

Book Reviews

Theoretical and applied perspectives on teaching foreign languages in multilingual settings: Pedagogical implications (a review)

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A collection of 19 chapters, the editors of this book aim to 'present new approaches to foreign language (FL) instruction in multilingual settings, many of them forged in collaboration between FL teachers and researchers of multilingualism'. The volume is divided into an introduction, four parts including 19 chapters that constitute the body of the collection, and an afterword chapter. In the introduction, the editors discuss the monolingual bias that has shaped foreign language education as well as the recent paradigm shift that allows for multilingual approaches in language teaching. An important part of the discussed shift in FL pedagogy is the role of teachers, hence the editors include chapters that regard teachers as innovators, able to bridge the gap between current research in multilingualism and classroom practice and extensively discusses – often based on empirical evidence – the possibilities and limitations that they face. Furthermore, the editors feel the need to address the matter of non-uniform terminology regarding the languages learners in multilingual settings acquire and use. Although some chapters use the traditional terms regarding language acquisition and learning (L1, L2, L3, Ln), the editors acknowledge that other distinctions used in the volume are also possible

and, in some cases, essential when it comes to learners with complex linguistic repertoires. In the same light, the editors also deal with differences between other terms used by the authors in the volume, acknowledging that since the phenomenon of multilingualism is dynamic and research is still ongoing, the non-uniform use of related terminology is expected and contributes to the discussion. The editors conclude the introduction with a volume overview. Each part of the volume focuses on one aspect of the main subject matter, and it includes mostly research-based chapters by well-known academics in the field.

Part 1 consists of three chapters and covers the aspect of the multilingual shift in FL education. The editors make the first contribution in the form of an introductory chapter, where they adopt the inclusive term *additional language education*. The authors provide an overview of the change from the monolingual to the multilingual pedagogical paradigm while highlighting the role of teachers as agents of change regarding the implementation of multilingual practices. They address the important issue of teacher preparedness, giving a detailed overview of current research regarding the knowledgeability and skills of teachers working with

‘Although some chapters use the traditional terms regarding language acquisition and learning (L1, L2, L3, Ln), the editors acknowledge that other distinctions used in the volume are also possible and, in some cases, essential when it comes to learners with complex linguistic repertoire’

multilingual learners. To help achieve this, the authors propose to actively engage teachers in multilingualism research. The second chapter picks up where the previous one left off. Nayr Ibrahim proposes a holistic framework for approaching all agents involved in and all parameters of multilingual educational contexts, the Eight-Ds framework. Although theoretical, Ibrahim’s work incorporates the modern ecosystemic approach to multilingualism and multilingual education. Further details of Ibrahim’s framework are needed for this approach to prove sustainable in practice. In the third chapter, Ngoc Tai Huynh, Angela Thomas and Vinh To offer an existing framework for putting interpreting cultural meaning to the test, by experimentally analysing a selection of culturally-laden visual cues in a specific Vietnamese picture book and relating their findings to Byram’s (1997) *skill to interpret and relate* as part of intercultural competence. The authors conclude that such a framework analysis of cultural symbols could be of benefit to language teachers and learners alike as a means to promote culturally responsive teaching. Although the authors suggest that the findings of their analysis may be relevant to other objectives for teaching, learning and assessing intercultural competence, as proposed by Byram (1997), such a conclusion would require further replication studies in more languages, also taking in account semiotic parameters in those languages.

Part 2 draws readers’ attention to *‘the relevance of previously learned languages to subsequent language acquisition’*. Tanja Angelovska in the fourth chapter deals with cross-linguistic influence on the example of adult English language learning (as L3) in a multilingual context, with the medium of instruction being German. Angelovska critically focuses on the limited knowledge, training, and resources that teachers have in handling multilingual classrooms. The fifth chapter empirically examines the implementation of specific multilingual activities *‘based on a holistic model for multilingualism in education’*. Based on their former work, Mirjam Günther-van der Meij and Joana Duarte show hands-on that

multilingual activities offer opportunities for translanguaging and thus directly and positively impact the fostering of multilingualism. In the sixth chapter, Spyros Armostis and Dina Tsagari report on the findings of an ethnolinguistic study regarding diglossic English as a Foreign Language (EFL) classrooms in Cyprus, where Cypriot Greek, Modern Greek, and English form the linguistic landscape both within and outside the classroom. Their findings prove that each language or variety has a specific performative function that serves the learner in specific situational contexts. The authors suggest that this performative function assigned to each language/variety stems from the L1 Greek classroom. This interpretation provides sufficient evidence that multilingual practices should be implemented horizontally between language classrooms regardless of the language taught to be successful. In the last chapter of Part 2, Rasman and Margana prove that, even when translanguaging practices are encouraged in a language learning classroom, learners are often drawn to the monolingual norm. Although their study is limited to a specific situational and geographical context, the chapter brings the complexity of implementing such practices to the fore. All four chapters in this part utilise evidence-based research to examine multilingualism in the FL classroom.

Part 3 shifts readers’ attention to teachers’ and learners’ attitudes regarding multilingual pedagogy. All chapters employ empirical data based on real-life classroom experience. In the eighth chapter, Georgios Neokleous’ study produced fruitful findings regarding teacher and learner attitudes, the most interesting of which being the importance of incorporating a variety of linguistic repertoires in instruction to promote the learners’ multilingual identities. The ninth chapter focuses on French and German (both as L3 after the introduction of English) teachers’ attitudes in Sweden. Teachers proved to be generally positive towards the use of multiple languages, but sceptical as far as actual implementation goes. This affirms the fact that multilingual teaching is still an elusive concept for teachers. Moreover, the findings of Ylva Falk and Christina Lindqvist show discrepancies in the attitudes of the different groups of teachers (French and German) towards one language or another (English and Swedish). This could mean that transference between certain languages directly influences the teachers’ attitudes regarding the use of a language. In the tenth chapter, Will Travers qualitatively examines the attitudes and beliefs of bilingual university students (Spanish-English) learning

French or Portuguese as L3. Findings suggest that explicit comparison between languages is thought to be beneficial by participants, *'while they also supported the idea of differential learning patterns'*. Based on this, the reader can conclude that mixed-method teaching approaches are in order. The eleventh chapter presents a case study that profiles an English as L3/Ln teacher in Germany. Again, although the chapter is limited to data from one participant, the findings of Romana Kopečková and Gregory Poarch effectively prove that teachers experience a lack of practical implementation strategies regarding multilingual approaches. Chapter twelve is on the same lines as chapter eleven: Yeşim Sevinç, Anna Krulatz, Eivind Torgersen and MaryAnn Christison present the experience of five English as a Foreign Language (EAL) teachers in Norway. The authors believe that teachers' views of multilingualism, although generally positive, may be skewed by other challenges that they face and suggest that a close collaboration between researchers and teachers may be an effective step towards addressing this. In the last chapter of part 3, Mieko Yamada surveys Japanese EFL teachers about their stances regarding English language learning within a multicultural/-lingual Japan. The investigation comes to the surprising conclusion that Japanese EFL teachers are not as aware of the local linguistic context (minority languages within Japan, cultural diversity, etc.) as one would expect. The reader thus can presume that perceived linguistic hegemony may be a hindrance when it comes to adopting multilingual teaching approaches. A running theme in this part is that, although language teachers think rather appreciatively of multilingualism and multilingual approaches, they are somewhat sceptical, reluctant, and unaware of the steps necessary when it comes to adapting their teaching to new principles.

Part 4 focuses on innovative multilingual pedagogies in FL classrooms. This part aims to offer the reader more structured guidelines regarding multilingual pedagogies. In chapter fourteen, Antoinette Camilleri Grima illustrates how the legitimisation and use of the students' plurilingual repertoires strengthen the learning of an additional language. Most importantly, Camilleri

Grima documents objective evidence that a collaborative teacher-researcher model may be the way forward. The next chapter presents two holistic multilingual teaching approaches that are already being put into practice in Austria. Manon Megens and Elisabeth Allgäuer-Hackl insist on the importance of the awareness, especially of multilingual awareness of teachers as a prerequisite for the nurturing of the students' multilingual awareness. MaryAnn Christison and Adrian S. Palmer, in chapter sixteen, investigate how the principles of immersive education in Thailand can be adapted for multilingual contexts, that is, if and how the immersive model can extend to more languages. In the next chapter, Gisela Mayr provides data from the linguistically diverse region of South Tyrol, Italy. Mayr integrated plurilingual task-based activities and concluded that such activities facilitate inclusive learning. Chapter eighteen empirically examines the quality of written productions of EFL students in Norway by the means of English alone in contrast to the quality of written productions using translation and translanguaging strategies. This most interesting study shows that the essays employing translation strategies fulfil the communicative purpose more directly and effectively than the essays employing translanguaging strategies. In the last chapter of this part, Gro-Anita Myklevold implements a multilingual lesson plan that is constructed based on four examples of the operationalisation of multilingualism from the CEFR. Myklevold gives us insights not only from the teaching of German as a foreign language but also from the curricular depiction of multilingualism.

The main advantage of the volume is that it presents real-life examples reductionistically, by breaking down aspects of certain multilingual teaching practices by specific multilingual contexts and levels of education, and then drawing conclusions holistically, that is, conclusions that apply to all examples, such as (1) feasibility of multilingual approaches, (2) effectivity and limitations of translanguaging, (3) teachers' adaptability, (4) provision of implementation guidelines, etc. Overall, the volume succeeds in illustrating hands-on approaches to FL instruction, always respecting the complexities of multilingualism and inclusion.

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