

David Singleton and Larissa Aronin (Eds.): Twelve Lectures on Multilingualism

(Bristol: Multilingual Matters. 2019. 368 p.)

The 15th volume of Multilingual Matters Textbook series is one of the first attempts to bring together a comprehensive overview of multilingualism written by leading researchers and experts in the field contributing their state-of-the-art work to the chapters of this volume. The initial inspiration of creating this volume was the undoubtable fact that multilingualism is at its peak of attention in today's fast-changing, globalized world. Thus, a huge number of professionals from the field of neurolinguistics and cross-linguistic interaction to multiple language teaching, language policy making, and intercultural communication and education have been studying multilingualism in the past twenty years or so.

It is crucial to mention that the lay-out of the volume is logical, well-structured, and easy to follow. The letter types (**Bold** and *Italics*) are adjusted to the organization and subtopics of the lectures. The bookcover is well-constructed and designed by Shutterstock, an American stock photography provider headquartered in New York City. The image of the raindrops on the multi-colored front cover is harmonized with the contents of the book.

According to the introductory section, language research from the end of the 19th century until today has undergone three stages of change-of-interest; from the first stage –the monolingual ideology regarding the monolingual language user– through the second stage –the bilingual paradigm regarding bilingual individuals using two languages– to multilingualism –the third stage– regarding multilingual individuals utilizing multiple languages. The differences in ideas in each stage, e.g. whether a bilingual person is the sum of two monolinguals in one or not (Grosjean, 1989, 1992) or if bilingualism and multilingualism are the same or different (Aronin & Jessner, 2015) is clearly stated here:

bilingualism and multilingualism are close and overlapping in many ways, but as a bilingual turns into a multilingual, quantitative and qualitative differences become deeper, to the extent that the nature of the emerging [...] phenomena changes (p. 281).

The volume is primarily addressed to a student audience, therefore, it is organized in the form of twelve lectures, where each lecture is dedicated to a particular topic of importance related to multilingualism followed by a "Questions for Students' Reflection" section and a "Suggestions for Further Reading" section that further supports the reader.

The twelve lectures are classified into four major parts, *Part 1: Multilingualism in Society and Education*, *Part 2: Aspects of Individual Multilingualism*, *Part 3: The Psycholinguistics and Neurolinguistics of Multilingualism*, and *Part 4: Forms of Multilingualism in the Past and Present*, covering the most interesting and fundamental areas commonly taught in multilingualism studies and the most in-demand topics of language education courses.

The first part of the volume is concerned with the foundations of multilingualism and consists of four lectures addressing societal multilingualism, language learning and teaching, and language policies.

In Lecture 1, *What is Multilingualism?*, Larissa Aronin gives a general theoretical overview of multilingualism as a social phenomenon explaining the forms of multilingualism, and the key features of current multilingualism. She later introduces the latest research and practices in the field. Moreover, she describes the way we use languages nowadays introducing the following concepts: language repertoires, dominant language constellation, and new linguistic dispensation. By which, she highlights the complexity of contemporary sociolinguistic language patterns.

In Lecture 2, *Applied Linguistics and Multilingualism*, Danuta Gabryś-Baker focuses on studying the multilingual mental lexicon and cross-linguistic influences (CLI) from the applied linguistics point of view. She describes the current research areas in the field. And, she later sheds light on the following widely used concepts: the dynamics of multicompetence, multilingual language awareness, code-switching, multilinguality, and translanguaging.

In Lecture 3, *The Psycholinguistics of Multiple Language Learning and Teaching*, Britta Hufeisen and Ulrike Jessner concentrate on the teaching and learning of multiple languages in settings with tutored instruction and in natural contexts. The lecture presents basic concepts, definitions, and scenarios of multiple language learning and teaching. It provides a systematic overview of the research and practice of multiple language learning and teaching in the light of the Dynamic Model of Multilingualism (DMM). It proposes the multilingual system as a dynamic system characterized by features such as non-linear, reversible and complex where individual language learning takes place. They define multiple language learning and teaching as the process of acquiring a third language (L3) and other foreign languages (L4, L5, Ln). This further supports the cross-linguistic influence and multilingual language awareness concepts previously introduced by Danuta Gabryś-Baker in Lecture 2. The lecture ends with a description of the multilingual whole-school language curriculum, PlurCur®, the first prototypical curriculum that has been already piloted in Germany.

In Lecture 4, *Education Policy and Multilingualism*, Jasone Cenoz and Durk Gorter introduce the existing educational policies for multilingualism. The lecture's main focus is to raise awareness around the current issues around educational policies for speakers of minority and majority languages. The authors advocate for teaching through minority languages to preserve them from majority language overpower. However, Cenoz presents the continua of multilingual education as a tool to compare and evaluate different types of multilingual education models since the existence of multilingual classes do not always imply the existence of the same quality multilingual education in these different settings.

The second part of the volume consists of four further lectures dealing with the essential aspects of individual multilingualism and multilingual identity formation.

In Lecture 5, John Edwards introduces *Multilingual Individuals* after a brief summary of his classic account of societal multilingualism. He discusses, in depth, the following concepts: multilingual competence, multilingual self-assessment and ascription, language choice, code-switching and code-mixing, exceptional multilingualism, ‘polyglots’ or ‘savants’, etc. Finally, he poses the permanently debated questions around multilingualism and intelligence; whether or not multilingualism has an intellectual advantage on the individual. For instance, if multilingual individuals are ‘smarter’ than others and if ‘the most talented among them [are] also stranger than others’ are the central points of his concluding discussion.

In Lecture 6, Gessica De Angelis introduces *Cross-linguistic Influence and Multiple Language Acquisition and Use*. She delivers a detailed overview of early research on cross-linguistic influence with the focus on language learning rather than on language teaching including ideas from Rosenbaum, Lado, Weinreich, Corder, and Selinker. She also discusses the direction of cross-linguistic influence and combined influences, as well as, overt and covert, and positive and negative transfer. Later, she brings up the long-debated issue of the role of internal, versus external, factors in triggering or constraining properties of CLI, particularly language distance, (psycho)typological factor, second language status, the recency of use, and foreignness. Here, she attempts to clarify concepts that often resulted in misunderstanding in the past.

In Lecture 7, Ema Ushioda talks about *Motivation and Multilingualism* from aspects of individual and societal multilingualism. She discusses the historical account of key theories and concepts in motivation research in second language acquisition. She continues her discussion by considering some critical issues in language motivation in today’s multilingual societies and globalized world supported by examples from different educational settings from various parts of the world. Ushioda further discusses current self and identity-related concepts in second language motivation research and she concludes the lecture with reviewing research design, methodologies and instruments of the relatively small body of recent research that has been carried out in the field of multilingualism investigating individual and societal motivational perspectives.

In Lecture 8, Carmen Muñoz and David Singleton step into one of the most debated topics of language acquisition, *Age and Multilingualism*. They tackle heated topics like the role of the age of onset in target language proficiency, multi-language acquisition at different ages, differences between the outcome of natural(istic) and formal instructional language conditions, maturational constraints (learners’ attitude and motivation) and ultimate attainment. Within

their final notes, they emphasize the crucial role of the learning context and the quality of multilingual educational programs at any given age.

The third part of the book consists of two lectures focusing on the internal mechanisms of multilingual abilities and performances of multilingual individuals from a psycho-, and neurolinguistic point of view.

In Lecture 9, Julia Festman presents an overview of *The Psycholinguistics of Multilingualism* by building up the lecture around fundamental questions like, “What is Psycholinguistics?”, “What is Multilingualism?”, and “What is Psycholinguistics of Multilingualism?”. She compares trilingual processing and production, trilingual competence and the trilingual speakers’ language modes, metalinguistic awareness and grammar with monolingual and bilingual counterparts. The lecture also deals with the multilingual individuals language choice and language switch and it ends with a discussion about the currently open research areas in psycholinguistics of multilingualism.

In Lecture 10, a team of researchers, McLoddy Kadyamusuma, Eve Higby and Loraine Obler, present an overview of *The Neurolinguistics of Multilingualism* or how the brains of those who speak multiple languages are lateralized and how their lexicons are organized. Later, they shed light on how the multilingual brain deals with damage (aphasia) or decline (dementia) and how the different languages of multilingual individuals are affected. They discuss code-switching and code-mixing in bilingual aphasia patients and language decline in patients with Alzheimer’s disease. The authors summarize the lecture by presenting what we know about the cognitive consequences of multilingualism.

The fourth part of the book consists of two lectures concentrating on past and present multilingual practices in diverse forms that multilingualism can take in space, time, and culture.

In Lecture 11, Kurt Braunmüller addresses the topic of *Historical Multilingualism* from individual (what happens in the brain) and societal (what happens in society) perspectives. He examines the interaction between the languages acquired and the impact of the language contact through the different forms of multilingualism in language history. In language contact scenarios, he talks about convergence, stability, and divergence, and explains the various outcomes of language contact and language change (e.g. augmentative, reductive, typological chain reaction, invisible changes, or language change due to incomplete second language acquisition). The lecture ends with a short survey of different forms of multilingualism in language history.

In Lecture 12, Jan D. ten Thije brings *Receptive Multilingualism* into the focus by listing the contexts in which receptive multilingualism occurs between closely related languages considering cross-border communication, specific transnational and international relations between institutions, business discourse, and the media including digital communication platforms. He presented six perspectives throughout the lecture that were selected together in the notion of awareness in

correlation with receptive multilingualism in Europe: terminology, intelligibility, occurrence, choice, interaction and planning. He concludes that for successful receptive multilingualism factors; such as language policy, location, exposure, attitude, age, proficiency, institutional constellation and communicative background of the interlocutors participating in the communication, is inevitably essential.

The textbook concludes with the list of words in the subject index that is a helpful tool to assist the reader in finding specific information more easily.

After reading through the chapters, one could say that this volume is impressive and a highly recommended text for everyone, at any given time, who is somehow connected to multilingualism and the multilingual phenomena. It could be especially beneficial as a fundamental textbook of an obligatory course in multilingualism studies for either doctorate candidates who decide and choose to contribute their research to the field, or, for MA students who are on the path to becoming the next experts in multilingualism in the future. Additionally, not to mention being part of a university and college curriculum to inform students studying Applied Linguistics of this growing field.

Furthermore, this book can be extremely useful for language teachers, university professors and researchers already working in the field, and are in contact with students with different language backgrounds in today's extremely diverse social settings. Also, this reading can be supplemental for language teachers and foreign language teachers and instructors in the field. It would be beneficial for those working in superdiverse multicultural classroom settings as part of their professional development or study group material to cover.

Last but not least, this book can be an interesting read for those who are concerned with the problems associated with globalization, multilingualism, cultural diversity, international migration, intercultural understanding and democratic citizenship.

References

- Aronin, L. & Jessner, U.** (2015) Understanding current multilingualism: What can the butterfly tell us? In: Kramsch, C. and Jessner, U. (eds.) *The Multilingual Challenge*. Berlin: De Gruyter. 56-79.
- Grosjean, F.** (1989) Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language* 36. pp. 3-16.
- Grosjean, F.** (1992) Another view of bilingualism. In: Harris, R. (ed.) *Cognitive Processing in Bilinguals*. Amsterdam: North-Holland. 51-62.

CSILLIK ÉVA
New York City Department of Education
ecsillik@schools.nyc.gov
University of Pannonia
evacsillik@yahoo.com

We acknowledge the financial support of Széchenyi 2020 under the **EFOP-3.6.1-16-2016-00015**.