

An Advanced Guide to Multilingualism

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Glossary

A

Alphabets – sets of letter symbols, each standing for a single spoken sound and/or phoneme, either consonant or vowel. *Chapter 2*

Animal communication – a variety of communication systems that ensure interaction between animals, ranging from rather simple to truly sophisticated ones and variously using a wide variety of means such as sounds, gestures, moves and chemicals responsible for colour change, as well as smells, vibrations, tactile displays and light. *Chapter 2*

Applied linguistics – an interdisciplinary area of study and practices that embraces issues in sociolinguistics and psycholinguistics, language education and policy, and focuses on problem-solving in SLA, TLA, foreign language teaching and learning. *Chapter 1 (see also Gabrys-Barker 2019: 35–64)*

Artificial languages – languages that differ from ‘naturally evolved’ languages in that they have been consciously designed by an individual or a group of people to ease communication between people of different ethnic groups, e.g. Esperanto. More recently, a number of languages were invented for films and TV, e.g. Klingon. *Chapter 5*

B

BFLA – bilingual first language acquisition. The term describes a situation when two languages are acquired from infancy simultaneously. *Chapter 3*

Bilingual stage of societal awareness of language and languages – a roughly defined period when society was becoming aware of bilinguals and bilingualism as socially meaningful. Bilingualism became a salient issue in areas such as education, politics, economics and the cognitive sciences; researchers began to raise burning questions in relation to social, psychological, ethical, educational and many other impacts of bilingualism. *Chapter 3*

Bilingualism – the use and acquisition of two languages.

C

Code-switching – the alternating use of more than one language, dialect or any other variety of language (code) in one conversation. *Chapter 10*

Cognates – words with similar meanings and forms in two or more languages, believed to emerge as a result of genetic ties between the language varieties and common origin. *Chapter 4*

- Cognitive reserve** – the ability of the human brain to maintain cognitive functions despite lesions or injuries. *Chapter 8*
- Complexity** – a theoretical perspective employed in different areas of knowledge that asserts: (1) that the whole is greater than the sum of its parts, (2) that the world around us is characterised by irregularity, fragmentariness, fuzziness and even chaos, and (3) that emergent properties evolve from countless individual interactions. *Chapter 11 (see also Capra 2005; see also ‘emergence’)*
- Contact linguistics** – a field that studies contact-induced language change. *Chapter 6*
- Current multilingualism** – the contemporary social practices of using multiple languages that differ markedly from those of previous generations. *Chapter 1 (see also ‘historical multilingualism’)*
- Criterion of mutual intelligibility** – traditionally used to decide whether we are dealing with one language or two different languages. If speakers of two language varieties do not understand each other, such as speakers of French and Chinese, then we may assume we are dealing with different languages. *Chapter 4*
- Cross-linguistic interactions** – interlingual phenomena that occur between two, three and more languages. The cross-linguistic interactions between three codes are much more diverse, complex and intricate than those between only two languages, and include interactions between native and non-native languages and between the non-native languages as well. *Chapter 8*
- Cross-linguistic Influence** – mutual influence between languages of a multilingual. *Chapter 8*

D

- Deaf vs deaf** – when the word Deaf is written with a capital letter, this is to signify the status of the Deaf Community as a multilingual group, like any other minority language community in its own right, as a subculture within the majority hearing culture. *Chapter 9*
- Dialects** – geographical or social subvarieties of a language, characteristic of a certain area or a certain social group, that show systematic differences or regular variations. *Chapter 4*
- Diglossia** – the coexistence and alternating use of two historically and structurally related language varieties in a speech community. The use of each variety is clearly defined by social convention, and different varieties of the same language are employed on different, mutually exclusive, social circumstances and occasions. *Chapter 6 (see also Ferguson 1959: 336)*
- DLC maps** – visualisation of the language use of an individual or a group, showing both the languages in the language repertoire and in a DLC cluster.
- Domain** – specific settings defined by Fishman as a ‘cluster of social situations typically constrained by a common set of behaviour rules’ and as a ‘social nexus which brings people together for a cluster of purposes’ (Fishman 1965: 75; [1965] 2000: 94). An environment which provides a substantial number of affordances favouring a specific language or specific languages (as opposed to another language or other languages in a multilingual society (Aronin and Singleton 2010: 121–2). *Chapter 6*
- Dominant Language Constellations** – the cluster of selected languages which,

functioning as a unit, perform the most vital functions of human language for an individual or for a community. *Chapter 10 (see also Lo Bianco and Aronin 2020; Aronin and Vetter 2021)*

E

Early and late multilinguals – the terms point to whether the speakers learned an additional language early in life before the age of three or after the age of nine, respectively. The exact age at which one is considered an ‘early’ or a ‘late’ multilingual varies. *Chapter 8*

Ecological approach to language – seeing language in relation to its human environment. *Chapter 3 (see also Haugen 1972, 1987)*

EFL – English as a Foreign Language

ELF – English as a *Lingua Franca* *Chapter 5*

Emergence – in complexity theory, denotes the phenomenon when something new arises and has properties that its parts do not have on their own. From countless individual interactions emergent properties evolve. Emergent phenomena are the products of interactions between the parts of a system. *Chapter 8 (see also ‘complexity’ in Capra 2005)*

ENL – English as a Native Language *Chapter 4*

ESL – English as a Second Language *Chapter 4*

F

fMRI – functional magnetic resonance imaging *Chapter 8*

Foreign language effect – refers to the ‘tendency of L3 language learners to activate the first foreign language’ (Hufeisen and Jessner 2019: 73) *Chapter 8*

H

Heritage language – a minority language so labelled in relation to speakers who grow up with a different dominant language in which they become more competent. Heritage language is linked to ethnic origin, may be a home language spoken by the older generation in a family, and may not be fully developed due to insufficient input from the social environment. *Chapter 10*

Historical multilingualism – the multilingual arrangements that historically were in place before globalisation. *Chapter 1 (see also ‘current multilingualism’)*

Human language – an abstract but very tangible phenomenon, universal for all humans, that enables the life and development of human beings. Human language enables us to communicate thoughts and feelings and to maintain personal and social relationships. *Chapter 2*

I

Idiolect – an individual speech pattern, characterising the linguistic behaviour, such as specific sounds, vocabulary and idioms, habitually used grammar, and style unique to this individual. *Chapter 4*

Index of Linguistic Diversity (ILD) – used for measuring biological diversity in a species population. *Chapter 7*

Indigenous language – a language native to a region and spoken by indigenous

people. It is often a minority language by status and is used by a people that has not migrated from its homeland, and is not a settler or colonial population. *Chapters 1, 7*

Individual multilingualism – the mental faculty to acquire and use many languages. The identity of multilinguals, their emotions, feelings and attitudes, and behaviour associated with the use of languages, as well as a multilingual's life trajectories, fall within the purview of individual multilingualism. *Chapters 1, 8, 9*

Integrative multilingualism – a situation where people not only encounter other languages of the milieu but habitually use them actively. The proximate and integrative forms of multilingualism are at opposite extremes of a continuum; between them there is a range of intermediate forms — less integrative and more integrative. *Chapter 7*

Intelligibility – involves not only straightforward understanding of words, but goes hand in hand with appropriate interpretation, as accepted in the 'understood' language variety, which happens when an interlocutor is familiar with the socio-cultural reality of its users (Smith and Nelson 2020). *Chapter 4*

Intercomprehension – also receptive multilingualism; when interlocutors speak their respective mother tongues and one understands the other. *Chapter 10*

K

Kachru's Circles – a visual representation of the spread of English, captured by the three concentric circles, first proposed by Braj Kachru (1985). *Chapter 4*

L

Language contact – occurs when individuals or groups of people speaking different languages interact, and their encounters exert an influence on one of these languages or on all the languages in contact, as well as on the speakers themselves. *Chapter 6*

Language demography – studies in the current state of languages and populations that include the collection and analysis of data relating to population groups' language use, language statistics among populations, and linguistic trends. *Chapter 11*

Language Diversity Index (LDI) – aims to establish a numerical value on a scale between 1 and 0 for what can also be called language richness in a given geographical area. It is used in order to measure the level of linguistic diversity in geographical regions, countries or cities. *Chapter 7 (see also 'Index of Linguistic Diversity, ILD')*

Language functions – the primary functions of language are communication, thinking and cognition. Language has instrumental utility and carries out a symbolic function. *Chapter 2*

Language mode – the state of activation of the speaker's languages and processing mechanisms (Grosjean 2001). While a monolingual can activate one language – for example, Swedish (one language mode), a bilingual – say, with Swedish and English – can choose between three modes: speaking Swedish, speaking English or, in cases where an interlocutor knows the same two languages, speaking Swedish and English. A trilingual individual can enact seven language modes and a quadrilingual eleven. The choice of language mode is determined by the situation,

topic of conversation, and the language knowledge of those participating in the communication. *Chapter 8*

Language nominations – special terms to mark the role and place of each language for individuals and societies. *Chapter 10*

Language repertoire – the totality of linguistic skills in all the languages possessed by an individual or by a community; refers to ‘the broad stock of speech styles, registers, varieties, and languages people know’ (MacSwan 2017: 187). *Chapter 10*

Language universals – characteristics of human language that demonstrate the uniqueness of the human language faculty and relate to many named languages concomitantly. *Chapter 2*

Language standardisation – the arrangement and ordering of languages for systematic description in grammars, spelling books, dictionaries and reference books. *Chapter 4*

Language variety – an umbrella term used in the literature to refer to languages, dialects and mixed forms of language use, such as pidgins. *Chapter 4*

Lingua franca (plural: *lingua francas*) – an auxiliary language or dialect used by speakers of divergent languages by common agreement, in which they communicate for purposes such as commerce, religion, administration and so on. Languages that are labelled *lingua franca* are singled out from other languages due to the function they perform in situations when other languages are not so helpful for communication. *Chapter 5*

Linguistic determinism hypothesis – see ‘Sapir–Whorf hypothesis’. *Chapter 2*

Linguistic distance (sometimes **language distance**) – the degree of contrast or similarity between language varieties. *Chapter 4*

Linguistic relativity hypothesis – see ‘Sapir–Whorf hypothesis’. *Chapter 2*

Linguistics – the scientific study of language and its structure.

Linguistic typologies – categorisations of languages according to their linguistic properties. *Chapter 5*

Logography – a writing system based on symbols or signs used to represent an entire word or morpheme, such as modern Chinese (Hanzi), Japanese (Kanji), Korean (Hanja) and Vietnamese. *Chapter 2*

LOTE – Languages Other Than English. *Chapter 3*

M

Material culture of multilingualism – an interdisciplinary field of study that examines the role of material culture in language practices, education and language learning and teaching. It also investigates how materialities are connected with and influence the identity of multilinguals. Materialities provide a unique insight into multilingualism due to their nature and properties of being solid and corporeal, tenacious, yet at the same time highly dynamic in time, space, form and value. *Chapter 10 (see also Aronin et al. 2018)*

Metalinguistic awareness – the ability to focus on the systematic elements of language and the ability to think about language in an abstract way (e.g. Jessner 2006, 2008). *Chapter 8*

Minority language – can roughly be defined as a language spoken by a minority of the population of a territory. The term ‘minority languages’ embraces regional,

tribal, immigrant and indigenous (also called autochthonous) languages, spoken by greater or smaller numbers of people. The populations speaking these languages are called linguistic minorities. *Chapter 7*

Modelling (in multilingualism) – a particular visual and tangible form of representation of current language practices, such as replicas that are drawn, sketched or produced in various materials: for example, in a modelling clay or as computer-assisted modelling of DLCs. Models are used for analyses of various kinds. *Chapter 12*

Monolingualism – the use and acquisition of one language.

Monolingual stage – a roughly defined period when societal interest in language was limited by a conscious or unconscious presumption that using one language is the norm. One language was the point of departure in thinking and reasoning, planning and measuring everything connected with languages. Practices and attitudes derived from it characterise the monolingual perspective. *Chapter 3*

Multicompetence – the overall system of a mind that allows bilingual and multilingual speakers to share lexical, syntactical, emotional and other skills, competences and experiences across their languages, and enables transfer, code-switching and translanguaging. *Chapter 3 (see also Cook 2012; Cook and Li Wei 2016)*

Multilingualism – the use and acquisition of three and more languages. Multilingualism is the presence of a number of languages in a country, or community, and the ability to acquire and speak several languages. (*See also 'individual multilingualism'; 'societal multilingualism'; 'current multilingualism'; 'historical multilingualism'*)

Multilingual stage of societal awareness of language and languages – a roughly defined period characterised by visibility of multiple languages, multilingual arrangements, individuals and communities, the unprecedented territorial spread of multilingualism, its greater density and, importantly, reconfiguration of language practices. Scientific conceptions and popular beliefs regarding modes of social interaction using multiple languages have changed. The challenges of multilingualism at this stage are, to a large extent, conditioned by globalisation processes, and the two powerful global trends that work concomitantly and in opposite directions. *Chapter 3*

MLA – Multiple Language Acquisition.

Multilinguality – conveys a sense of what it means to be a learner and user of three or more languages. It is a comprehensive characteristic of multilinguals that includes mastery of several languages 'at any level of proficiency, including partial competence and incomplete fluency, as well as metalinguistic awareness, learning strategies and opinions, preferences and passive or active knowledge on languages, language use and language learning/acquisition' (Aronin and Ó Laoire 2004: 17–18), and also everything that causes and accompanies linguistic and cultural knowledge and acquisition processes. The notion of multilinguality also embraces everything that results from using and learning several languages, both in the present and in the future as a potentiality. *Chapter 9*

Multimodality – the application of a variety of channels of saving and passing linguistic information, such as the internet and modern technological devices, and flexibility in using a range of transmission forms, such as texting, and sending

images and videos via messaging programs. Today, the resources of human multilingual endowment are multiplied and restructured to numerous modalities and channels, not only in the number and variety of modalities but, more importantly, in the ways that these modalities are distributed through tasks and languages, modified by social rules and individual emotions. *Chapter 2*

N

Named languages – arbitrary systems of written and auditory signs governed by grammatical rules that enable humans to communicate, express themselves and manipulate objects in their environment, such as English, Dutch, Finnish or Spanish. *Chapter 2*

New Linguistic Dispensation – the modern sociolinguistic order brought about by globalisation. A modern-day linguistic–social condition that affects civilisation as a whole and is manifested in specific patterns and dispositions of human activities dependent on or related to language use. The New Linguistic Dispensation embraces multi-, bi- and monolingual arrangements, with multilingualism playing a prominent role. *Chapter 3*

Numerals – the words denoting numbers; these are constructed differently in different languages. *Chapter 2*

O

Official language – the language of the majority, used in courts, parliament and administration, and common in all other spheres of life in a given polity. *Chapter 7*

OPOL ('one parent – one language') – a strategy employed by parents for early bilingual acquisition *Chapter 3*

P

Paradigm – the perspectives from which the sociolinguistic reality is seen and managed accordingly. The monolingual paradigm has one language as a point of departure; the bilingual paradigm recognises two languages as active and influential; and the multilingual paradigm deals with many language varieties that intersect and interact in all dimensions of contemporary human existence. *Chapter 3*

Pavlov's second and first signal systems – according to Pavlov, the first signal system is at work in all animals that react to physical reality, e.g. a reflex in both people and other mammals that causes them to salivate over some taste stimuli. The second signal system operates with the abstractions of reality in the form of speech and symbolic socially conditioned language. For example, people can connect the image of a real lemon – its yellowness, smell, sour taste – with the written sign, the abstraction, and react to it. *Chapter 2*

Performance varieties of English – '[a] range of Englishes whose roles and features are determined by their function' (Kirkpatrick 2010: 2). These include the Englishes of business, computer-mediated Englishes, the Englishes of pop culture and also English as a Native Language (ENL), English as a Foreign Language (EFL) and English as a Second Language (ESL). *Chapter 4*

Pidgins and creoles – 'Strictly speaking, creoles and pidgins are new language varieties which developed out of contacts between colonial nonstandard varieties

of a European language and several non-European languages around the Atlantic and in the Indian and Pacific Oceans during the sixteenth through nineteenth centuries' (Mufwene 2020: 299–30). *Chapter 4*

Pluricentric languages – languages with several interacting centres, each providing a national variety, with at least some of its own (codified) norms. *Chapter 4 (see also Clyne 1992)*

Polyglots – individuals who speak prominently more languages than others, even more than 'average' multilinguals. *Chapter 9*

Proximate multilingualism – the term denotes a situation when multiple languages coexist side by side in communities and territories, and the speakers primarily use their own languages at the expense of other languages of the community. *Chapter 7 (see also 'integrative multilingualism')*

Psychotypology – a learner's individual perception of language distance, which does not necessarily match linguists' definitions of typologically close or distant. *Chapter 8*

Q

Qualitative research – associated with interpretivist, relativist or post-modern philosophies and the belief that social reality or truth is socially constructed and that there are multiple realities, rather than a single one. It is based on subjective interpretations, biases and presuppositions. Data in qualitative research are non-numerical. It contains detailed descriptions that can eventually yield a more or less complete picture of any particular phenomenon. *Chapter 11*

Quantitative research – based on the positivist philosophy and carried out with the assumption that reality can be measured and counted. To understand reality, we must break it up into smaller units – separate things – so that they can be counted and measured. Quantitative research contains numbers, proportions and statistics, and seeks generalisable results, which can be projected and applied to other populations. *Chapter 11*

R

Recency of use – how recently a language was last used. *Chapter 8*

Receptive multilingualism – 'the communication mode by which interlocutors use different languages and still understand each other on the basis of the passive language competencies of each interlocutor' (Ten Thije 2019: 329). *Chapter 10*

S

Sapir–Whorf hypothesis (also known as **linguistic relativity/linguistic determinism**) – a hypothesis that deals with the possible influence of language on human thought and cultures. The strong formulation of the hypothesis, 'linguistic determinism', says that language determines thought. It holds that linguistic categories limit and determine cognitive categories and, therefore, a world view is imposed on speakers by a particular language. In such a formulation, this view is currently considered by many scholars to be quite extreme. The weak version, or 'linguistic relativism', says that linguistic categories and usage do not determine but rather influence thought and perception of the world. *Chapter 2*

Script – a set of written characters. *Chapter 2*

Sign languages or signed languages – a large group of languages that are expressed and perceived through the visual–manual modality. Instead of ears and sound, sign languages are ‘spoken’ through eyes, hand and body gestures, facial expressions and additional tools such as fingerspelling and lip-reading. *Chapter 5*

SLA – Second Language Acquisition.

Societal multilingualism – organised and unorganised language practices involving three and more languages, and the handling of these languages by either some or all members of a community, as well as the implications of these practices and their handling for the society and its members. ‘Handling’ includes activities, policies, attitudes and the assumptions underlying language use in a particular community. *Chapters 6, 7*

Sociolects – dialects that are used by particular social groupings. *Chapter 4*

Sociolinguistic classifications of languages – these consider the social standing of languages and their speakers. The focus and interest of sociolinguistic classifications involve the influence of languages on various aspects of social life. *Chapter 5*

Speech community – a social group whose members are in habitual contact, sharing a language or languages, as well as linguistic norms and expectations about the use of this language, and attitudes and values: that is, a common understanding of when and how it is appropriate to speak this language and a shared interpretation of what is said. *Chapter 6*

Stages of societal awareness of languages – roughly outlined periods of time when monolingual, bilingual or multilingual assumptions and arrangements (paradigms) dominate society. *Chapter 3 (see also Edwards 2020)*

Successive bilingualism or sequential bilingualism – a type of language acquisition in which the second language is added when the first is already established to some extent. *Chapter 9*

Syllabary – a phonographic writing system in which each character represents a syllable. *Chapter 2*

T

TLA – Third language acquisition.

Transfer – language transfer is the transition of linguistic features from one language to another by a bilingual or multilingual speaker. *Chapter 8*

Translanguaging – fluid language practices when a speaker goes beyond the boundaries of named languages instead of using one mainstream language. Garcia and Li Wei (2014: 20) use the term to refer ‘the complex language practices of plurilingual individuals and communities, as well as the pedagogical approaches that use those complex practices’. *Chapter 10*

Triangulation – a combination of methods in the study of the same issue or phenomenon, used as a way to compensate for the weaknesses of each isolated method, source or perspective by using the strength of the other, and thereby to increase the validity and credibility of the research results. *Chapter 11*

Two global trends – (1) the unparalleled spread of the use of English as an international language; and (2) a remarkable diversification of languages in use (Fishman 1998; Maurais 2003) that work concomitantly and in the opposite direc-

tions. *Chapter 3*

V

Vernacular – the local or native speech of common, everyday communication, transmitted from parent to child. *Chapter 4*

W

World Englishes – the distinct and numerous regional and local varieties of English that have emerged in various geographical and political contexts all over the globe and justify the appearance of the term ‘World Englishes’ – in the plural, rather than ‘World English’ in singular. *Chapter 4*

Writing systems – systems of symbols visually representing language. Their major types are logographies, syllabaries and alphabets. *Chapter 2*

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