

***Language Learning and Teaching in a Multilingual World***

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The increasing population of learners of additional languages has contributed to the development of multilingual communities and motivated research on the benefits and drawbacks of plurilingualism and multilingualism. *Language Learning and Teaching in a Multilingual World* provides an in-depth investigation into how language learning and teaching changes in the multilingual world. From the perspectives of applied linguists, the authors highlight possible problems emerging in language teaching and learning to establish the grounding for cross-disciplinary perspectives. Although they acknowledge the contributions of learners' endeavours in using the target language as the medium of instruction and in practice, multilingualism and plurilingualism enhance plurilingual speakers' acquisition of additional languages from the views of psycholinguistics, sociolinguistics, emergentism, dynamic-systems theory, and socio-constructivism.

Different from some other linguists (e.g., Haukås, 2016; Brutt-Griffler, 2017) who explicitly or implicitly propose that the terms *multilingualism* and *plurilingualism* can be used interchangeably, *Language Learning and Teaching in a Multilingual World* makes use of the distinction between these two terms as

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defined by Council of Europe (2001). According to Council of Europe, *multilingualism* refers to a phenomenon when individuals in a social community use different initial languages. *Plurilingualism*, by contrast, is defined as the speaker's competence to use multiple languages. The book addresses different issues in the development and implementation of language learning environments to help language educators deal with their problems of unfamiliarity in the fields of education, sociology of education, economics of education, language policies, and behavioural psychology. Starting with the state-of-the-art research in language learning, it sets out to provide a variety of activities that are applicable in teaching materials design, language learning environments, and teacher training, with a particular strength in offering research-based pedagogical approaches to language learning and teaching in a multilingual world. Apart from the Introduction, which states the scope and its organization together with definitions of related terms, the book comprises 18 chapters divided into three parts.

Part 1 establishes the grounding for later in-depth discussion on practices in multilingual contexts and fostering plurilingual competences by exploring the current relevant literature in psychology, neurophysiology, psycholinguistics, sociolinguistics, and theories in education compared to the established influential perspectives in language education. The authors first revisit the theories in second language acquisition before suggesting adaptations of these theories in a multilingual context. Moving to codeswitching, codemeshing, and translanguaging processes, the authors examine the contemporary practices in multilingual communities and then sketch the abilities language teachers need to become effective instructors in a multilingual context. With multidisciplinary dimensions of language teaching and learning, such as input processing, mediation, and social and cultural views, the authors discuss pedagogy to facilitate language learning of plurilingual speakers and in multilingual contexts. Besides, the authors acknowledge the contributions of information and communication technology (ICT) to language teaching and learning. Recent research on applying advances in this field has benefited language learners through informal education, free access practices, technology-enhanced learning, and telecollaboration. Part 1 examines major concerns in language teaching and learning in a multilingual context, a determinant factor at different levels serving as the foregrounding knowledge to review cases presented in Part 2.

Part 2 mainly presents in-depth discussions of 37 case studies conducted in different contexts around the world. The authors initially introduce methods and multilingual settings, from the micro to macro level, to ease the readers' comprehension of the case studies to be presented in the following chapters. These cases expose a wide range of features, including social groups, scales, approaches, and

educational contexts. The first strand that has recently attracted increasing attention of both practitioners and researchers is translanguaging. For instance, case 1 is about the practices of translanguaging in state schools in New York, where language learners had a diversity of initial and preferred languages. In this case, multilingualism also indicates multiculturalism. Cases 2, 3, and 4 were motivated by a five-phase approach to translanguaging in primary and secondary education. In Phase 1, known as *explorar*, students had opportunities to access available materials and work in groups. The second phase, *evaluar*, required students to compare the materials they had worked on. In Phase 3, students could perform a task in the language they preferred due to learner variables. That is, they had opportunities to transform what they had learned in the previous stages into practice in groups. In Phase 4, students were asked to present their work in the mutual language. They had to recall their metalinguistic capacities to revise their task into the target language. Finally, the finished work was subject to discussion inside and outside the classroom in Phase 5. Case 5 reviewed translanguaging practices in Content and Language Integrated Learning (CLIL) courses to assist students in acquiring content and language at a bilingual university in Puerto Rico. Because the professors had different social backgrounds, they adopted different ways to apply translanguaging; however, their pedagogies were rather traditional.

Research on multilingualism conducted in Africa (Cases 6–9) was limited. In these top-down contexts, people were encouraged to use the local language and bilingualism was allowed at school. That is, students could use their initial language and French or Italian as an additional language. The use of CLIL could benefit students' construction of knowledge as they could take advantage of their metalinguistic repertoire.

Studies in the contexts of European countries (Cases 10–24) were mainly motivated by ICT, CLIL, and translanguaging. The main purposes of online intercomprehension (IC) learning programs were to give learners opportunities to develop language and intercultural competencies. Synchronous and asynchronous online learning and blended learning were found beneficial to students. Group work and task-based learning were applied in the hope of assisting students' online out-of-class interaction regarding the task assigned by the teacher. Collaboration between students was also stimulated, which helped them increase metalinguistic awareness and develop metacognitive competence, intercultural capacities, and learning strategies. Some educational institutions also integrated CLIL into plurilingualism. Students reflected that the task design played a crucial role in their learning process and expected an inclusion of the four major language skills, namely listening, speaking, reading, and writing. ICT was also applied in

multilingual CLIL courses, events, and conferences in which participants were allowed to use their preferred language. Plurilingual and bilingual participants were found to be fluid between languages in group discussions. In classrooms, the use of the students' initial language was believed to ease their acquisition of English as a second language together with content knowledge. Although translanguaging was applied in the teaching and learning process, exams were taken in the national or official language.

Cases 25 to 37 reported telecollaborative projects implemented around the world. These studies mainly used technological advances to improve additional language competence, intercultural capacities, and content knowledge in synchronous or asynchronous learning programs for students and professional development programs for teachers. These projects, collaborations between institutions located within the same country or in different countries, aimed to give learners opportunities to learn with peers, teachers, or trainers who used the target language as an initial language. Participants generally provided positive feedback on the opportunities to share knowledge and experience with peers and trainers and for language skill development in a working platform or social media network like Skype.

Chapters 14 and 15 explore the current trends and approaches applied in pluri-multilingualism. They view geographical, social, historical, sociolinguistic, economic, and institutional contexts as crucial factors in multilingual practices and research. Some countries and territories use English as a predominant additional language; however, other places prefer to use other languages, such as French and Spanish. At the end of Part 2, the authors discuss implications of pluri-multilingualism for language assessment and evaluation before providing key dimensions and factors that should be taken into account in plurilingual and multilingual projects.

Part 3 takes a plurilingual approach to setting up a language learning environment. Accordingly, the framework which administrators and educators use to design the language learning environment should take contextual and stakeholder variables into account. Before a course is developed and introduced, its objectives should be established and leave room for modifications. Considering the pivotal role of the learning process, the discussion concentrates on guidelines for multilingual curriculum design and CLIL-oriented task-based language teaching and learning as this approach is learning- and learner-centered.

Although this book is interesting and informative with updated perspectives and practices in multilingualism being reviewed, the authors may consider the following recommendations for a better edition of the book. First, there remain a few editing problems. For instance, the abbreviation ICT is introduced in Case 14

(Chapter 11), but it is not spelled out until Case 16 (Chapter 12), while other acronyms, such as CLIL and IL, are repeated occasionally. These abbreviations should also be listed on a separate page in the frontmatter and need to be spelled out the first time they appear in the book. Second, the discussion of translanguaging in Part 1 should be extended. Translanguaging is not only pedagogy but also a form of oral or written communication (Blackledge and Creese, 2010; Canagarajah, 2011; García and Kano, 2014; Conteh, 2018). A review of translanguaging-related research directions by Mertin (2018) would also increase the value of this book. Limitations and challenges of using translanguaging should be added or highlighted if they are presented somewhere in the book. The use of translation as a comeback in language pedagogy has been critically reviewed by researchers and practitioners (e.g., Cummins, 2012; Hall and Cook, 2012; Blackledge, Creese and Takhi, 2014).

In conclusion, this book has added a valuable reference to language teaching resources, especially for those working in multilingual education contexts. The key perspectives are well woven and supported by case studies conducted around the world. My recommendations would not decrease the value of this book.

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