



**David Singleton and Larissa Aronin (Eds.),
Twelve Lectures on Multilingualism. Bristol:
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This timely and most welcome handbook includes a state-of-the-art overview of multilingualism research from a variety of angles and perspectives. It is organized around four main parts dealing with (i) multilingualism in society and education, (ii) aspects of individual multilingualism, (iii) the psycholinguistics and neurolinguistics of multilingualism, and (iv) forms of multilingualism in the past and present.

Part 1 of the book on educational and societal perspectives includes four lectures. The first two chapters provide a comprehensive description of what multilingualism entails. Aronin presents defining features of a very complex phenomenon. She refers to historical and current multilingualism. As Aronin puts it, language use has changed dramatically as some languages are more dominant than others. This idea leads to the notion of dominant language constellations (DLC) also presented in Lecture 2. Aronin and Gabryś-Barker both refer to DLC as a new stable pattern of organization that shows the languages employed in a given speech community and how these are used. This dynamic description accounts for reality of language use both at an individual and societal level. As argued by Gabryś-Barker, considering DLC as an approach may change actual perspectives in research. The way participants and communities are described in bilingualism and multilingualism studies would be more realistic and could thus help explain patterns of multilingual language acquisition and use. Interestingly, Gabryś-Barker raises another important contribution of multilingualism research to applied linguistics in general, namely, that of qualitative methodology. Currently, many scholars argue for the need to use mixed-methods and it often involves data triangulation and the inclu-

sion of qualitative data collection procedures. Introspection techniques and narratives may show patterns of acquisition that would be invisible in plain statistical data. Research by Gabryś-Barker (2013, 2017), which also examines the use of metaphors, is an excellent example of this fact. In addition to multilingualism methodology, this second chapter deals with key concepts that help the reader understand the scope of multilingualism. One of these concepts is Herdina and Jessner's Dynamic Model of Multilingualism (2002) which is also mentioned in Lecture 3. Hufeisen and Jessner tackle the psycholinguistics of multiple language learning by presenting research to date and challenges for future studies. These authors argue for the need to create new guidelines in teacher training and language instruction. The final chapter of this first part of the volume also deals with language teaching and it considers norms for language education. Cenoz and Gorter refer to minority languages in educational policies as one type of multilingual education (see Gorter, Zenotz, & Cenoz, 2014). Content and Language Integrated Learning (CLIL) is described when tackling the educational framework of majority language speakers. As raised in their work (Cenoz, 2015), CLIL may be seen as an effective way to learn a third language but there is still a need to include all learners' languages.

Part 2 of the volume tackles individual multilingualism throughout four lectures. Edwards in Lecture 5 raises two main points. On the one hand, the author states that languages do not evolve identically in multilinguals. In fact, factors like motivation, attitudes or levels of fluency may influence their development. On the other hand, Edwards challenges the direct connection between multilingualism and intelligence. The repertoires that multilinguals possess and their interaction are the focus of Chapter 6. De Angelis examines the factors that boost cross-linguistic influence (CLI) in language learning. In so doing, the author points to recency of use, second language status and typological proximity. One of the most powerful factors in language acquisition is motivation, and research on this topic has largely focused on L2 as argued by Ushida in Lecture 7. This author refers to notions like identity that may best embrace the complex and individual experiences of multilingual learners. Another factor that has raised much interest is that of age. Lecture 8 is devoted to age and multilingualism. According to Muñoz and Singleton, who have largely investigated this topic (Muñoz & Singleton, 2011), significant exposure may be responsible for better acquisition rates in younger learners. They also refer to the great influence of attitudes and motivation, as well as the key role of quality in multilingual schools. Interestingly, these authors conclude that learners of all ages may become successful multilingual individuals.

Parts 3 and 4 of the volume include two lectures each. Festman deals with the psycholinguistics of multilingualism in Lecture 9 of the present volume.

She describes a number of concepts used in psycholinguistics together with some assumptions and empirical evidence. The author highlights some open research areas that refer to the representation of L1 or L3 and the extent to which these may differ. In line with Ushida's recommendation (see Lecture 7), Festman argues for the use of mixed-methods in multilingualism research. Kadyamusuma, Higby, and Obler tackle the neurolinguistics of multilingualism and they present evidence against the idea that languages are stored in different compartments in the multilingual brain. These authors also refer to interesting findings on the cortical organization of language representation and its relationship with dementia.

Forms of past and present multilingualism are included in the last part of the volume. Lecture 11 deals with historical multilingualism. Braunmüller comments on the traces of covert multilingualism and he raises the possibility of comparing those who had Latin as L2 during the Roman Empire and current L2 learners. The presence and spread of English as a *Lingua Franca* and the fact that its use is often restricted to academia or the media in some sociolinguistics contexts may be one of the causes of current receptive multilingualism. This is the last topic of the book and it is examined by Ten Thije in Lecture 12.

As the editors state in the introduction of the book, we live in a multilingual world where citizens from a variety of cultures and identities interact, learn languages and are virtually connected. Research no longer compares native and non-native speakers of a given language but it now focuses on intercultural speakers with dominant linguistic repertoires that vary across time. The complexity of multilingualism that was raised by Hufeisen, Cenoz, and Jessner (2001) almost two decades ago is now also the norm in L3 research. We now know more about the peculiarities of multilingual language learners and speakers from psycholinguistic, educational or sociolinguistic perspectives and this volume is a wonderful source to introduce graduate students, scholars or interested parties to that knowledge.

The strength of the volume also lies in the outstanding scholars who have contributed to this book. While all authors are widely recognized scholars, I may specifically refer to the three founders of the International Association of Multilingualism, Jasone Cenoz, Ulrike Jessner, and Britta Hufeisen as well as co-founding members like Larisa Aronin, David Singleton, Danuta Gabryś-Barker whose work has inspired that of other scholars with an interest in the teaching, acquisition and use of languages beyond the second or third one. *Twelve Lectures on Multilingualism* is a must-read in any graduate or postgraduate course on languages in contact, multilingual education or third language acquisition. This book is also a great excuse to review what has already been done and the challenges that remain in this exciting, innovative,

and interdisciplinary area of study that has captivated many of us, that of multilingualism.

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