

Vivian Cook and Li Wei (Eds.), *The Cambridge Handbook of Linguistic Multi-competence*, Cambridge: Cambridge University Press, 2016; 562 pp.: ISBN 978-1-107-05921-4

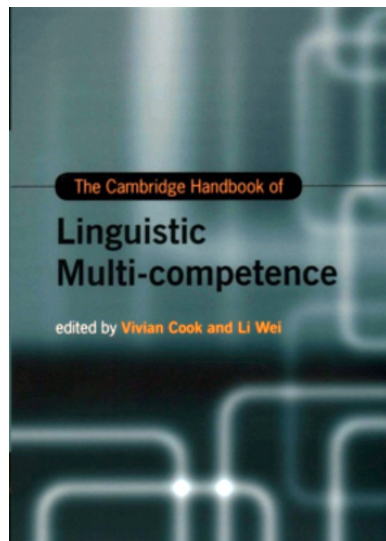
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In Chapter 1, Vivian Cook introduces the concept of linguistic multi-competence (MC) as ‘the knowledge of more than one language in the same mind or the same community’ (Cook, 2012). The chapter presents the monolingual and bilingual perspective of looking at people who speak more than one language. The concept of MC is examined by three underlying premises. First, MC concerns the total system for all languages in a single mind or community and their inter-relationships. Second, MC does not depend on the monolingual native speaker. Third, MC affects the whole mind, i.e. all language and cognitive systems, rather than language alone.

In Chapter 2, Goro Murahata, Yoshiko Murahata, and Vivian Cook explore three main research questions generated by linguistic MC. This chapter also introduces fundamental beliefs on research methodologies and experimental tasks related to these research questions.



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In Chapter 3, Lourdes Ortega reflects on the ways in which MC has contributed to research in the field of second language acquisition (SLA). The author criticizes any subordination of L1 users over L2 users. She states that there are ideological processes going on in SLA as the mainstream, such as native-speakerism, language purity, linguisticism and monolingualism, which should be halted. Further steps in SLA research are suggested.

In Chapter 4, Jyotsna Vaid and Renata Meuter try to answer the question of whether the MC metaphor and/or framework has made a difference – conceptually and methodologically – in how psycholinguistic research reflects on bilingualism.

In Chapter 5, Rita Franceschini sheds light on the impact of multilingualism research on linguistics. The research subject of multilingualism (meaning the existence of more than one language in one mind) breaks the boundaries of traditional methods description. A radical view of MC might put an end to interpreting single languages as autonomous systems.

In Chapter 6, Kees de Bot challenges the existence of separate languages stating that languages are in fact cultural artefacts. In our brain, there may be only one merged system of situation-specific utterances.

In Chapter 7, Larissa Aronin explains the dominant language constellation concept and its relation to the MC perspective. The concepts of *multilinguality* and *language repertoire* are discussed.

In Chapter 8, Li Wei presents, from an MC perspective, three central themes of sociolinguistics, language variation, language and social disadvantage, and multilingual and intercultural communication, highlighting the connections among psycholinguistics and sociolinguistics. Attention should be shifted from bilingualism or semilingualism with an overtone of underachievement in the bilingual speaker as a deficit model to an MC model.

In Chapter 9, Joan Kelly Hall presents MC from the point of view of usage. She brings together findings from cognitive and ethnographical research.

The basic claim of Chapter 10, written by Eva Berkes and Suzanne Flynn, is to support the thesis that bi- or multilingualism is Nature's standard. The thesis is strongly linked to the way the syntactic development of language occurs in the brain of language learners. A bilingual mind is capable of being in multiple languages at the same time. This implies that language theory and the theory of language development must change the research paradigm regarding fundamental issues, such as the relationship among known languages and the unidirectional approach.

Chapter 11, written by Leah Roberts, is an overview of sentence processing from the prevailing monolingual perspective. Researchers attempt to

identify how L2 learners differ from native speakers, suggesting that the norm of the native speaker could be replaced by multi-competent users.

Chapter 12, by Annette M. B. de Groot, starts with a demarcation of the research fields of language and cognition centring on lexical concepts, e.g. the colour spectrum, and focusing on them from a bilingual perspective. The final section suggests a stronger presence of non-verbal tasks, which is in agreement with the presented models of lexicosemantic representation.

In Chapter 13, Amanda Brown reviews gesture research in MC from the point of view of frequency, timing, form and semantic composition seeing gestures as an integral part of communication.

In Chapter 14, I-Ru Su reviews two studies (Su, 2010; Su, 2012) that address the issue of bi-directional transfer in adult foreign language learners' pragmatic competences from an MC perspective. The studies are among the first attempts to probe L2 users' communicative competence from a multilingual perspective. The findings suggest that sociocultural rules for appropriate speaking are susceptible to bi-directional influence.

In Chapter 15, Tracy Hirata-Edds and Lizette Peter consider endangered language revitalisation from an MC point of view. This view provides a more productive framework for all involved in the revival of endangered languages.

In Chapter 16, Bregtje Seton and Monica S. Schmid give an overview of first language attrition in a migration setting, and attempt to integrate those findings into the overall MC framework. The term attrition is used without a negative connotation. Attrition is neither linear nor unidirectional. Proficiency, complexity, accuracy, fluency and how comfortable a speaker is with his/her language fluctuate throughout the language user's lifespan in all of his/her languages. The chapter concludes with a brief investigation of the importance of neurophysiological models of language processing.

In Chapter 17, Panos Athanasopoulos provides a synopsis of empirical investigations of both cognitive-general and language-specific effects of bilingualism on cognition. Two main research questions on bilingual cognition are highlighted: Do bilinguals think differently? Does learning additional languages change the way humans think?

In Chapter 18, Anna Ewert compares three different theoretical perspectives in research on motion and spatial cognition. She reviews relevant research with both monolingual participants and second language users. The three theoretical perspectives are the linguistic relativity hypothesis, thinking for speaking and the embodied cognition hypothesis related to motion research. The thinking for speaking approach has produced the largest amount of bilingual research.

In Chapter 19, Jean-Marc Dewaele relates MC and personality, especially the effects of personality on adjustment and language use, the effect of multilingualism on personality traits, and the effects of multilingualism on lower-order psychological and affective variables.

In Chapter 20, Anatoliy V. Kharkhurin investigates the relationship between MC and creativity. The final section presents the theoretical groundwork for an educational programme supporting MC and creativity.

In Chapter 21, Virginia M. Scott sheds light on MC and language teaching. As MC is a state of mind that affects the whole mind, teachers need to address the whole person intentionally. The mind consists of cognition, affect and motivation, all in constant interplay (Dörnyei, 2010). As MC is a subconscious state of mind, it has to be taught, learned, and modelled. The foreign language classroom is a privileged environment in which to do this.

In Chapter 22, Jean-Marc Dewaele deals with MC and emotion. L2 users not only think, but express their feelings differently from monolinguals. The subsections discuss the effects of language and the effects of culture, the ways of how emotions are expressed in terms of grammar, lexicon and language choices of different languages, emotional acculturation and the question of whether multi-competent people are multi-emotional.

In Chapter 23, Ian MacKenzie discusses English as a lingua franca (ELF). ELF is defined as any use of English among speakers of different first languages for whom English is the only communicative medium of choice, and often the only option (Seidlhofer, 2011). This definition does not exclude native English speakers. ELF researchers tend to write about divergent forms or features, rather than errors, interlanguage etc. suggesting that we should stop considering second and foreign language users as eternal learners never reaching perfection. Instead, success should be measured by the ability to use the second language effectively.

Chapter 24 is David Singleton's critique of MC from a second language acquisition point of view. The author supports Cook's definition of MC but argues that the idea is not new and that supporters of MC tend too much towards unitariness of language knowledge, which is in contrast to the usual understanding of how languages operate. According to Cook, total separation of languages is impossible since both languages exist in the same mind. Singleton also argues that, similarly, total integration of two languages is impossible since L2 users can keep the languages apart.

Chapter 25 is an interview with Guillaume Thierry on some general questions related to MC, comments on the three premises of MC from Chapter 1, the role of the monolingual native speaker in bilingualism research,

questions on research methods and reactions to statements made by different contributors.

Chapter 26 is an epilogue in which Li Wei focuses on MC and the Trans-languaging Instinct.

At the end of the handbook, a bibliography of MC is added, composed by Goro Murahata, Yoshiko Murahata and Vivian Cook, as well as an index of the related terms and authors included in the book.

The Cambridge Handbook of Linguistic MC, written by twenty-nine prominent researchers, is an up-to-date, thorough review of the concept of MC from the psychological, sociolinguistic, and second language acquisition points of view. It attempts to answer the question of how two or more languages are learned and contained in the same mind or the same community. As such, it is a basic reference for every researcher interested in the study of languages from any of the mentioned points of view, not excluding language teachers interested in the concept of linguistic MC to be compared to the traditional monolingual approach.

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