

***From Life to Text: Building Linguistic and Cultural Identity.*** Lorenzo-Modia, María Jesús and Szczepaniak-Kozak, Anna (eds.) (2012). Piła: PWZ im. Stanisława Staszica w Piła. ISBN: 978-83-62617-11-1, 287 pages.

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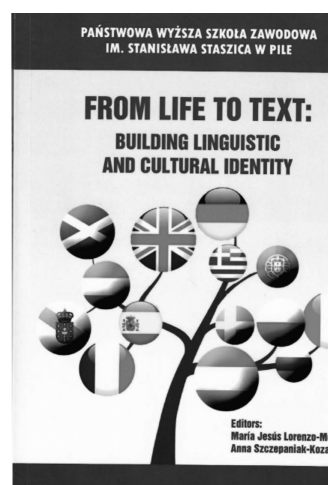
The combination of the contributors' knowledge on a wide variety of fields such as the applied linguistics, sociolinguistics, literature, and cultural research strikes a perfect balance in order to analyse and discuss how language, literature and culture interact and interfere in the process of creating an identity as individuals and, also, as a community.

The monograph consists of ten articles organised into three separate, though interconnected, sections.

In the first section the authors tackle questions about culture and literature understood as text studies. The first article, by Emilia Wąsikiewicz-Firlej, is a deep analysis on how companies aim to transmit their values and identity as corporations through their mission statements and how they are perceived by the consumers. The second article, by María Eugenia Perojo-Arronte, focuses on how Henry Fielding demonstrates a high sense of cultural identity by dealing with the novel as a sign of identity. In the next article, María Jesús Lorenzo-Modia centres her attention on the great contribution that Charlotte Lennox and Frances Brooke made with their publications and their tireless effort to making journalism a significant source of knowledge for women, which would delineate a meaningful path towards the construction of cultural and gender identity within literature. Andrew C. Rouse closes this first section with a conscientious exploration of the sociological rather than technical history of horological time through a collection of English and Hungarian folk songs.

The second section of the volume contributes to the field of intercultural research. It opens with Anna Szczepaniak-Kozak's insightful research on the sociocultural adaptation of two Dutch expatriate students to an alien country in which the narrative approach proves to be a precise method for detecting individual differences in the students' self-recognition process and in their cultural construction of identity. Next, Elizabeth Woodward-Smith analyses the complex question of identity that arises through self-criticism and irony as elements that shape the British national identity. The last article in this section, by Bernadette O'Rourke, is an illuminating and detailed comparative analysis of the factors that influence the survival or decline of two minority languages such as Irish and Galician.

The third section, which deals with language learning studies via the narrative approach, opens with Hadrian Lankiewicz's article. The author's emphasis on the idiosyncratic perception of language in language acquisition, with pragmalinguistics as a key-factor, becomes



crucial to understanding variability within the context of second language acquisition. Next, Adriana Biedroń's research proves useful for pinpointing the characteristics of people who stand out from their peers in learning foreign languages, and it opens the way for more in-depth investigation on factors affecting language learning. The monograph comes to an end with Augustyn Surdyk's article, which provides a guideline oriented to FL teachers and students within the area of applied linguistics, in order to avoid internet hazards.

In conclusion, this volume is a welcome contribution to the field of language learning research. It also implies a commitment to society at large, since it brings a serious reflection on the factors that influence the way in which we create our identities, how we see ourselves in contraposition to others and the extent to which we recognise our limitations within different cultural contexts. Additionally, the exploratory nature of this work stimulates readers and encourages them to carry out an introspective research on the reasons that lead us to act as individuals and those which at the same time force us to maintain an identity as a group.