Twelve Lectures on Multilingualism (2019). Edited by David Singleton and Larissa Aronin. Bristol / Blue Ridge Summit: Multilingual Matters. 368 pp.

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Having been professionally and personally interested in multilingualism, I was excited to read *Twelve Lectures on Multilingualism* edited by Larisa Aronin and David Singleton and published by Multilingual Matters. The book consists of 12 chapters which address multilingualism in different fields, including applied linguistics, socio-, psycho- and neurolinguistics, education, and language learning. The volume also provides a historical perspective on multilingualism and considers various approaches to and various forms of this phenomenon. Each chapter was written for this edition to introduce the reader to a particular topic of importance.

Lecture 1 by Aronin gives an overview of theoretical and methodological approaches to multilingualism. Lecture 2 by Gabrys-Barker outlines research on multilingualism in the field of applied linguistics. It connects multilingualism with the concepts of multicompetence, language transfer and code-switching. Lecture 3 by Hufeisen and Jessner focuses on sociolinguistic and psycholinguistic aspects of multiple language learning. Lecture 4 by Cenoz and Gorter examines the existing multilingual policies in school contexts. Lecture 5 by Edwards explores the notion of individual multilingualism and discusses it in the light of multilingual competence, polyglossia and intelligence. Lecture 6 by De Angelis draws on the phenomenon of cross-linguistic influence and its role in multiple languages acquisition. Lecture 7 by Ushioda makes an overview of motivation research in connection to multiple languages learning. Lecture 8 by Muñoz and Singleton provides an insight into the role of age in multilingualism and language learning. Lecture 9 by Festman makes an overview of the most crucial questions and concepts related to multilingualism in psycholinguistics. In Lecture 10, Kadyamusuma, Higby and Obler consider the mechanisms and consequences of multilingualism from the neurolinguistics point of view. Lecture 11 by Braunsmüller provides a historical perspective on multilingualism. Lecture 12 by ten Thije examines the phenomenon of receptive multilingualism.

Twelve Lectures on Multilingualism can be considered as a sequel of the book *Multilingualism* compiled by the editors in 2012. The current volume even starts with the same arguments with which Aronin and Singleton concluded their previous book. They distinguish three stages in the evaluation of language research, overview the main characteristics of the current 'multilingual' stage, and discuss the connection between bilingualism and multilingualism. Nevertheless, the new book is fundamentally different from the previous one. First, it brings together 17 distinguished scholars who specialise in different fields. Therefore, the book provides a much broader overview of issues related to multilingualism. Second, the book is organised as a compendium for an introductory course on multilingualism that can be relevant for both undergraduate and postgraduate students. Each chapter provides a thorough discussion on a particular issue and is accompanied by questions and recommendations on further readings.

By addressing various aspects in one book and providing materials for further reflection, the editors and contributors make a significant contribution to the further development of the studies on multilingualism. The volume can be a useful resource for both experienced and novice researchers, and rich learning material for students. It provides easy and quick access to the knowledge of multilingualism in various fields and reflects the results of the most recent studies. At the same time, due to the clarity of the language, this book can be interesting for non-specialists. Teachers can find the structure of the book and its content helpful for constructing their own courses. The volume can be used as the main or an additional material for a course. Readings and questions suggested at the end of each chapter can prompt and facilitate more advanced work on the topics.

Despite the book's merits, there are some problems with the book as a whole. Given the title of the book, which is *Twelve Lectures on Multilingualism*, I expected to find a greater coherence between chapters. Imagining myself as a student following this course of lectures, I assumed that all 12 chapters would derive from a coherent definition or approach to multilingualism. Instead, I found myself following exciting, informative, and thought-provoking classes, given by different scholars who despite some cross-references between their lectures, derive from their own definitions and approaches to the key concepts. For example, in Lecture 1, Aronin defines multilingualism as referring to "the use of three and more languages" and thus, "distinguished, where appropriate, from bilingualism, the use of

two languages" (p. 3). Some other chapters conflate these two notions. In Lecture 10, for example, Kadyamusuma, Higby and Obler consider the terms bilingual and multilingual as interchangeable and refer them "to individuals who regularly speak or utilize two or more languages or dialects in their daily communication" (p. 271). From my point of view, providing a more integrative approach to multilingualism that each lecture would reflect, or at least address, could contribute to a greater cohesion of the book.

Summing up, *Twelve Lectures on Multilingualism* is an important and much-needed book in the field which can be a valuable resource for students, teachers, and researchers. It considers multilingualism from various perspectives and provides a solid understanding of the state-of-the-art accounts in the field. However, the book would benefit from a stronger editorial presence. The editors could either provide the authors with a coherent definition of multilingualism serving as a common background for the lectures or write a concluding chapter that would compare or integrate authors multiple perspectives. Without these, the reader seems to be left alone to make their own conclusions and sort out differences, similarities and interconnections between lectures.

References

Aronin, L., & Singleton, D. (2012). *Multilingualism*. Amsterdam / Philadelphia: John Benjamins Publishing Company.