

Preface

Multilingualism, which is one of the most multidimensional and complex of language phenomena, “is to be understood as the capacity of societies, institutions, groups and individuals to engage on a regular basis in space and time with more than one language in everyday life” (Franceschini, 2009, p. 33). In this volume multilingualism is discussed alongside multiculturalism and the self, as all of these concepts are interwoven and influence each other. The chapters that constitute this volume all focus on language studies, applied linguistics and language learning in a multilingual and/or multicultural context. Additionally, the volume includes several papers devoted to the notion of the self, which they also explore from the multilingual/multicultural perspective.

The present volume consists of twelve chapters grouped in two parts. Part I, focusing on language studies, opens with the chapter “[Changing Perceptions of Multiculturalism in the British Public Sphere](#)”, by Katarzyna Molek-Kozakowska and Sabina Pogorzelska, on the changing semantic prosody of the term *multiculturalism*. In the next contribution, by Urszula Michalik and Iwona Sznicer, various types and functions of humour are identified with reference to the multicultural working environment. In his chapter, Łukasz Matusz looks at verbal taboos from a cross-linguistic perspective. The author elaborates on the biological and cultural factors that influence some acts of verbal aggression, language impoliteness and taboo violation. By analysing the conceptual construal of *trouthe*, and its synonym, *soth* in *The Canterbury Tales* Agnieszka Wawrzyniak, the author of the next chapter, compares and contrasts Chaucer’s language and culture with those of the present-day English-speaking world. The last chapter in this part of the volume (“[Expressing the Prison Self](#)” by Alicja Dziedzic-Rawska) is devoted to the role of prison slang in the construction of prison identity.

All the papers in Part II of the volume discuss language learning and teaching in a multilingual context. The first chapter in this section is by Danuta Gabryś-Barker, who provides insight into how metaphors can serve as a tool in researching and understanding the concept of multilingualism. The following two contributions examine the role of the emotions in language learning. The chapter by Ewa Piechurska-Kuciel examines one of the achievement emotions, namely enjoyment,

while the chapter by Teresa Maria Włosowicz analyses the relation between students' emotional reactions and text reception in L1, L2 and L3. Another chapter on the role of emotions in a multilingual setting is that of Anita Żytowicz, who discusses the topic of child language brokering as a form of language mediation and its influence on identity and perception. While that essay deals more with national identity, the following text, by Iga Maria Lehman and Rob Anderson, focuses on the construct of academic identity. The authors provide a discussion on the construction of a disciplinary self at the tertiary level. The last two chapters are devoted specifically to language teaching. The chapter by Maria Stec investigates the way in which cultural content is introduced in teacher's books accompanying course books for young learners. The volume closes with the chapter by Elżbieta Krawczyk-Neifar, who explores the process of bilingual teacher training, with all its strengths and weaknesses.

It is hoped that this volume will appeal to a wide range of readers interested in both language studies and applied linguistics viewed from multicultural and multilingual perspectives. This collection can also be of interest to practising language teachers who would like to learn more about multilingual and multicultural research in the context of a language classroom, and other issues related to the teaching of foreign languages. As editors of the present volume, we believe that the topics explored in the following chapters can offer valuable suggestions, rich inspiration and active encouragement for further research studies in the fields of multilingualism and multiculturalism.

Sosnowiec, Poland

Danuta Gabryś-Barker
Dagmara Gałajda
Adam Wojtaszek
Paweł Zakrajewski

Reference

- Franceschini, R. (2009). The genesis and development of research in multilingualism: Perspectives for future research. In L. Aronin & B. Hufeisen (Eds.), *The exploration of multilingualism* (pp. 27–62). Amsterdam: John Benjamins.

Multiculturalism, Multilingualism and the Self
Studies in Linguistics and Language Learning

Gabryś-Barker, D.; Gałajda, D.; Wojtaszek, A.;
Zakrajewski, P. (Eds.)

2017, XIV, 198 p. 5 illus., Hardcover

ISBN: 978-3-319-56891-1