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A Portrait of the Young in the New Multilingual Spain
(review)

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Pérez-Vidal, Carmen, Juan-Garau, Maria, & Bel, Aurora (Eds.). (2007). *A Portrait of the Young in the New Multilingual Spain*. Clevedon, UK: Multilingual Matters. Pp. 280, £27.95 (paper).

The cover of *A Portrait of the Young in the New Multilingual Spain* shows six young people in a joyful circular collage: three teenagers of Iberian appearance and three younger children who seem to be of Northern European, East Asian, and African/Caribbean ethnicity. The illustration suggests that half of the book will be about the rapidly changing sociolinguistic environments brought about by recent migrations to Spain. The ensuing portrait turns out, however, to be weighted more toward Spain's established languages. Each chapter presents a different situation of language contact, employing functionalist, descriptivist, and formal generativist theoretical perspectives in the analysis of the empirical data. Barnes's chapter 3 stands out as the only qualitative study, focusing on early English–Basque–Spanish trilingualism. The focus of the book will make it of great interest to students and researchers of multilingualism working with quantitative, experimental, structural, variationist, and descriptive frameworks. Like its predecessor, *Multilingualism in Spain* (Turell, 2001), it is a product of the very strong structural-descriptive school in Spanish applied linguistics: the chapters describe *how* languages are used in considerable detail, yet by nature focus less on *why*, in terms of the wider social/cultural contexts that come with globalization and changing societies and identities.

There is some geographical imprecision. The Introduction offers an outline and refers to collaborations with 'North American, Canadian and European' researchers, while in the Prologue the catch-all term 'South American' is used to refer to all Latin American immigrants. The Prologue, written by the eminent Catalan veteran Miquel Siguan, does nonetheless offer an informative view of the languages of Spain, as well as raising the challenges that Spanish society is facing in the

wake of new mass migrations. Canadian researchers and students, accustomed to discourses that praise multiculturalism, multilingualism, and the assets that immigrants bring to new countries, may be surprised by some of the terminology in the discussion of immigration: 'the problem,' 'aggravated,' 'most grave.' The prologue might also have given more attention to the historical influence of Arabic language and culture (not just 'the Muslims') on Spanish language and culture, as well as recognizing other historic Spanish languages such as Romano-Caló ('Gypsy,' or Roma Spanish) and Ladino (Judeo-Spanish). In these areas, Turell's 2001 collection is more precise. Some hispanicists might also question Siguan's reference to immigrants who speak 'Castilian' in Catalonia: many Andalusians and Latin Americans would not necessarily use this term (the norm in Catalonia) to describe their language.

Chapter 1 successfully takes the reader through definitions of bilingualism, through to Cook's (2002) 'multicompetence' and Grosjean's (2004) holistic view of multilingualism. It also offers an informative review of early childhood bilingual acquisition hypotheses, with a strong section on the contexts of acquisition. It claims that the collection offers a 'representative' sample of the languages of several communities, both European and non-European. However, readers will find that Arabic and Latin American Spanishes, the largest new migrant languages, are not represented here.

Part One (chapters 2–7) presents studies on early childhood multilingualism involving Spanish, Galician, Basque, Catalan, and English. In chapter 2, for example, Pérez-Pereira studies 706 Galician children between eight and 30 months of age. The results show that in early infancy these bilingual children are not at a disadvantage when compared to monolinguals, even suggesting that bilingual children seem to show an earlier mastering of first grammar than monolingual children. Like all good studies, it leaves the reader with questions. How does context fit into the lexis–grammar dichotomy presented – cognate languages, age, family settings, changes over time? These questions are developed nicely in Barreña, Ezeizabarreña, and García's chapter 4, which presents longitudinal data and analysis of parental language use in relation to children's lexical and grammatical development.

Part Two (chapters 8–12) addresses bi-/multilingual acquisition at later ages and in instructional settings. In Chapter 9, for example, Serrat, Gràcia, and Perpiña study the influence of immigrant first languages (Chinese, Tagalog, and Soninke) on the acquisition of Catalan as a second language. They conclude, unsurprisingly, that there is indeed an L1 influence in young learners' L2. In terms of

academic research for the sake of research, the chapter is excellent. Yet a pressing issue emerges in the final sentence: What will be the impact of these data on the teaching and learning of Catalan to immigrant children? Readers may be left thinking about some basic concepts regarding errors and teaching Catalan to today's immigrants: for example, 'communicative competence' (Hymes, 1974) and the notion of the 'idealised native speaker' (Leung, Harris, & Rampton, 1997).

The strong reviews of literature and the range of detailed studies make this book a valuable tool for both students and researchers of multilingualism in Spain and elsewhere, particularly those engaged in quantitative research. Those looking at similar issues in Canadian contexts where established majority and minority languages are coming into contact with each other and with new minority languages will also find interesting comparative angles.

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O'Dowd, Robert (Ed.). (2007). *Online Intercultural Exchange: An Introduction for Foreign Language Teachers*. Clevedon, UK: Multilingual Matters. Pp. 286, £24.95 (paper).

This volume addresses the potential of digital technologies in foreign language education by examining the theoretical foundations and