

Zofia Chłopek. *Nabywanie języków trzecich i kolejnych oraz wielojęzyczność. Aspekty psycholingwistyczne (i inne).* Wydawnictwo Uniwersytetu Wrocławskiego: Wrocław 2011, 452 S.

A comprehensive monograph by Z. Chłopek, Ph.D providing a detailed account of available theory and research findings in the field of multiple language acquisition is aimed at diverse readership such as students or academics from a variety of fields, from third and additional languages teaching to psycholinguistics and sociolinguistics. Almost the 500 pages long book may be discouraging at first. However, since the domain of psy-

cholinguistics is wide and interdisciplinary and the issue of multilingualism very complex and multifaceted the size of the monograph is justified.

Needless to say, the phenomenon of multilingualism becomes more and more common in the contemporary world. A transformation from coercive monolingualism or bilingualism to coercive multilingualism and from valued and devalued dialects to valued vs devalued multilingual repertoires is reflected in the European language policy and planning and the current thematic issues discussed at language conferences. L3 acquisition has emerged as the field in the last decade and since it is rapidly changing there has been a demand to provide a timely update to the originally made theories. Undoubtedly, the published monograph combines successfully all the achievements made in the field. A great advantage of the book is the fact it is published in Polish since the overwhelming majority of the publications on multilingualism are in English, which makes them inaccessible for the readers who are not proficient in this language.

Browsing available books on L3+ acquisition and multilingualism I noticed there is the lack of literature which would grade the material starting as an introductory book and ending up with an insight into the problematic issues. The book including eight chapters and an introductory part allows a reader with no specific background knowledge of multilingualism to reach the highest level of understanding of the issues considered in an engaging way. The monograph by Chłopek is a typical reader-friendly book, which makes it easy to comprehend even for students and novice researchers in the field. Each chapter starts with an introduction and concludes with a summary section highlighting the core ideas discussed by the author. A great advantage of the book design is that it is clear which topic is being addressed since it is indicated on each page. As to terminology, the psycholinguistic jargon marked with bold in the text is explained in a plain and clear language. I found nothing that was too technical from a point of view of psycholinguistics. The only objection I have is the use of the term 'language appropriation' that appears in the final summary in English at the end of the monograph. The author of the book explains in a footnote that she uses the term to refer to both learning and acquisition; however this term introduced by Paradis (2009) has not been widely used by English speaking researchers.

Since there is the index at the end of the book, it is easy to identify topics and subtopics one may be interested in. The number of references cited in total is impressive. Almost one thousand positions cover the articles and the books published worldwide. The introductory part of the monograph outlines the purpose of the book which is the presentation of psycholinguistic research findings related to L3 acquisition and multilingualism. The introduction also includes a section devoted to the basic information on the terminology used throughout the monograph.

The first chapter reports on the theories, hypotheses and research findings related to sociolinguistic aspects of language acquisition and language use. The author discusses various social and educational factors which shape individual multilingualism. As the author notices the multilingual speaker's attitudes and motivation, the intensity and the nature of language input and output, the communication patterns characteristic of a given community (e.g. the frequency of code-switching) are determined by the context. Educational contexts in which languages may be acquired may be classified as submer-

sion, immersion or formal instruction situation. The author draws attention to the fact that there is a different effectiveness of the abovementioned three solutions in terms of linguistic development and acculturation. The second chapter introduces the reader to the analysis of the phenomenon of multilingualism from the neurolinguistic perspective. Quoting neurolinguistic research studies Chlopek shows that the procedural memory system manages the activation of native or dominant languages acquired in early childhood in a naturalistic setting. The declarative memory system, in turn, is involved in the case of non-native or non-dominant languages learned later in life mainly in formal settings. The third chapter outlines the attributes of a bi-/multilingual person. What is stressed in this part is that the multilingual's linguistic knowledge is not a simple sum of monolingual competences, but rather a complex and dynamic system called multicompetence. In the subsequent chapters the author presents various types of cross-linguistic influence in all language subsystems, the issue of the mental lexicon of multilinguals, the ways in which they process language during production and reception and various models of multilingual development.

What I find especially valuable in the monograph is that the author presents her own views on the number of various issues she discusses. The author emphasizes it is essential for researchers to implement an eclectic approach to the study of L3+ acquisition and multilingualism in which they will recognize the achievements in the field of neurolinguistics, sociolinguistics, psychology, linguistics, and even artificial intelligence, methodology of modern languages teaching and philosophy. The author also calls for standardization of terminology used by researchers since in the literature one may come across the term used in various contexts or a few terms used in the same context. For example, the term *multilingual speaker* is applied by some researchers in the context of *bilingual speaker*, while the term *code-switching* is occasionally used interchangeably with *borrowing*. The author notices that such constructs as psychotypology, metalinguistic or metacognitive awareness, motivation or linguistic competence are so complex and multidimensional that it is almost impossible to investigate them thoroughly. Thus, the author advocates for the researchers to define precisely what they mean by the construct and what particular its aspect they are going to investigate. The author draws also the reader's attention to the fact that scientific discourse may be understood and interpreted in various ways since it is culture and language specific.

The author indicates several research fields which according to her need to be further investigated such as 1) the potential superiority of multilinguals over bilinguals in cognitive or affective areas; 2) the advantage of bilinguals over monolinguals in the final attainment of L2 acquisition; 3) cross-linguistic influence in different domains of communicative competence; 4) the correlates of cross-linguistic influence in the multilingual mind; 5) the interdependence between cross-linguistic influence and linguistic knowledge storage in the mental structures; 6) transfer within one language (intralingual transfer); 7) paralinguistic and conceptual transfer in the multilingual mind; 8) the organization of mental lexicon in multilinguals; 9) processing linguistic information during production and reception in multilinguals; 10) working out the models reflecting multilingual development.

My overall impression is that the monograph is a valuable piece of writing providing handy scaffolds to aspirants seeking to access knowledge on L3+ acquisition and multi-

lingualism. Yet, considering the author's wide experience in teaching L3 to L2 learners and the monograph size, the reader might lack some current research in the field conducted by the author.

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