

Stanisław Puppel. *MOTEK Motywy ekolingwistyczne: w stronę ekolottodydaktyki.* Poznań: Katedra Ekokomunikacji UAM. 2015, 228 S.

The book constitutes a set of articles on ecolinguistics in relation to glottodidactica. It makes an attempt to outline the input of an ecolinguistic perspective, understood as complementary to traditionally perceived theories of teaching foreign languages, into glottodidactica.

The book has a very clear structure. It consists of a preface, which is followed by fifteen articles by different authors. The first article by **Marlena Bielak** deals with the development of communicative skills from the perspective of the Imperial Tetragon of Embodiment, within Polish classes in a Polish secondary school. The paper outlines some of the problems connected with the analysis of school identity, and presents research into the identity of the process of the development of communicative skills in the course of Polish language teaching and learning. It also provides the reader with authentic utterances of students, as well as the opinions and comments of secondary public and private school teachers with reference to the specific parameters analysed by the author.

The second article presents key components of the process of communication which stem from the assumption that a human being is a complex cognitive, emotional, linguistic, psychological, sociolinguistic and biological individual. According to the author, **Judyta Filar-Pieczkowska**, the above key elements, of knowledge, skills, skill management and motivation, when linked together, lead to accomplishing a specific communicative aim. The principal objective of the article is to familiarise the reader with a model of linguistic and communicative competence based on the aforementioned four elements.

Jerzy Kaus, the author of the next article entitled "Conflict Management from School Perspective", presents the concept of conflict management and tries to find the best way to manage school conflicts effectively. Throughout the paper, the author familiarises the reader with the three best known methods of solving conflicts, namely negotiation, mediation and arbitration. Additionally, he presents three alternative methods of conflict solving, and makes an attempt to explain how ecolinguistics assists conflict management.

The next article in the collection presents the characteristics of a virtual communicative environment created on the basis of an analysis of the verbal and non-verbal behaviour of both teachers and learners in the light of glottodidactica. **Marta Koszko** tries to demonstrate the assets of modern technology as far as teaching foreign languages is concerned, emphasising its numerous benefits. The paper provides a detailed description of verbal and non-verbal communication, and, thus, of such elements as facial expression, eye contact, gestures, body language, distance maintained or clothing.

In her article, **Kinga Kowalewska** reports on the influence of mass media on the development of the English language in the process of self-education amongst secondary school language learners in the light of glottodidactica. The author examines the benefits which are the result of the combination of a standardised school education and individualised out-of-school education. What is more, Kowalewska presents a diagnostic opinion poll in the form of charts and comments on the result of each question, which leads to a number of conclusions concerning the use of mass media in glottodidactica.

In the following article **Marcin Krawczak** focuses on teachers' communicative behaviour as being one of the main sources of conflicts between teachers and students. The author outlines the definition of communicative behaviour as well as characterises school as an institutionalised organism in which teachers and students' verbal and non-verbal interactions overlap, and which constitute the background of countless communicative situations. Additionally, Krawczak outlines the role of the masks that educators adopt and school rituals which frequently lead to communicative barriers and consequently to conflicts.

Student interest in technology and its use in the process of foreign language teaching are the main focus of the article by **Danuta Ochotna** who names broadly understood technology as a virtual agora. The author presents a comprehensive overview of teaching methods and various media which take advantage of this virtual agora. Ochotna pays special attention to the role played by e-learning as the most frequently chosen form of Internet teaching. The author also provides the reader with instances of e-learning platforms as well as educational online services, and shows their undeniable benefits for both learners and educators, making school education an invaluable gift and not a tedious task.

In the next article, **Joanna Puppel** deals with the performative power of non-verbal communication used by teachers and students in the institutionalised, and therefore formal conditions of a school classroom. The author investigates the phenomenon of "performance" as a process which directly influences the communicative environment, consisting of teachers and students, and the role of "players" or "performers" exposed to visual display. Moreover, one may learn about distinct approaches towards "performance", that is, from the linguistic, socio-anthropological as well as from theatrical point of view.

The article by **Stanisław Puppel** not only provides fundamental assumptions on the synergy of the primary and secondary orders of communication, but it also depicts a "cataract model" of language flow in the context of ecoglottodidactica. Taking into consideration its evolution, as well as submission to a particular communicative order, the author compares school to an ecosystem constantly being exposed to imminent changes. Furthermore, Puppel emphasises the influence of global, hybrid transcommunication, full of new, easily accessible technology, on the traditionally comprehended school.

In her article entitled "Glottodidactica from Professor Ludwig Zabrocki to the present day" **Barbara Skowronek** illustrates the origins and the evolution of glottodidactica as a scientific discipline initiated by Professor Ludwig Zabrocki, whose work has been cultivated and developed up to the present day. Skowronek discusses various factors which affected the face of contemporary glottodidactica and, consequently, which shaped the modern approach towards the process of communication, as well as language teaching. Additionally, the author highlights the essential role of language as culture carrier, as far as interpersonal as well as international contacts are concerned. She also points out that, since the content of the message became more important than its form, language, a case in point being Polish, has deteriorated.

The main focus of the next article is the discourse between teachers and learners reflected in the relation between those in power and those who submit to it. **Artur Urbaniak** familiarizes the reader with different forms of exerting influence, as well as draws his or her attention to the so-called authority trap, which is a result of many teachers' illusory conviction of their omnipotence and infallibility. Moreover, Urbaniak comments on the results of his research conducted on foreign language teachers concerning authority, discipline and student motivation, and draws the conclusion that the solution to a number of classroom problems lies in universal features of communication and on teachers' worked out authority.

Bearing in mind that the complete participation of an individual in the life of society can be achieved solely through the ability to communicate in different contexts and using various communication canals, **Emilia Wąsikiewicz-Firlej** follows the assumption of Stanisław Puppel on the interaction of an individual with the environment. The author makes an attempt to specify the ecological attitude towards education, evoking and enumerating von Lier's characteristic features, such as, for instance, context, role models, quality, etc. In addition to this, the author presents a case study of complementary teaching based on the course of professional communication conducted by Wąsikiewicz-Firlej at the University of Adam Mickiewicz in Poznań.

In the next article **Janina Wiertelwska** analyses glottodidactica from the perspective of ecolinguistics, which, as the author notices, is inherent to such linguistic disciplines as multilingualism, psycholinguistics or sociolinguistics. Emphasis is given to translanguaging, which supports the idea of teaching foreign languages within a triad, i.e. mother tongue – global language – and second foreign language. Relying on the above translanguaging assumption, the author tries to illustrate her approach towards teaching clinical communication in English at Polish medical colleges. She also expresses the need for this kind of language acquisition.

Constituting a continuation of the previous article, the next paper offers a very peculiar analysis of a study into the linguistic relations within the following triad: Arabian,

English and Polish. **Katarzyna Wiśniewska** pays special attention to the relation between Arabian and English and, subsequently, between Arabian and Polish, with respect to their attributes as natural languages.

Last but not least is the article by **Jan Zaniewski, Natalia Nizhneva** and **Nadzieja Nizhneva-Ksenofontava** on philologists' creativity in glottodidactica. The authors reflect on the culture of language and the educators' role in familiarizing students with various artistic means of communication by prompting its active use, as well as improving and shaping oratorical art. The paper further reflects on creativity with respect to a number of processes and stages which can be specified within them.

My overall impression of the collection of articles presented in this book is that it constitutes a comprehensive and invaluable source of theoretical as well as practical knowledge in the field of glottodidactica, reinforced with numerous analyses and research findings. The articles are brief and devoid of superfluous comments and digressions, which makes their message accessible and clear. Moreover, I find the articles to be an indispensable tool in the hands of school as well as academic teachers, since they offer a set of useful tips and experience-based observations connected with teaching as well as learning foreign languages in a given environment. What they all have in common is the ecolinguistic approach, which has developed over the last few decades and which has application to glottodidactica. I strongly recommend this book to language school teachers as well as to academic educators as an inspirational fruit of the work of ecolinguistic researchers.

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