CZĘŚĆ DRUGA: PRZEGLĄD LITERATURY SOCJOLINGWISTYCZNEJ

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A REVIEW OF THE BOOK: *THE MANY FACES OF MULTILINGUALISM. LANGUAGE STATUS, LEARNING AND USE ACROSS CONTEXTS*

Keywords: review, multilingualism, language education, minority language, cultural diversity.

ABSTRACT

Presented text is a review of the book *The Many Faces of Multilingualism. Language Status, Learning and Use Across Contexts,* edited by Piotr Romanowski and Martin Guardado. Discussed book undertakes the issues of multilingualism, one of the most vivid phenomenon in applied linguistics and sociolinguistics recently. The volume consisting of 11 chapters, is divided in two parts: '(Socio) Linguistic Aspects of Multilingualism' and 'Pedagogical Aspects of Multilingualism'. The contributors (all multilingual), coming from different countries (e.g. Poland, Latvia, Canada, Brazil, Japan, South Africa), focuse on specific questions related to multilingual education and analyze challenges of the multilingual society.

The phenomenon of multilingualism is recently discussed in linguistics and sociolinguistics. Due to globalization, new technologies and migration, people experience increasingly working in a multilingual environment, living in multilingual families, 'multilingual speakers are no longer an exception today' (Romanowski and Guardado 2020, 86). More and more children grow up knowing two foreign languages. Hence there are challenges that need to be dealt with. 'To understand multilingualism, one must look at the specific historical, sociocultural, environmental and material conditions on access to languages for the individuals and communities concerned. Only in doing so can we understand the status of different languages in society and the implications of the designated status of the language for its speakers in society' (Romanowski and Guardado 2020, 2).

The aim of the book was, according to editors, 'to showcase diverse perspectives and methodologies in the research on multilingualism' (Romanowski and Guardado 2020. 3). The editors of the volume are linguists and researchers specializing in language education. Piotr Romanowski is an Assistant Professor at the Department of Applied Linguistics, the University of Warsaw. He is the author of many publication on bilingual and multilingual education, as well as on foreign language teaching and learning (e.g. the book *Intercultural Foreign Language Teaching and Learning in Higher Education Contexts* (with Ewa Badura)[1], the paper *Translanguaging as a norm in multilingual education: An example form Poland*[2]). Martin Guardado is a Professor of Applied Linguistics and Sociolinguistics at the University of Alberta (Canada). His research focuses on heritage language socialization and teaching English as a second language. He published on this topic the book *Discourse, ideology and heritage language socialization: Micro and macro perspectives*[3].

The volume is composed of the Introduction (chapter 1), written by Romanowski, eleven chapters, divided into two thematic parts, and the summary written by Guardado (chapter 13 *Bringing it all Together: Multilingualism in Family, Society and Education*). The first part, '(Socio) Linguistic Aspects of Multilingualism', is devoted to the role of heritage and minority languages as well language contact and language policies. It consists of five chapters. In the chapter 2 *The Polish Linguistic Map: An Overview of Minority Languages in the Education System* Piotr Romanowski discusses questions of minorities in Poland and their languages. The author presents in detail the situation from a legislative point of view and educational possibilities, of national minorities (Armenian, Belarusian, Czech, German, Hebrew, Lithuanian, Russian, Slovak, Ukrainian, and Yiddish), ethnic minorities (Karaim, Lemkian, Romani, and Tatar), as well as the role of regional languages: Kashubian, Silesian, Lemkian, and Wilamowicean. He emphasizes how important is teaching in minority languages, especially in the country which is officially monolingual (95% people declare Polish as a native language). In the chapter 3 *Language Contact, Maintenance and Conflict: The Case of the Guarani Language in Brazil*, Edenize Ponzo Peres, Kyria Rebeca Finardi and Poliana Claudiano Calazans describe the linguistic situation in Brazil, focusing on the indigenous language of Guarani. The authors show how the Guarani maintain their ethnic distinctiveness et language despite the contact with Portuguese. In the chapter 4 '*My Gain Would Have Been Their Loss': Key Factors in the Heritage Language Socialization and Policies of a Middle-class Mexican Family in Canada* Martin Guardado analyzes language strategies of a Mexican-Canadian family. The author examines parental efforts to maintain the high level of the Spanish language and a strong emotional relationship with Mexican culture of their children, and, at the same time, to learn other languages and value other cultures. In the chapter 5 *Gesture*

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[1] Information Science Reference 2019.
[2] Foreign Language Teaching, Vol. 46, No. 6 (2019): 590–599.
[3] New York–Berlin: De Gruyter Mouton, 2018.

Sequences and Turn-taking Strategies in Communication Settings in the Multilingual Philippines Hiroki Hanamoto focuses on gestures and non-verbal communication during English lessons (English as a *lingua franca*). Through multimodal analysis using conversation analysis transcription conventions, the author discovered different functions of gestures used by the study participants, such as closing gaps in understanding or filling in details. In the chapter 6 *The Phenomenon of Code Alternation by Multilingual Speakers* Anna Khalizova discusses language change in institutional multilingual communication. She analysed 114 audio and 24 video conversations in an enrollment office (between German and English *lingua franca* speakers), which were a part of the enrollment procedure for international students at the University of Freiburg. The paper presents different methods and procedures used by interlocutors to achieve common understanding, primarily code alternation (code-switching and transfer).

The second part of the book, 'Pedagogical Aspects of Multilingualism', presents studies related to multilingual classrooms and international student projects or study-abroad programs. It consists of six chapters. In the chapter 7 *Identity and Language Proficiency in Study Abroad: A Case Study of Four Multilingual and Multicultural Students* Asunción Martínez-Arbelaiz and Isabel Pereira focus on the relationship between identity, personal development, and second language proficiency. Analizing the written tasks of the American university students, who completed their Spanish course (intermediate and advanced) in Madrid, the authors indicate bidirectional relationship: 'language proficiency can impact identity development and identity changes, in turn, can affect language proficiency' (Romanowski and Guardado 2020, 124). In the chapter 8 *The Influence of the Mother Tongue and L3 on Learning Pragmatics in EFL among Poles* Anna Szczepaniak-Kozak analyzes pragmatic features (in requests and apologies) transferred into English as a foreign language from Polish students and third language (German). The author demonstrates that interference errors are predominantly driven by the students' mother tongue. In the chapter 9 *Curriculum Reform in Latvia: A Move from Multilingual to Plurilingual Education* Vita Kalnberzina describes language curriculum reform in Latvia, which introduces the plurilingualism approach to language education. The author examines the draft curriculum development process and its preliminary results, indicating that languages should not be taught in isolation, because they reinforce each other. The role of translanguaging in the school curriculum context is emphasizes too. In the chapter 10 *Pluralistic Approaches in Foreign Language Education: Examples of Implementation from Malta* Antoinette Camilleri Grima states that language pedagogy is witnessing a paradigm shift. Nowadays, many children start language classrooms speaking two or more languages and having an experience of cultures different from their own. Pluralistic approaches in the teaching of languages is needed and advantageous. The author show this kind of approach from the teaching of Maltese as a foreign language. In the chapter 11 *Interlingual Education in the Classroom: An Action Guide to Overcoming Communication Conflicts* Natalia Barranco-Izquierdo and M. Teresa Calderón-Quindós pay attention to problems and conflicts based on linguistic

and cultural diversity in schools. The authors present the importance of developing intercultural and 'interlingual education', proposing how communication conflicts can be dealt with through oral mediation. They also composed for school teachers a kind of action guide to minimize these conflicts. In the chapter 12 *Transcending Linguistic Boundaries in Higher Education Pedagogy: The Role of Translanguaging and Lecturers* Vimbai Mbirimi-Hungwe presents a general overview of the South African multilingual nature, with 11 indigenous languages. The author examines different approaches in higher education, especially the concept of translanguaging. His study investigates how lecturers from other subject (e.g. maths, physics) use of translanguaging for pedagogic purposes. Results show that the majority of science lecturers believe that English is the only language that should be used for academic purposes.

A brief description of the foregoing chapters is not able, obviously, to show the value of an individual research. In fact, each paper deserves a separate discussion, since the authors provide rich insight into the multiligual themes, they analyze the topic from different perspectives and using various methods, as well as offering proposals and suggestions for further research. At first sight the book seems to take us on a journey all over the world, but the discussed issues are not exotic indeed. The challenges faced by a Mexican family living in Canada to maintain own identity and proficiency in Spanish language of their children, and, in the same time, to take root in the multiligual culture, are similar to those faced by a Polish family in Germany or a Ukrainian family in Poland. The experiences of American students learning Spanish in Madrid, related to identity and language proficiency, can be certainly compered with experiences of all the students, who study abroad (e.g. during the Erasmus program). The important issue always discussed is the effective teaching languages in schools, a different approach in teaching a foreign language in schools is undoubtly needed, now more than ever (also how multilingual education could be successfully implemented). The presented volume provides a range of perspectives on multilingualism, in different contexts and various situations and populations. It is, without a doubt, an important contribution in discussion, as well as an invitation to further research.

REFERENCES

Romanowski, P., and M. Guardado, eds. 2020. *The Many Faces of Multilingualism. Language Status, Learning and Use Across Contexts.* Boston – Berlin: Walter de Gruyter.

Recenzja książki *The Many Faces of Multilingualism. Language Status, Learning and Use Across Contexts*

Słowa kluczowe: recenzja, wielojęzyczność, edukacja językowa, język mniejszości, odmienność kulturowa.

STRESZCZENIE

Niniejszy tekst stanowi recenzję książki *The Many Faces of Multilingualism. Language Status, Learning and Use Across Contexts* pod redakcją Piotra Romanowskiego i Martina Guardado. Omawiana pozycja podejmuje problematykę wielojęzyczności, jednego z najbardziej dyskutowanych zjawisk w językoznawstwie stosowanym i socjolingwistyce w ostatnim czasie. Tom składający się z 11 rozdziałów, podzielony jest na dwie tematyczne części: „(Społeczno)-lingwistyczne aspekty wielojęzyczności” i „Pedagogiczne aspekty wielojęzyczności”. Autorzy (wszyscy wielojęzyczni), pochodzący z różnych krajów (np. z Polski, Łotwy, Kanady, Brazylii, Japonii, RPA), badają poszczególne kwestie związane z edukacją wielojęzyczną i analizują wyzwania wielojęzycznego społeczeństwa.