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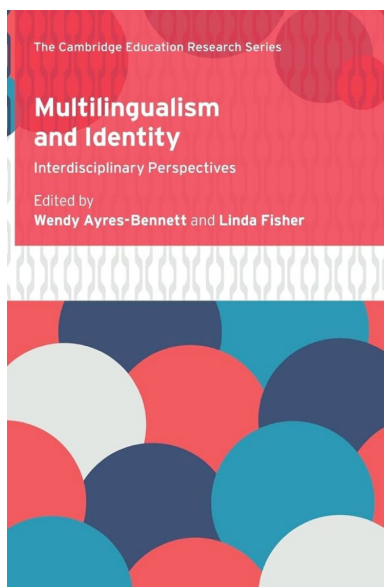
Wendy Ayres-Bennet and Linda Fisher (Eds.),
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Reviewed by ANDREJA RETELJ¹

Edited by Wendy Ayres-Bennet and Linda Fisher, *Multilingualism and Identity: Interdisciplinary Perspectives* consists of 18 contributions by eminent researchers in the field of multilingualism and is characterised by its interdisciplinary insight into the various aspects of multilingualism in our society. The authors' contributions cover fields such as applied linguistics, sociolinguistics and education, among others, illustrating the book's commitment to exploring the complex and multifaceted nature of multilingualism.

Multilingualism cannot be seen as a rare phenomenon, but rather as a common social phenomenon with many benefits and challenges. These challenges have given rise to much of the research in the field of multilingualism and identity that is reflected in this volume. The contributors see more potential than problems in multilingualism, and their studies present findings relevant to both the immediate and broader social contexts.

The monograph is structured into three broad thematic chapters: Situated Multilingualism and Identity, Multilingual Identity Practices, and Multilingual Identity and Investment. Each theme organises the book's content and guides the reader through different dimensions of multilingualism and identity. The first chapter focuses on how multilingualism and identity are linked to specific spatial and social contexts, the second chapter explores multilingual identities in social interactions and highlights the role of participation and



¹ Faculty of Arts, University of Ljubljana, Ljubljana, Slovenia; andreja.retelj@ff.uni-lj.si.

legitimacy in the formation of identities, and the third chapter presents the impact of individual identity on language learning and use, and the investment that individuals make in learning languages.

Written by the two editors, the introductory article briefly outlines the main developments in multilingualism and identity research over the last 15 years. The authors highlight three waves of sociolinguistics that have influenced the understanding of language and identity, and stress the multilingual turn, which emphasises the role of the individual's multimodal repertoire. They then turn to terminological issues, distinguishing between multilingualism, plurilingualism, bilingualism, translanguaging, diglossia and metrolinguism, and discuss what it actually means to be a multilingual speaker. Ayres-Bennet and Fisher also highlight the three areas covered in the three chapters of the monograph from a theoretical perspective, demonstrating the complexity of multilingual identity research, the construction of identity and how this complexity is expressed in terminology. The introductory article, which clarifies terminology and opens the field of discussion for the other articles, concludes by stressing that despite the many conundrums, interdisciplinarity is the only way forward in multilingualism research, as it is essential for understanding this complex topic comprehensively.

The first chapter of the monograph comprises six articles that situate multilingualism in different geographical areas around the world, covering China, Ukraine, France, etc.

John E. Joseph's paper focuses on the complexity and problems of geographical and cognitive mapping of multilingualism. The author is critical of both geographical mapping of multilingualism and neurological research that attempts to locate languages in the brain, as he considers it a gross oversimplification of the complexity of multilingualism. Although such representations are important for understanding, it is crucial to be aware of their limitations. Joseph also draws attention to the ineffective communication between the different disciplines that study multilingualism and calls for an interdisciplinary and integrated dialogue that would contribute methodologically and conceptually to more integrated research.

Rory Finn and Ivan Kozachenko's paper examines the role of cultural production in the formation of multilingual identities in Ukraine, focusing on the use of language as a tool for expressing personal and national identities in wartime. Drawing on sociological and literary analysis, the authors conclude that various cultural productions (e.g., films, literary works) play a key role in how Ukrainians identify themselves, and point out that in the context of multilingual societies, extreme care needs to be taken in understanding how

language functions in identity formation. The article offers a fresh perspective on the interconnectedness of multilingualism, identity and nationality.

Pennycook and Otsuji introduce the concept of metrolingualism, which is based on the interplay of languages in urban environments. They argue that identities are not something static, tied to the individual and discourse, but are distributed across the people, objects, spaces and social interactions that characterise the urban environment.

In the fifth contribution of Chapter 1, Bullock reflects on how multilingualism can be a social asset that enables individuals, especially migrants, to integrate into new communities. However, while plurilingualism can be an asset, migrants face many challenges, such as linguistic discrimination.

Drawing on indexicality theory, Carruthers and McAuley examine how the specific pronunciation, vocabulary and syntax of a speaker of contemporary urban vernacular French are perceived by listeners and how these perceptions contribute to the construction of identities. The authors highlight the importance of awareness and the perception of urban speech within a broader social context.

Hui Zhao presents a case study of the city of Ningbo in China, where several languages coexist. The author considers how interactions between the Ningbo dialect, Mandarin and English shape the social hierarchy and how this relates to identity. She argues that individuals change their identity according to the context in which they are currently situated, and that perceptions of the value or status of a language significantly shape social dynamics.

The second thematic chapter of the monograph, entitled *Multilingual Identity Practices*, contains six articles.

Alison Phipps advocates for the recognition and valuing of linguistic practices of indigenous communities as they are adapted to the real needs of rural communities. In the article, she outlines how “equatorial epistemologies” – knowledge systems rooted in the cultures and practices of the Global South – have been integrated into education systems in rural Africa and advocates for these epistemologies as alternatives to the dominant Western paradigms.

Block’s paper discusses methodological problems in research on multilingualism and identities. The author introduces and critically examines positioning theory in language and identity research.

The paper by Doherty, Norton and Stranger-Johannessen explores the role of translation in forming multilingual identities and promoting literacy in different linguistic communities. The authors present the Global Storybooks project, which involves translating African fairy tales into multiple languages.

Sarah Mercer and Kyle Read Talbot reflect on the dynamic and constantly evolving nature of identities, exploring how personal and professional

identities are reconciled by educators working in multilingual settings. Using complex dynamical systems theory, the authors find that educators are constantly negotiating their identities and that professional identities are subject to cognitions of legitimacy and ambivalence, particularly concerning non-native language use.

In the twelfth paper, Perrino and Wortham explore the role of narratives in constructing and expressing identities within multilingual communities. The paper deals with the dynamics of code-switching during storytelling and joke-telling, which can be inclusive for the members of the same language group or can exclude those members of the community who do not share the same linguistic repertoire.

The third part of the monograph, entitled *Multilingual Identity and Investment*, brings together six articles focusing on different educational contexts.

Patricia A. Duff's article highlights the challenges of learning Chinese as an additional language. The author is interested in how personal experiences, ideologies and socio-cultural factors influence the identity formation of Chinese learners.

Åsta Haukås presents different definitions of multilingualism and their understanding in the Norwegian context. Drawing on the results of the *Ungspråk* project, which investigated how learners define multilingualism and whether they perceive themselves as multilingual, the author points out that the discourse on multilingualism in Norway is often linked to the migrant issue, which excludes Norwegians who speak multiple languages. She emphasises the need for more inclusive definitions and the implementation of multilingual practices in the classroom to encourage the development of multilingual identities in all students, regardless of their background.

Angela Gayton and Linda Fisher demonstrate in their paper that the classroom is an important space where learners can be encouraged to reflect on their linguistic backgrounds and their interconnectedness with the languages they are learning. The authors argue that participatory reflective practice is key element in the development of multilingual identity, and that teachers play an essential role in creating a supportive and reflective environment.

Bailey's article shows the links between the language attitudes and identity formation of students in a Dual-Language Immersion programme. The author concludes that teachers significantly influence the formation of positive and negative attitudes by creating more or less supportive learning environments.

The penultimate article of the monograph takes the reader into the context of endangered languages, namely Māori (an indigenous language of New

Zealand) and Guernesiais (an indigenous language of the Channel Islands). Sallabank and King note that the motivation for learning such languages differs from the motivation for learning other languages, as it is primarily about personal enrichment, cultural empowerment, reconnecting with lost identities and sometimes also rebelling against linguistic marginalisation. The paper also addresses practical challenges in teaching endangered languages, such as lack of materials, teaching approaches, informal learning or lack of contact with speakers.

The last contribution by John E. Joseph concludes the monograph by reflecting on the themes addressed throughout the volume. The author emphasises the fluidity of linguistic identities and the acceptance of multilingual identities. He critiques traditional research approaches that emphasise the divisions between languages and the categorisation of linguistic practices and identities, advocating instead for the integration of multilingual approaches and the 4T approach (translanguaging, transmodal, transindividual, transspecies). Joseph argues that these approaches can complement each other, contributing to a more comprehensive understanding of the issue. The need for interdisciplinary networking and research is reiterated, as this is the only way to understand and embrace the fluidity and dynamics of multilingualism.

The monograph represents an important contribution to the field of multilingualism and identities, covering various aspects of multilingualism and diverse research contexts. The research presented here not only provides background knowledge on understanding the concept of multilingualism and identity, innovative models in different educational contexts, pedagogical implications, and theoretical, methodological and pedagogical considerations, but also raises broader societal issues, making the book relevant not only to linguists, but also to a broader audience with a professional interest in multilingualism and identity. By highlighting the challenges and potential of interdisciplinary research, the contributors have provided a model for future studies in this field. This monograph is essential reading for anyone seeking to understand the intricate relationship between language, identity and society in a globalised world.