"modernize" or otherwise adapt their program in response to social and institutional demands). In fact, I regret that the subject of classroom change is not directly addressed until the final two chapters (Chapters 9 "Planning and implementing classroom change", and 10 "On understanding […] the process of change") – those that I found by far the most interesting and informative in the book.

In general, Martin Wedell and Angi Malderez have attempted to provide a highly accessible textbook: written in simple English, with short chapter sections, graphic figures provided to illustrate complex concepts, questions inviting the reader to think about a topic before reading on, bullet-point summaries at the end of each chapter, and suggestions for tasks to develop practical understanding of the main theoretical points. At times I found the style aggravating (because it seems to imply that language teachers would not understand normal academic discourse); perhaps the book is intended primarily for a non-Anglophone or student audience, apparently conceived of as needing these types of scaffolding for basic textual comprehension. It's a shame that the book's editors allowed quite a few typographical errors (or rather passages with missing words) to slip through the editing process.

According to Wedell and Malderez's introduction, their book grew out of their own difficulties in implementing classroom change in various countries throughout the world (p. 2); this sort of practical experience often serves as a fertile starting-point for theoretical research. I certainly agree with the authors' insistence on the necessity of taking as many aspects of "context" into account when planning and implementing classroom change (on either a small or large scale): and some of the sections of Chapters 1 ("Components of contexts"), 2 ("Exploring culture") and 6 ("Teachers and learners: as part of and creators of their context") are helpful in pinning down and expanding the complex concept of "language-teaching context". It is, however, almost up to the reader to structure and organize the various definitions and aspects of context developed in these chapters. Overall I found the book lacking in structure, depth, and solid theoretical underpinnings.

Chapters 4 ("From cultures to methods") and 5 ("From methods to approaches") illustrate some of the limitations in the central part of the book, as the authors attempt to trace methodological change in their "brief history" of language-teaching methods (pp. 86–115). Unfortunately, this "history" does not appear to be based on close knowledge of primary texts (no works by Robert Politzer or Robert Lado cited in the section on Audiolingual methodology) but on second-hand, theoretically-biased criticisms and a vastly over-simplified summary of the learning model at the heart of Audiolingualism, for example. The fifth chapter gives a partial and dated view of the Communicative Approach, making no mention of the numerous references that have clearly and objectively pointed out the weaknesses of this methodology. As an apology for basing this chapter on "texts from the 1970s and 1980s", the authors argue that there is "a relative lack of new developments in the understanding of what language is in the intervening years" (p. 99) – quite a surprising statement, given the thousands (tens of thousands?) of articles and books on language, language acquisition and use published worldwide since the 1980s! The "classroom change" that the authors hope to help teachers implement turns out to be the pedagogical "package" typically associated with the Communicative Approach: "support[ing] particular learners in becoming competent communicators" (p. 125), following a needs-based syllabus. As is so often the case in Communicative theory, constructivist approaches to teaching and learning are presented as being somehow necessarily linked to the idea of communicative competence (p. 125) – but any theoretical link between the two would require much more careful development.

It is a pity, in fact, that these historical chapters were not devoted to a more scrupulously-documented study of key moments of language-classroom change: how the *Méthode directe*, Audiolingualism, and the Communicative Approach were introduced into Western school systems and classrooms, for example, and why all three generated problems, resistance, and even failure at local and national levels. This would have afforded greater coherence to the book, focusing it more clearly on the notion of classroom change, and giving the reader more concrete examples of conditions and contextual elements that favour or impede it. It would also be interesting to identify which techniques from these classic methodologies have led to effective classroom learning, in which contexts. This would take the reader further in identifying how to adapt classroom practice to meet the needs of different learners in different contexts – in other words, how to carry out some of the changes at the "micro" level that are the book's central concern.

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***Theorizing and Analyzing Agency in Second Language Learning. Interdisciplinary Approaches*, P. Deters, X.(A.) Gao, E.R. Miller, G. Vitanova (Eds.). Multilingual Matters, Bristol, UK (2015). xiii + 281pp.**

Language Learner Agency (LLA) has recently become an object of investigation in the field of applied linguistics. Generally speaking, it refers to the notion that language learners have the capacity to act, affect matters, make choices, and take

decisions in relation to whether, what, when, where, how, etc. they learn a language. The benefits from being agentive in language learning seem significant, the most important being that learners can self-regulate and feel responsible for their own process of language learning, and that they can negotiate their language learner identities with all that implies. This edited collection, *Theorizing and Analyzing Agency in Second Language Learning. Interdisciplinary Approaches*, by Ping Deters, Xuesong (Andy) Gao, Elizabeth R. Miller and Gergana Vitanova, dedicated to the late Leo van Lier, is a book that testifies to this "agentive turn", showing different ways of how LLA is manifested in SLA field. It is important to note that all the editors themselves have contributed to the present renaissance of LLA, investigating it in their own studies from multiple angles (Deters, 2011; Gao, 2010; Miller, 2012; Vitanova, 2010). The collection is preceded by the editors' introduction to the volume (Chapter 1) in which its organization into three sections: theoretical (Chapters 2–6), analytical (Chapters 7–10) and pedagogical (Chapters 11–14), and short summaries of what the individual chapters focus on, are briefly described. Yet, considering the editors' wide experience in investigating LLA, some readers would have perhaps appreciated separate contributions on their research by the editors' themselves.

Part one, covering theoretical approaches, consists of five chapters. I found Chapter 2, written by David Block, who has, himself, published much on identity and agency (2007; 2013), the most thought-provoking one in this section. Juxtaposing agency and structure, he poses the question of how much learners as individuals can be determined to exercise agency in the context of existing structural bonds, however invisible they are. Block suggests we look at agency from the perspective of critical realism because, in his view, post-structuralism has made language and identity "over-agentive" (p.23) to such an extent that concepts like difference, plurality and relativity have been taken to the extreme, tending to reduce ontology to epistemology and equate 'being' with 'knowledge'. However controversial, Block's contribution makes readers pause and think, and if his warnings are taken seriously and the concept of structure in SLA research is afforded due attention, the chapter may become a seminal one in the field. That said, I found one error: "applied linguists has" instead of "applied linguists have" (p.23).

Chapter 3 by Hannele Dufva and Mari Aro is a well-written presentation of agency from a dialogical perspective, principally drawing on Bakhtin's notion of chronotope. On the basis of the data garnered from one English learner over three timescales, they show agency as an individual's choice to be constantly in dialogue with others through appropriating others' voices, ideologies, discourses, etc. as authoritative, internally persuasive, or rejecting them altogether. Among various implications, the authors rightfully emphasize the need for raising students' awareness of what learning a language really is so as not to make it associated with studying it only from the books.

In Chapter 4, Patricia A. Duff and Liam Doherty lead us to think that language learners are hardly passive recipients of learning. Despite claiming to analyse the relationship between language socialization and agency, the authors seem to present second language socialization as agency. Of particular interest are three examples of learners presenting language socialization as particularly sought out to increase a person's access to language or language socialization as an empowering experience that also enhances LLA in other contexts. The authors concede that even if learners demonstrate limited forms of agency and do not achieve their learning goals, they can successfully mediate others' socialization, which is rarely acknowledged in the literature.

Chapter 5 written by Chatwara Suwannamai Duran continues the topic of LLA as self-socialization but with the focus on investigating migrant children. Agency is presented here as a learner's self-selected language practice and the desire to choose and play multiple roles when they talk about, talk for and talk with their families. Two case studies exemplify both the desire-driven agency and a variety of linguistic options that children, depending on their audience, use. While the focus on immigrant children is of great importance, I don't completely agree that, in contrast to adults, immigrant children in relation to LLA research are invisible (p.80). Perhaps a review of various EU cooperation programmes investigating increasing research on linguistic profiles of bilingual children due to economic migration from Eastern Europe might have enriched the discussion.

The last chapter in the first section is contributed by Carola Mick who looks at agency from a sociological angle. Using the Foucaultian concept of "dispositives", she discusses four educational dispositives with sound examples from language learning. The chapter makes readers think about different aspects of language learning educational reality somewhat related to 'hidden curriculum' aspects. Supporting the ideas of "third spaces", "pedagogy of possibility", or language learning as transformative social practice, Mick raises vital questions at the crossways of sociology and second language acquisition. This is, however, one of the most challenging chapters in terms of academic style, and foreign language teachers might find it hard to access fully.

Chapter 7, the first one in the analytical part of the book, is a sociolinguistic analysis of studying language in public space with the constraints upon it imposed by the public debate. Agentive behaviours of speakers are presented and situated contextually, and although the study is undoubtedly valuable as a complex ethnographic investigation of the lives of working women in an organization providing services for migrants, some readers, like myself, may treat this chapter as too sociolinguistic to be included in the volume on language learner agency and consequently read it with less interest.

In Chapter 8, Hayriye Kayi-Aydar picks up the thread of indicating the relationship between agency and positioning in the context of an English language classroom. The author rightly observes that a learner's positioning can both encourage and impede learning opportunities and, what is most interesting for practitioners, that sometimes LLA may have a detrimental