic of the pedagogy-cum-linguistics intersection" (p. 10), exploring the cognitive, social and cultural role of language, the development of linguistic and communicative competences and their pedagogical implications indeed have a lot to offer as they recognise the key role of language in educational processes and search for the most effective methods of language education. In spite of a few typos (the title of Dąbrowska's chapter in the Contents, multiple occurrences of 'epidemiological'

instead of 'epistemological' in Choi and Min's paper, 'tobe' instead of 'to be' on p. 229, etc.), this skillfully edited collection of papers will certainly appeal to a wide audience ranging from students to established scholars whose interests lie on the intersection of language and education. It is to be hoped that the ERL Framework will continue publishing and disseminating volumes like this one, aimed at recognizing and implementing possible intricacies of all eight strands within the Framework and ultimately promoting and introducing into educational systems across the globe the resulting linguistic pedagogical paradigm.