

## II. BOOK REVIEWS

**Jürgen Ehrenmüller.** *Die Würfel sind gefallen! Belegsammlung und Analysen zur Metaphorik des Spiels in der deutschen Gegenwartssprache.* Graz: Grazer Universitätsverlag. 2014, 357 S.

Das Spiel und das damit verbundene Spielen nahmen schon immer einen bedeutenden Platz im Leben der Menschen ein. Die von Jürgen Ehrenmüller 2014 veröffentlichte Studie setzt sich zum Ziel zu erforschen, „inwiefern sich unsere Spielleidenschaft auch in unserer Sprache niederschlägt und wie sie unsere „Sicht der Dinge“ prägt, wie wir unsere Welt mit dem Spiel modellieren“ (S. 15). Bei der Publikation handelt es sich um eine Diplomarbeit, die im Rahmen des von Prof. Dr. Wernfried Hofmeister geleiteten Projekts „Deutsche WortSchätze“ entstanden ist und in die Schriftenreihe der Universität Graz aufgenommen wurde. Im Rahmen seiner Studie führt der Autor zwei eingehende Analysen durch. Zum einen beschäftigt er sich – auf ca. 320 Belegen basierend – mit Bedeutung, Motivierung sowie Gebrauchsweisen von lexikalisierten Sprachbildern aus dem Bereich *Spiel*. Zum anderen versucht er – von den Spielmetaphern der Sammlung ausgehend – aufzuzeigen, welche Bereiche unseres Lebens spielerisch strukturiert werden.

Die Monographie besteht aus insgesamt 13 Kapiteln, denen ein Vorwort von Professor Wernfried Hofmeister vorangestellt ist, der das Projekt „Deutsche WortSchätze“ ins Leben gerufen hatte. Nach kurzer Einleitung werden in den folgenden Teilen Grundlagen für die erste Untersuchung geliefert. Die Analyse der Belege im fünften Kapitel bildet mit mehr als 150 Seiten den umfangreichsten und wertvollsten Teil der Arbeit. An die Sammlung schließt die Analyse der spielerischen Weltmodellierung an. Zuerst erläutert der Autor das Metaphern-Konzept nach Lakoff und Johnson. Im letzten Teil versucht er, eine Antwort auf die Frage, warum in hohem Maße auf Metaphern zurückgegriffen wird, zu geben. Darauf folgen Fazit sowie Quellen- und Literaturverzeichnis, die Ehrenmüllers Studie abrunden. Als wertvolle Ergänzung ist ebenfalls der Anhang anzusehen, in dem zunächst Belege nicht nach Sachgruppen, sondern alphabetisch geordnet werden und anschließend eine Übersicht über die spielerischen metaphorischen Subkonzepte geliefert wird.

Das erste theoretische Kapitel ist der Frage gewidmet, was unter dem Begriff *Spiel* zu verstehen ist. Dabei bedient sich Ehrenmüller zahlreicher Dichotomien (wie beispielsweise *Spiel – Zwang*, *Spieler – Nicht-Spieler*, *Spiel – Ernst*, *Spiel – Arbeit*), mit deren Hilfe der Bereich des Spiels abgesteckt wird.

Daran anschließend folgt die Geschichte des Spiels, um die Entwicklung seines Stellenwertes im Laufe der Zeit aufzuzeigen. Im Vordergrund stehen Spiele, die in der Vorgeschichte, Antike, dem Mittelalter und der Neuzeit besonders verbreitet waren.

Im vierten Kapitel werden Kriterien ausgearbeitet, die die Ausdrücke zu erfüllen haben, um in die Sammlung der „Spielerischen WortSchätze“ aufgenommen zu werden. Berücksichtigt werden die lexikalisierten, aktiv verwendeten, aus dem Bereich des Spiels stammenden Einheiten mit einer übertragenen Bedeutung. Das fünfte formale Kriterium besagt, dass keine Sprichwörter Eingang in die Sammlung finden. Unter den Belegen befinden sich demnach einzig und allein Idiome sowie übertragen gebrauchte Lexeme.

Den Hauptteil der Arbeit bildet die ungefähr 320 Belege enthaltende Sammlung „Spielerischen WortSchätze“, die hinsichtlich ihrer Herkunftsbereiche in 13 folgende Gruppen gegliedert sind: *Ballspiele*, *Brett-/Legespiel*, *Gesellschaftsspiel*, *Glücksspiel*, *Kartenspiel*, *Kegelspiel*, *Schach*, *Spiel*, *Spielen*, *Spieler*, *Spielgerät*, *Wette* und *Würfelspiel*. Die Analyse erfolgt jeweils nach demselben Muster. Nach der Lemmaangabe folgt die Umschreibung der Bedeutung, bei der der Verfasser auf Wörterbücher wie z.B. *Duden. Redewendungen. Wörterbuch der deutschen Idiomatik*, *Das große Lexikon der sprichwörtlichen Redensarten* von Lutz Röhrich und *Wörterbuch der deutschen Umgangssprache* von Heinz Küpper zurückgreift. Danach wird die übertragene Bedeutung der Einheiten ausführlich behandelt, wobei der Schwerpunkt auf der Erklärung ihrer Motivation liegt. Des Weiteren werden bei allen aufgelisteten Ausdrücken authentische Belege aus der Presse und Internetquellen angegeben. Sie dienen zum einen als Beweis dafür, dass eine bestimmte Einheit tatsächlich gebraucht wird. Zum anderen exemplifizieren sie die angeführte Bedeutung. Zu den genannten obligatorischen Teilen des Artikels kommen noch optionale Rubriken wie z.B. Entstehungszeit, diatopische Informationen, diastratische Angaben und Entsprechungen in anderen Sprachen (v.a. im Englischen und Französischen), hinzu.

Was die Ergebnisse der durchgeführten Analyse betrifft, weisen von den behandelten Idiomen und Lexemen diejenigen aus der Sachgruppe Kartenspiel und Glücksspiel die höchste Frequenz auf, was dem Autor zufolge auf die Beliebtheit und Verbreitung dieser Spiele zurückzuführen ist. Auffällig ist außerdem, dass mehr als drei Viertel der Belege hinsichtlich der Stilmarkierung als neutral gelten. An zweiter Stelle sind mit ca. 15 Prozent als umgangssprachlich markierte Einheiten zu finden. Was ihre schriftlich aufgezeichnete Entstehungszeit angeht, stammt der überwiegende Teil aus dem 18. und 19. Jahrhundert. Als besonders jung sind Ausdrücke einzustufen, die sich auf das *Lotto 6 aus 45* beziehen (wie z.B. *so wahrscheinlich wie ein Sechser im Lotto*). Ein wesentlicher Vorteil der Analyse ist schließlich, dass der Verfasser zahlreiche Idiome gefunden und akribisch bearbeitet hat, die trotz ihres aktiven Gebrauchs bis dato in keinem Wörterbuch lemmatisiert wurden. Als Beispiele gelten hierfür *schon zusammen in der Sandkiste/Sandkasten gespielt haben*, *mit jemandem Blinde Kuh spielen*, *etwas (nicht) im/beim Lotto gewonnen haben* oder *wie ein Sechser im Lotto*.

Im Anschluss an diese Sammlung erfolgt eine weitere Analyse des Sprachmaterials, bei der die Frage, wie das Spiel unsere Weltvorstellung prägt, im Zentrum steht. Ausgehend von Lakoffs und Johnsons Theorie der konzeptuellen Metapher schlägt Ehrenmüller insgesamt 69 metaphorische Subkonzepte vor, die zeigen, dass unser Handeln und Denken in der Tat in hohem Maße als Spiel aufgefasst werden.

Im Zentrum des Interesses des neunten Kapitels stehen die Funktionen der Metaphern, wobei unter ihnen die ökonomische und verhüllende insbesondere vom Autor hervorgehoben werden. Im letzten Teil werden die sich aus beiden Analysen ergebenden Schlussfolgerungen formuliert.

Die vorliegende Veröffentlichung ist eine gut durchdachte und eingehende Studie von der Metaphorik des Spiels. Dem Autor ist es gelungen, die in der Einleitung formulierten Ziele zu erreichen und zu zeigen, dass wir auf Metaphern aus dem Bereich Spiel zurückgreifen, um unsere Welt zu strukturieren und zu verarbeiten. Davon zeugen fast 320 gesammelte Belege, die hinsichtlich ihrer Bedeutung, Entstehung sowie Motivation detailliert analysiert wurden. Das Buch ist in jedem Fall eine empfehlenswerte und aufschlussreiche Lektüre für alle, die sich für phraseologische, metaphorische und lexikografische Fragestellungen interessieren. Die Sammlung der *Spielerischen WortSchätze* kann darüber hinaus für didaktische Zwecke genutzt werden.

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**Muñoz-Luna, Rosa**, Taillefer, Lidia (eds.). *Integrating Information and Communication Technologies in English for Specific Purposes*. Cham: Springer. 2017, 211 pp.

The current reality in which many cultures and nations coexist in a common professional context has led to the increasing need to adjust the methods of teaching language for specific purposes to fit the new conditions. One of the visible indicators of this process is the integration of information and communication technologies. Although recent studies (Guttman 2003; Melville 2005; Kumar, Rani 2016) have explored these new avenues of research, much remains to be done, especially because the pace at which new technologies and ESP teaching are transforming is very rapid. As a response to these new trends, Rosa Muñoz-Luna and Lidia Taillefer have published a volume presenting different aspects of the phenomenon. It is worth noticing that the aim of the book is as follows: “to highlight the interdisciplinary nature of ESP courses and to build bridges among them by means of classroom technology innovations.” (Muñoz-Luna, Taillefer, 2017: 2).

Designed as a collection of papers, *Integrating Information and Communication Technologies in English for Specific Purposes* is an essential handbook for navigating the interdisciplinary approach to teaching language for specific purposes. The reviewed book consists of a foreword, introduction, main body and notes on contributors. The main body is divided into three sections: Pedagogical Principles in English for Specific Purposes, English for Academic Purposes and English for Occupational Purposes. Each section of the book begins with an introduction written by the editors and comprises separate papers corresponding with the topic of the section. The contributors come from different fields of enquiry (linguistics, translation, specialised discourse analysis), and they share a common interest in teaching English for Specific Purposes. All of the contributors are either experienced ESP teachers or researchers, which adds a practical dimension to the publication.

The first part of the reviewed monograph is an introductory section, discussing the main principles and limitations of implementing technology into ESP settings. It consists of three contributions. It opens with Li providing an overview on the literature in both computer-assisted language learning and ESP, to establish principles for integrating technology that could act as guidelines for teachers to incorporate technology into teaching a foreign language. The author highlights the benefits and possible applications of corpora-based teaching as well as web-based materials or wikis for collaborative writing. The second paper in this section, written by Stroo, Muñoz-Luna and Jurado-Navas, provides a trilateral comparison of the usage of new technologies in three educational university settings with regard to the heterogeneous institutions the authors represent: the University of North Texas-Hockaday School, Universidad de Málaga and Denmark Polytechnic University. Thanks to the heterogeneity of the topic, ranging from the educational management system called Blackboard through to detecting plagiarism in academic writing classes to the use of smartphones in institutional teaching, the researchers present different aspects of the modern learning and teaching environment. The topic of the paper corresponds with the question discussed in the next paper written by Lopez-Ozieblo, which provides sound reasons for ESP learners to use blended learning in order to enhance their autonomy. The author depicts various practical examples referring to blended learning in the context of tertiary ESP education.

The second section, which is made up of four chapters, elaborates on the topic of English for Academic Purposes. The opening contribution was written by Díez-Prados and Cabrejas-Peñuelas. Based on FLA writing theories, the researchers provide pedagogical recommendations for developing writing skills using the Blackboard platform. The suggestions include planning, writing and revising tasks and refer both to students and educators. In the second contribution, Jurado-Navas describes an experiment based on checking undergraduates' attitudes and real experiences with online management platforms in the classroom. The researcher analyses the online interactions in the sample group to establish the preferences concerning interaction types and methods of communication, and their impact on learning efficiency. The third paper sheds light on ways of improving listening skills of education students. Ramos-García emphasises the importance of developing listening skills of educational students through increased exposure to authentic input. The author presents the results of the extensive listening programme introduced at the university. Apart from that, the students are asked to register their daily progress in an online diary. As e-learning has become an essential element in education today, the last paper in the section, written by Li, offers a study on the potential which the game *Second Life* can have for the framework of a constructivist pedagogy to enhance the efficiency of knowledge construction, creativity training and collaboration. The results of the research presented by the author reveal the students' positive attitude toward digitalised teaching methods.

The final part of the volume is composed of four chapters and concentrates on teaching English for Occupational Purposes. The author of the first paper (Fuertes-Olivera) lists/ the specific conditions of teaching ESP at Spanish universities, which consists in readapting the characteristics of ESP to the Spanish environment. The researcher discusses the use of free online dictionaries for gaining subject-content knowledge applied to framework scaffolding. The described process is divided into two stages: the first is based

on the “template that includes ten characteristics which can help to decide on the adequacy of the dictionaries to be used and, second, is the recommendation of two specific types of dictionaries for gaining knowledge” (pp. 127). The results gained lay the foundations for establishing evaluation criteria for the adaptation and usage of a web-based system in a teaching and learning environment that is characterized by rapid changes and a lack of focus. In the second contribution to that section (by Postigo-Pinazo and Mira-Rueda), the teaching of Medical English is discussed. The authors concentrate on the specific field of medicine and the competences of scientific writers, medical translators and interpreters. In the paper, the specific role of the Spanish location as “one of the main medical tourism spots” (pp. 145) is highlighted. Based on that, the authors discuss the stages of preparation of a translation course designed to respect the virtual learning environment to initiate selected students into the process of specialised translation. In the third contribution, Taillefer thematises how to prepare a Business English course in the digital era. Having conducted a needs analysis of the students, the researcher defines the competences that should be trained in an exemplary BE course. While planning and designing the course, the author highlights potential technological difficulties by implementing an e-learning platform and developing online materials. The fourth paper in this section raises the question of how to prepare for and implement an online translation course. The author (Leone) presents the methods of conducting a needs analysis and the methods of preparing an online platform and implementing it as an educational tool.

The presented volume conveys a broad range of topics concerning digitalisation and learners’ changing needs in order to discuss possible ways of making teaching ESP more efficient and learner-friendly.

However, there are some minor drawbacks:

- Some of the graphics or diagrams are not easily readable (e.g. pp. 75, 119).
- Only writing, listening and speaking were mentioned as skills in the volume. The usage of new technologies for developing reading skills would be worth mentioning.

A definite advantage of the volume is that its transparent structure makes the volume easy to navigate. Also, the concept of dividing the sections according to the division suggested by Dudley-Evans and St. John seems to be well-thought-out. The great advantage of this collection is its practicability (all of the authors are experienced experts in tertiary education) and interdisciplinarity. The questions raised in the volume are not only analysed theoretically, but the reader can also find different ideas for online teaching, such as telematics dictionaries, virtual environments for translators, corpora, video clips, wikis and learning management systems offered to the ESP practitioners. The Foreword suggests that: “It is a precious source of multiple suggestions and guidelines supported by unique case studies for practitioners to understand the pedagogical principles proposed by scholars and educators,” (viii) and indeed the reviewed book can be recommended as a collection of suggestions and advice both for experienced teachers and for those starting their teaching career. Moreover, its multinational character (contributions written by researchers from six different countries) is a value per se, because the presented views are both varied and up to date). In addition, an undeniable advantage of the publication is that the integration of new technologies into ESP is depicted from different perspectives: that of students (the article by Jurado-Navas), educators (Lopez-Ozieblo), translators (Postigo-Pinazo and Mira-Rueda, Leone) and institutions (Stroo,

Muñoz-Luna and Jurado-Navas), which adds to the complexity of the views presented. One of the topics extensively discussed in the volume is the development of writing skills, which are often undervalued by educators and usually neglected by students themselves. On top of that, the contributions presented in the reviewed volume are insights into the educational systems, made by the authors, giving the reader an overview of the differences in designing English teaching methods at universities in different countries.

All in all, the presented publication is a valuable compendium of theoretical issues and pedagogic perspectives for ESP teachers and researchers. Both doctoral students and researchers can benefit from the solid theoretical and methodological foundations offered by this volume.

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**Carrier Michael, Damerow Ryan M., Bailey Kathleen M. (eds.).** *Digital language learning and teaching. Research, theory and practice*. Global Research on Teaching and Learning English Series, Volume 4. New York and London: Routledge. 2017, pp. 264.

Almost twenty years after the outbreak of pedagogical compendiums for the applications of educational technology in ELT that marked the break of the millenium (Teeler, Gray 2000; Wendeatt, Hardisty, Eastment 2000; Dudeney 2000; Gitsaki, Taylor 2000; Barrett, Sharma 2003), technology-enhanced language learning is well-established, with a plethora of specialised journals (*ReCALL*, *Language Learning and Technology*, *CALICO Journal*, *Computer-Assisted Language Learning* or *Teaching English with Technology*, to name just a few) and a wealth of research into the theory and practice of Computer-Assisted Language Learning, with various applications of diverse technologies in different parts and modes of the language teaching and learning process. Taking into account how appealing and attractive the concept of technology-mediated instruction is, it is not surpris-

ing that another book devoted to the topic of implementing new technologies in the language classroom is released. The question might arise, however, how different it is from other existing publications in the field, and whether the very appearance is justified by the novelty of the approach or topics, which should be the case.

*Digital language learning and teaching. Research, theory and practice* marks its innovation in the way that the authors had been selected for inclusion in the book. As described by Professor Kathleen Bailey in her Preface to the book, the aim of the editors was to highlight cutting-edge research in the use of digital technologies in the language classroom, which is the priority of The International Research Foundation for English Language Education (TIRF), sponsoring the publication of the very book, as well as offering doctoral grants to academics from all over the world pursuing innovative research in the field. Out of 95 grant recipients from 22 countries, ten researchers concerned with technology-assisted language learning, both in-class, blended and online, were invited to produce summaries of their doctoral research to disseminate current findings to the wide readership. However, such a doctoral perspective might not always be authoritative enough, hence Carrier, Damerow and Bailey invited also most eminent instructional technology writers to contribute to the second part of *Digital language learning and teaching*. The presence of chapters by Nik Peachey, Pete Sharma, Russell Stannard, Graham Stanley, Nick Saville, Nicky Hockly and Gavin Dudeney, all big names in the area of practical applications of computer technologies in the language classroom, guarantees that the mix of research and practice is actually achieved, with the book presenting not only cutting-edge technologies, but, more importantly, cutting-edge pedagogy.

The second focus that the volume has to be highly praised for is its global dimension. Being the fourth publication in the Global Research on Teaching and Learning English Series, *Digital language learning and teaching. Research, theory and practice* goes beyond the usual instructional contexts, representing, for instance, Europe, the USA or the Gulf countries, and shows the impact of technology on formal and informal learning also in less technology-rich school environments in, for instance, Africa, New Zealand, Singapore, Thailand, South Korea, Russia or Uruguay.

This purposefully dual nature of the book, indicated already in the subtitle, finds its proper reflection in the structure. *Digital language learning and teaching* is subdivided into two parts, 'The Research Perspective' and 'The Pedagogical Perspective', each with ten chapters of similar length, scope and way of description. The book contains also the preface authored by Michael Carrier, notes about contributors, author and subject index. It is perhaps just a pity that such a practice-oriented book does not contain an appendix of sample classroom materials, collected from the different authors' contributions, which could be immediately applicable by teachers worldwide as well as could be a model in their own digital materials development process. Also, a more pronounced conclusion would give a sense of completeness to the book - right now, this function is performed by Hockly and Dudeney's 'Digital learning in 2020' chapter, however, while it is effective in tracing the possible way of development of technology-assisted learning, it does not really refer much to other contributions in the very book.

The range of topics, techniques, technologies and tools raised by the contributors is wide, ranging from Data-Driven Learning (Alannah Fitzgerald, María José Marín,

Shaoqun Wu, and Ian H. Witten), through flipped / blended / online learning (Zhuo Li and Chu-Chuan Chiu, Jeff Mehring, Larisa Olesova and Jennifer Richardson), digital storytelling (Espen Stranger-Johannessen, Polina Vinogradova), digital whiteboard (Ksan Rubadeau), digital platform (Briana Ronan), smartphones (Freek Olaf de Groot) to online tutorial CALL (Fei-Yu Chuang). This is supplemented, in the second part, by the pedagogical perspectives of well-seasoned practitioners and teacher trainers on such aspects as synchronous online teaching (Nik Peachey), digital product design (Nick Robinson and Laurie Harrison), blended learning (Pete Sharma), feedback on written work (Russell Stannard), remote teaching via videoconferencing (Graham Stanley), digital assessment (Nick Saville) and virtual reality (Anna Lloyd, Sarah Rogerson, and Geoff Stead). Two chapters that stand out here are Michael Carrier and Andrew Nye's 'Empowering teachers for the digital future: What do 21st-century teachers need?' and Nicky Hockly and Gavin Dudeney's 'Digital learning in 2020' in that they set out the path for the development of pedagogical models and learning approaches, sketching prospects for the years to come. Perhaps isolating the third part with these two chapters, making it a kind of conclusion and summary of the whole book, would be useful in providing a sense of completion to the readers and rounding up the discussion in the volume.

The book quite aptly puts together all possible uses of computers, mobiles, whiteboards and other technological equipment under the umbrella term of 'digital learning', showing how in any form in which it can exist, digital learning leads to increased authentication of the language learning process, greater empowerment of learners, transformation of the methodology and decreased cost of provision of language materials for the classroom. The sensitivity to under-resourced learning contexts is visible, for instance, in the proposals of Stanley on how to deliver instruction to remote areas via videoconferencing or Carrier and Nye showing how an offline server with a portable computer, a hard drive, and a Wi-Fi device that creates its own wireless network and can run off solar power be used as a learning environment.

Quite importantly, the research into different areas of digital learning is communicated in language that should be well accessible to practising teachers, thus encouraging them to make classroom interventions using described technologies and observe their effect within the action research cycle. However, at the same time, each article in the research part is well-grounded in particular data collection and analysis procedures (e.g., SPSS-based quantitative analysis of questionnaires or pre/post-tests, qualitative analysis with axial coding, group interviewing via focus groups, journals, observations, screen capture recordings, platform user logs). Owing to the fact that each chapter finishes with a 'Policy implications' section, the research findings have their immediate translation into classroom practices.

The greatest asset of *Digital language learning and teaching* is not necessarily in trying to bridge research, theory and practice as promised in the subtitle, as such a focus has been widely aimed at in numerous single- and multiple-author publications on educational technology in language learning. It is, in my opinion, in giving the voice in a perfectly balanced way to the two worlds which do not always communicate properly - the researchers on the one hand and the classroom practitioners/teacher trainers on the other. When adding most recognizable ELT tweeters, best-selling authors, most popular



teacher trainers, each comprehensively covering a selected area quite distinct from the others, *Digital language learning and teaching. Research, theory and practice* becomes a necessary read for both beginning and well-seasoned teachers and a classical compendium for graduate teacher training programs.

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**Emilia Wąsikiewicz-Firlej.** *On (de)constructing corporate identity: An ecological approach*. Poznań: Wydawnictwo UAM. 2017, 419 pp.

The ecological perspective on language study was basically triggered in the last decades of the 20<sup>th</sup> century. The professional literature mentions two initiatives in this regard. One is attributed to Einar Haugen, an American linguist of Norwegian parentage, pioneered by the publication *The ecology of language* (1972). The other one was offered by M.A.K. Halliday's plenary presentation at an AILA Congress in Thessaloniki in Greece in 1990. They envisaged two separate strains (metaphoric and biological) in ecological research and laid firm foundations for the new discipline, dubbed ecolinguistics, which encompasses a more holistic approach to language study. It accentuates the broadly understood dialogical nature of language with a critical approach in which linguistic awareness may help people change themselves and their surroundings. This critical ecolinguistic spirit (pertaining to the issues of power inscribed in language use) is the essence of the book written by Emilia Wąsikiewicz-Firlej and reviewed here.

The author capitalizes on the so-called ecological approach in applied linguistics (e.g., Kramsch, Steffensen 2008; Alexander, Stibbe 2014), which has found followers in Poland (e.g. Steciąg 2013; Lankiewicz 2015). She decided to apply the above-mentioned approach to research dedicated to defining corporate identity via language. Ecologically-

oriented research is gaining impetus in linguistic studies among scholars all over the world, due to the increased appreciation of qualitative analyses as opposed to processing traditional quantitative data. In this context, Emilia Wąsikiewicz-Firlej fits into the latest trend in such research. Her application of the ecological paradigm to the study dedicated to common corporate language as an instrument shaping business identity is therefore of importance in an era of late-modernism. Since the quality of modern life and the concept of sustainable development constitute important blocks of broadly understood ecology, the issue of building corporate identity via linguistic means seems to be a crucial element in raising the critical language awareness of citizens. A knowledge-based society needs to be aware of the fact that language use reflects power relations and that people are subject to manipulation in the most delicate way, for example, via linguistic means. The hegemony of corporate language, which tries to bridge two incompatible ideologies in the political and economic realms, namely neoliberal and environmental, shapes the reality of the contemporary world.

Although the development of critical language awareness is not the objective of her endeavor, it needs to be accentuated that the book provides the proof that its author manifests a high level of critical language awareness and is a well-informed researcher of this problem. Additionally, she shows off her observational capacity, insightfulness and reflexivity in researching the linguistic constitution of socio-political reality. In a sense, her exploration may be classified as a case of critical discourse analysis (CDA), yet, drawing on this tradition, she goes a step further. Assuming, similarly to Holborow (2015), that ideology is a constituent of linguistic reality, she does not confine her thinking to the left-wing politics contained in CDA. Drawing on the metaphor of the ecosystem (typical of ecological thinking), she opts for a more balanced, intersubjective approach to the issue of ideologization, reaching far beyond “the postmodern solipsistic perception of reality” (Oxbrow, Lankiewicz 2017: 140).

The book is divided into five logically related chapters delineated by the title. In the first chapter, the author presents the so-called ecolinguistic school, articulating its forerunners and describing the current state of ecolinguistics with respect to Polish achievements in the field. She describes its basic concepts, lines of thinking and, finally, comments on the “ecologisation of language”, which pertains to the issue of “ecological correctness” or “verbal hygiene,” congruent with ecological thinking. As a way out of the problem, the author opts for critical language awareness rather than political correctness. Her purely ecolinguistic considerations are concluded with a presentation of an integrative approach to combating the compartmentalization of ecolinguistic research, so that it studies “discourses or forms of language contact that might potentially have an impact on human behavior and, in consequence, on literally understood ecosystems” (Wąsikiewicz-Firlej 2017: 63).

Chapters two and three cover the key issues of the monograph and are dedicated to the concept of identity in an organizational context and the communication of corporate identity in the virtual environment respectively. Referring to the professional literature and mentioning basic concepts and terms, the author works out her own theoretical mindset for considering corporate identity in chapter four. Her proposal is to supersede traditional CDA with ecological discourse analysis (EDA), which, she duly articulates, is

borrowed from Alexander and Stibbe (2014). She clearly contrasts the two approaches: “[w]hile CDA takes the perspective of ‘those who suffer most from dominance and inequality’ (...), ecolinguists embrace not only humans but also other forms of life that remain voiceless and unaware of their oppression” (Wąsikiewicz-Firlej 2017: 200). Accordingly, raising language awareness not only pertains to the oppressed, but concerns wide audiences who should be informed about the impact of their actions on humans, non-humans and future generations” (Wąsikiewicz-Firlej 2017: 209).

The last chapter of the book, which constitutes almost half the volume, is dedicated to the description and analysis of her research. Her study is based on a corpus of textual, computer-readable data of the “132 companies qualified in 2014 as the top ethical companies in the world by the Ethisphere Institute” (Wąsikiewicz-Firlej 2017: 226). Resorting to the EDA framework, supported by a computer-assisted corpus analysis of web pages (mainly the “About us” sections of companies), the author pursues three principal research questions in her study. One of them is to expose the basic ideologies that ground corporate identity and demonstrate whether they are aligned with the principles of ecosophy. As a result of her study, the author aptly deconstructs the mechanism of corporate identity, which is supposed to embrace environmental concerns to represent the *zeitgeist* (the spirit of our time). The assumed ecological stance turns out to be an ideological expedient aimed at presenting a positive image of a corporation through the application of the expected ecological discourse, characteristic of contemporary western democracies. The author supports her qualitative data (ecological discourse analysis) with quantitative techniques (concordance and corpus analysis) to triangulate the results. This fact underscores her methodological awareness and lends credibility to her interpretative findings.

The author is fully aware of the unilateral image of corporate business produced by her research, since she concentrated mostly on the website self-image generated by companies in the “About us” pages, without giving regard to the recipients of the “corporate talk”. The researcher tries to make up for the limitations of the present study with a vision of further publications and new research in order to delve into the effectiveness of the “PR wind-up”. With minor linguistic incompatibilities and an infelicitous use of some ambiguous expressions, the book is a good read both for scholars and any other potential readers.

All in all, the monograph by Emilia Wąsikiewicz-Firlej is a successful application of critical ecolinguistic thinking into corporate discourse studies, and thereby constitutes a valuable contribution to the field, as it offers a new perspective reaching beyond the confines of CDA, pure discourse or discursive psychology (Jorgensen, Phillips 2002). Her undertaking is meticulously documented and supported by appropriate use of the professional literature, both regarding the selected methodological approach and the issues pertaining to corporate identity, which confirms her expertise and academic professionalism. The book constitutes a remarkable contribution to the studies of public discourse and deconstructs the process of the “surface ecologization” of corporate discourse to work out an ecological commitment, build a new corporate image and enhance corporate ethos. This, as the author posits, communicated via the medium of the Internet, is “fully adopted for commercial purposes, serving corporate ends” (Wąsikiewicz-Firlej 2017: 349). The ecological identity of corporations is ideologically rather than ethically motivated. In

other words, the hegemony of the neoliberal discourse of late capitalism is simply superseded with one "paved by environmentalists and growing social pressure" (Wąsikiewicz-Firlej 2017: 351). Her critical approach removes the veil from so-called green capitalism, demonstrating its ideological constitution. The careful reader will notice that this comprehensive book is a result of the author's substantial theoretical reflections and empirical studies, highlighted by her earlier publications cited in this volume. Thereby, the book constitutes recommended reading for all those who are interested to see how corporate businesses build their own identity through linguistic means, appropriating the discourse of the opposition (anti-globalists and environmentalists). Therefore, in the concluding remarks to her book, she claims that the triangulation of hard quantitative data, as processed with the use of Corpus Linguistics methodology and qualitative EDA interpretations allows her to unmask the newly assumed face of corporate business, which, in this way, tries to meet the commonly accepted values. So, ultimately, the author accepts the evolving green face of corporate business with a certain reservation, and interprets it as "another attempt to advance greenwashing" (Wąsikiewicz-Firlej 2017: 354). For her, the ecological commitment of business is equivocal. On the one hand, it raises environmental awareness by introducing ecological issues into public debate. On the other, as she aptly maintains, the "colonization of corporate discourse with environmental discourse pacifies the audience who accepts the fact that the real problem-makers self-regulate their activity and their possible influence on the environment and take control of the debate, silencing their opponents and leaving little room for criticism" (ibid.: 352). In this way, the new corporate identity is not so much inspired by a genuine interest in sustainable development, but rather ecological issues are transformed for their own needs to communicate a more humane face of corporate business.

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**Andrzej Kątny (Hrsg.).** *Kontrastive Linguistik und Interkulturelle Kommunikation. Sprach- und Kulturkontakte*. *Studia Germanica Gedanensia* 37. Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego. 2017, S. 242.

Der vorliegende Sammelband, in dieser Reihe bereits der siebenunddreißigste, ist wie seine Vorgänger das Ergebnis der Forschungsarbeit der Danziger Germanisten und deren Freunde. Mit ihm wird zum zweiten Mal in den vergangenen Jahren<sup>1</sup> eine wichtige Publikation zum Thema *Kontrastive Linguistik und Interkulturelle Kommunikation* vorgelegt, was angesichts der Bedeutung und der Vielzahl von kontrastiven Studien auf allen sprachlichen Ebenen seit den 1970er Jahren in der polnischen Germanistik nicht verwundert

Das Buch gliedert sich in drei thematisch abgeschlossene Kapitel sowie einen Rezensionsteil und beinhaltet insgesamt zwanzig Beiträge.

Der erste und zugleich umfangreichste Teil unter dem Titel *Kontrastive Linguistik und Interkulturelle Kommunikation. Sprach- und Kulturkontakte* besteht aus zehn Aufsätzen, welche zum großen Teil kontrastive Sprachbetrachtungen beinhalten bzw. direkt auf kulturelle und interkulturelle Fragen eingehen. Die ersten zwei Beiträge fokussieren auf unterschiedliche Art und Weise Günter Grass, der aus Danzig stammt und dem die Danziger Universität im Jahre 1993 den Titel eines Doktors honoris causa verliehen hat. Heinz-Helmut Lüger untersucht anhand ausgewählter Textbeispiele aus Grass' Roman „Ein weites Feld“ die Übersetzbarkeit kulturspezifischer Phraseme, wobei er den Kontrastvergleich an einer französischen und italienischen Textversion des Romans vornimmt. Der zweite Text ist dagegen eine abgedruckte Rezension des literarischen Schaffens und der gesellschaftlich-politischen Tätigkeit von Grass, die der Posener Germanist und Literaturwissenschaftler Stefan Kaszyński für die Verleihung des Ehrendoktorats an Grass verfasst hat. Darauf folgen acht Beiträge, die linguistische und dort insbesondere sprachkontrastive Zielsetzungen verfolgen sowie ein fremdsprachendidaktischer Beitrag von Jan Iluk und Mariusz Jakosz, der dem narrativen Ansatz im frühen Fremdsprachenunterricht aus der Perspektive der

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<sup>1</sup> Vgl. *Studia Germanica Gedanensia* 31/2014.

interkulturellen Erziehung gewidmet ist. Kurz, aber plausibel und ebenfalls wichtig finde ich u.a. die kritische Auseinandersetzung mit den Publikationen der Potsdamer Germanistin Heike Wiese über das sog. „Kiezdeutsch“ von Helmut Glück, in der die Erhebungsmethodik, die linguistische Einordnung des „Kiezdeutschen“ als Dialekt sowie die Geschichtsblindheit des Ansatzes problematisiert und sprachwissenschaftlich beurteilt wird. Die Arbeiten von Marina Höfinghoff, Olesia Leschenko, Frank Kostrzewa, Marcelina Kałasznik und Andrzej Kałny sind sprachkontrastive Analysen auf der Ebene des Textes, der Satzgrammatik und Semantik, bei denen der heuristische Aspekt überwiegt. Der Aufsatz von Anna Jaremkiwicz-Kwiatkowska diskutiert die Rolle der Informationsstruktur beim Erwerb des deutschen Passivs und folglich die Möglichkeit der Entwicklung einer neuen Förderkonzeption für polnische Germanistikstudierenden.

Im zweiten Block unter dem Titel *Selbstporträts der Germanisten* findet der Leser drei autobiographische Texte, mit denen man die jeweiligen Berufs- und Lebenswege vor dem Hintergrund der politischen Umwälzungen in Deutschland, in Europa und anderen Ländern der Welt sowie der allgemeinen Entwicklungen der Linguistik als Wissenschaft verfolgen kann. Die drei Selbstporträts der weltweit geschätzten und angesehenen deutschen Linguisten Werner Abraham, Ulrich Engel und Harald Weydt sind in der Schwerpunktsetzung und Motivation zwar sehr unterschiedlich, jedoch aber alle spannend und reichhaltig. Sie veranschaulichen, wie sich die linguistischen Forschungsinteressen der Berichtenden entwickelt haben und wie diese (Interessen) dann verfolgt wurden, ohne dass sie aus dem ganzen Lebenskontext herausgerissen wären. Interessant und lehrreich ist die jeweils individuelle Entscheidungstreffung angesichts der unterschiedlichen Geschehnisse, Entwicklungen und Herausforderungen, sei es seitens der Wissenschaft, der Karriere oder Familie, die es zu bewältigen galt. Eine spannende und zum Nachdenken anregende Lektüre gerade für jüngere Wissenschaftler.

Mit dem kurzen Kapitel *Gedaniana* werden zwei Texte vorgelegt, welche auf unterschiedliche Art und Weise die Stadt Danzig und ihre herausragenden Bürger thematisieren. Jens Stüben widmet sich dem Lyriker Willibald Omankowski, der eine wichtige Persönlichkeit im Kulturleben der Freien Stadt Danzig war. Peter Oliver Loew diskutiert in Dialogform verschiedene mögliche alternative Geschichten von Danzig, mit denen er versucht, neues Licht auf die lokale Vergangenheit zu werfen.

Der Band schließt mit Rezensionen zu germanistischen Neuerscheinungen ab.

Es bleibt festzuhalten, dass der vorliegende Band eine lohnende Publikation darstellt, vor allem wegen der Vielfalt der Themen, Herangehensweisen und Textformen. Neben den kontrastiven und interkulturellen Aspekten findet der Leser in diesem Band auch Biographisches, Literarisches und Geschichtliches und damit neue Impulse und Denkanstöße.

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