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## **The Exploration of Multilingualism: Development of Research on L3, Multilingualism and Multiple Language Acquisition**

(Aronin, L. & Hufeisen, B., *John Benjamins Publishing Company, Amsterdam /  
Philadelphia* , 2009, 168 p. ISBN: 978 90 272 0522 3, \$ 121.60 )

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The Exploration of Multilingualism is a study in the *AILA Applied Linguistics Series* edited by Larissa Aronin and Britta Hufeisen in 2009. Providing a wide range of perspectives on multilingualism and third/ multiple language acquisition , Larissa Aronin pays attention to trilingualism and the need for multilingualism awareness along with previous and recent research and developments in this field. A collection of articles from eleven scholars of multilingualism makes the book a significant resource as the articles present a broad perspective from main theories to current issues. These issues are employed under nine chapters which are not lined in an order as for their content rather the chapters are organized around a number of significant issues on multilingualism. The book is especially intended for researchers on multilingualism, besides many scholars from sociolinguistics, psycholinguistics, applied linguistics, neurolinguistics, etc. find the book very comprehensive and highly regarded for their research.

In Chapter 1, *Introduction on the genesis and development of L3 research, multilingualism and multiple language acquisition* , Larissa Aronin and Britta Hufeisen provide an introduction part offering a general overview of each following chapters. The authors indicate the reality of multilingualism in particular trilingualism with a fresh look demonstrating a wide range of books focusing on various aspects of multilingualism. They question studies conducted on multilingualism for decades which have been focused on the negative or positive effects of multilingualism. L3 researchers are mentioned here to show

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their contribution to SLA field. Thus, recent L3 conferences, meetings are noted in along with the relationship between multilingualism and sociolinguistics, psycholinguistics, applied linguistics, neurolinguistics and pragmalinguistics.

Chapter 2, *Defining multilingualism*, written by Charlotte Kemp, focuses on various definitions of multilingualism as a result of both individuals' complex use of different languages and researchers' differing goals, ideologies and backgrounds. Kemp discusses the complexity of multilingualism in detail explaining the reasons underlying this complexity one of which is caused by researchers' ideologies on one hand which determine their way to choose participants, methodologies and interpret data. On the other hand, participants' responses are also shaped by participants' ideologies. Kemp also gives a wide place for defining the relevant terminology including monolingual, bilingual, multilingual both in terms of individual and societal basis. She discusses that most researchers use bilingualism for 2 languages and multilingualism for 3 and more, but Saville-Troike (2006) who refers monolingual for one and multilingual for more than one. Kemp questions "What is a language?" and "How many languages be counted?" in this chapter. Her discussion is organized around several reasons, among them are the psycholinguistic problems, measurement difficulties of the extent an individual use and speak language.

In the third chapter, *The genesis and development of research in multilingualism: perspectives for future research*, Risa Franceschini deals with research studies particularly focusing on cultural and linguistic issues resulting in different research perspectives and choices along with a fresh look into definition of multilingualism. She also provides future research perspectives discussing a great number of research questions in areas among them are historical multilingualism, language design of web pages, multilingual web, language and power. The second issue she treats here is the overview of multilingualism in institutions, in discourse and in the individual. She supports the idea that multilingual people have advantages and opportunities to lead themselves into Europe. Concluding, she suggests more cooperation between teachers and researchers of interdisciplinary fields.

Chapter 4, *The development of psycholinguistic research on crosslinguistic influence*, written by Gessica De Angelis and Jean March Dewaele, is devoted to the studies of non-native language influence and multilingualism from 1950s to nowadays. In each time period, significant books and authors are mentioned with their contributions to the field. Weinreich's (1953) book *Languages in Contact* is mentioned here for its contribution to bilingualism with the new terms namely coordinate, compound and subordinate bilinguals. The authors illustrate the move from the tradition of seeing language transfer from L1 to L2 to new trend of crosslinguistic influence (CLI). The new millennium is also discussed by the authors with its wide research studies involving L3 acquisition, multilingual lexicon, word choice, immersion programmes and multilingual education. While closing the chapter, the authors give special attention to emphasize the L3 network and its contribution to CLI research.

One of the aims of Chapter 5, *The role of prior knowledge in L3 learning and use: further evidence of psychotypological dimensions*, written by Muiris Q Laoire and David Singleton, is to demonstrate the influences of background experience and knowledge on the third language learning process by reporting two studies. The authors focus on bilingualism and L3 education in Ireland where English is the medium of instruction in primary and secondary schools while Irish is placed as L2. What influence English and Irish have on learning German and French is discussed by the authors by analysing the empirical data of the two case studies, one of which aims to explore crosslexical influence from English on learning French as L3, the second study on the other hand is conducted to find out whether Irish has a facilitative effect on learning German as L3. They note down the methodology, participants, instruments in each study in detail in this chapter along with the results of the

studies. They question the results both from psychotypological and L2 factor perspective. Last sentences are devoted to the need of future studies which need further research in Ireland related with crosslinguistic influence and L3 acquisition.

Larissa Aronin and Britta Hufeisen, authors of Chapter 6 , *Methods of research in multilingualism studies: reaching a comprehensive perspective* , deal with research methods from which multilingualism studies can benefit. For a better understanding, they describe the characteristic features of multilingualism namely, called as complexity, liminality, suffisiveness and multilingualism studies so as to find the most appropriate research method. Additionally, they mention existing methods for the present and future studies. After mentioning a wide range of methods used in multilingualism studies, they give place for recent research methods. First to mention, complexity methods are questioned by the authors. Secondly, they concentrate their attention on theoretical approaches borrowed from social studies along with qualitative and quantitative methods. They indicate the expanding methodology of multilingualism studies by means of using metaphors (Hornberger, 2003) , crossdisciplinary approaches. As the authors conclude the chapter, they summarize the recent research methods and the implications of them on multilingualism studies.

In Chapter 7 , *The study of multilingualism in educational contexts*, Jasone Cenoz and Ulrike Jessner aim to compare bilingual and multilingual education as well as presenting the connection between them focusing on both socio- and psycholinguistic aspects. They discuss the benefits of multilingual education with its complexity in mind. They place special attention on age on which there are stil on-going debates about when to start to learn a second or foreign language. Multilingual education is discussed in terms of social and linguistic aspects with the aim of differentiating it from bilingual education. The authors are concerned with attitudes towards languages by multilingual people focusing on their language choice determined by the status of the language in the community. The terms “subtractive, additive, simlutenous and consecutive bilingualism” are one of the concerns of this chapter. They emphasize the advantages of being with two or more languages in respect with communicative skills, cognitive improvement and further language learning. In order to highlight the age factor in a broad sense, the authors mention some studies conducted on different purposes. Discussing the studies in detail, authors summarize the results and conclude that an early start does not necessarily mean higher proficiency when exposure to the language input is insufficient. All in all, the development of linguistic awareness (McCarthy, 1994) is emphasized by the authors as the last sentences of this chapter.

Chapter -8- *Multilingualism resources: associations, journals, book series, bibliographies and conference lists*, written by Peter Ecke , puts a great emphasize on a wide range of publications and web sites for multilingualism and L3 research for researchers, practitioners, graduate students studying in the field of L3 learning /teaching and multilingualism. With numerous resources the author supplies helpful information for researchers in this field. This chapter is viewed by the author a kind of resource guide consisting of 5 categories. The first group presents associations, organizations which aim to promote multilingualism. The author here gives place to URL addresses of the associations’ web sites with a short description of their goals. The second group lists both refereed and non-refereed journals and magazines concerning multiligualism, L3 acquisition in an alphabetical listing with their names, publishers and URLs such as International Journal of Multilingualism, Publisher: Routledge( Taylor& Francis Group), URL: <http://www.tandf.co.uk/journals/1479-0718>). The third group of resources consist of book series devoted to multilingualism and L3 acquisition. Adopted from publishers’ website such as Multilingual Matters, John Benjamins, Wiley-Blackwell Publishing, Taylor and Francis. In the fourth group, the author lists bibliograpies on multilingualism and L3 research. In the fifth

group, conferences, sessions are given place in a broad sense , among them is International Conference on Third Language Acquisition and Multilingualism ( held since 1999).

*Crossing the second threshold*, Larissa Aronin and Britta Hufeisen conclude by shedding light on once again multilingualism, L3 acquisition, developments and research studies in Chapter 9. They discuss bilingual learners' needs, forms of SLA and bilingual education in a broad sense. A number of studies on various aspects of multilingualism such as education, attitudes, crosslinguistic issues, early bilinguals within differing multilingual context and communities are mentioned by the authors. In this chapter, the authors place a special focus on the contributions of previous chapters to multilingualism research under several paragraphs in which they summarize main points such as age effect, the role of prior knowledge, resources. They devote their last sentences to suggestions for future research with a new point of view.

All in all, with its clear explanations and specific aspects of multilingualism, *The Exploration of Multilingualism* is of great interest and useful resource for people who want a quick overview on trilingualism and multilingualism. As a whole , it provides rich and significant information to the readers and researchers in terms of both theoretical and methodological aspects by presenting articles from different point of views.

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