

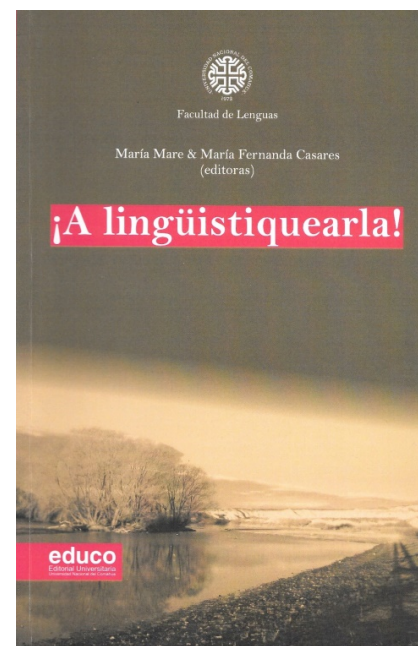
Book review

¡A lingüistiquearla!

Edited by María Mare and María Fernanda Casares
Neuquén, Educo Editorial Universitaria, Universidad
Nacional del Comahue, 2018
203 p.; 23x15
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Research at colleges and universities in Argentina is a growing activity nowadays. Teacher-researchers and students, who are summoned by their “mentors”, get together in teams to investigate about different topics in different areas. Linguistics is one of the areas that are becoming more attractive to researchers and “researchers to be”, i.e. students, in Argentina. Nevertheless, these activities are rarely spread in the community and are usually seen as merely academic doing. Researchers are then “in a cave” (Mare & Casares, 2018, p. 11), working in their offices and labs without much promotion of their work outside the academic community itself. Mare and Casares’s book *¡A Lingüistiquearla!* is an impeccable attempt to take research done at university to the community. In their book, they present the activities carried out as part of a research programme called *Las categorías funcionales: un abordaje en términos de adquisición y variación* carried out at Facultad de Lenguas, Universidad del Comahue, between the years 2014 and 2017. The editors, Mare and Casares, put together an array of articles written by the investigators themselves in an effortful collection, which is worth reading by anyone interested in linguistics. As the authors express in the introduction, the book has been written in a simple style. Their objective is that the articles in it can be read not only by specialists in the field, but also by anyone interested in the acquisition of languages studied from a formal perspective, especially students.

The book is divided into three sections. Section one deals with the study of languages. This section is divided into four chapters as well, which deal with topics such as the study of languages itself from a formal perspective, the acquisition of the mother tongue, the



acquisition of an L2 and finally, linguistic change. These phenomena have been explained from a generative grammar point of view, which is the theoretical framework for the whole book. The final chapter about linguistic change, written by Mare herself, explores the controversial topic of gender-inclusive language. The author concludes, after an extremely enriching discussion about the topic, that language belongs to the people who speak it and therefore, whatever linguistic change going on in any language is valid. This chapter should be considered reference material for anyone dealing with the topic of language change and inclusive language.

The second section of the book talks about the pedagogical and social aspects the authors took into account during their investigations. This section tells of experiences that the researchers involved in the project had when carrying out workshops for teachers of languages, talks and debates and a radio programme. What is important to highlight here is the objective the researchers had to reach to the community, which is, as they insist, one of the most compelling responsibilities university has with society.

Finally, section three is about research in linguistics. This section is divided into three chapters. The authors explain notions about grammar as a science. They also share their experiences with students, who had to do a research project and write a squib or research paper. They explain in detail the process the students went through to get to the final paper and how enriching this experience was for both, students and teachers alike. At the end of the chapter, the authors talk about the initiation of students in research. They insist on immersing students into research and investigation and accompanying them in this process, which can be fascinating, but difficult at the same time.

This volume is highly recommendable for teacher trainers, researchers, students and all the EFL community interested in knowing how research is carried out at universities and how much of this work can be taken out of the academic environment to society as a whole. The academic community should also celebrate the work this group of researchers has done into bringing linguistics to the people.

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