

Gabryś-Barker, Danuta. *Cross-linguistic Influences in Multilingual Language Acquisition*.

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*Cross-linguistic Influences in Multilingual Language Acquisition*, edited by Danuta Gabryś-Barker, is a book in the Learning and Teaching series published by Springer Books that compares eleven different studies from the past decade analyzing where, how, when and why different social situations and encounters can heavily influence language learning abilities. This source is primarily used in this location as an unbiased anthology of studies that introduce terms and theories that both mostly support, but also refutes the claim that it is imperative to have multilingual experience at a young age to become proficient in other languages at a later age. The support and rebuttal is milder in both cases, but serves a higher purpose in both cases. The studies include, “languages which are typologically distant from English, such as Russian, Croatian, Greek, and Portuguese.” (Gabryś-Barker, v) Some chapters highlight areas that manyone would think are clearlyreally transfer-prone in grammatical and lexical aspects of language contact between individuals and groups such as schooling, family, and athletic teams. The preface of *Cross-linguistic Influences in Multilingual Language Acquisition* closely matches the research done itself in terms of basic summary, yet seems slightly vaguebut lacks detail. However, this is expected because one could not expect the editor to provide a detailed description of every source in a brief preface.

This source primarily helps answer my research question in part by both forwarding and countering the notion in one source that one needs to embrace a second language at a very young age to become multilingual, which is essentially the argument that District Administration Magazine and Asha Smith present in their arguments. In chapter 1, Eva Berkes and Susanne

Flynn noticed from their study that when, “L1 Hungarian Learners have acquired L2 German, their universal CP knowledge seems to register the existence of such a feature, a knowledge we called ‘syntactic fluency’, and this facilitates their subsequent acquisition of English, since we have not detected a need to fall back onto the more primitive stage of building upon free relatives.” (Gabryś-Barker, 83) Second language acquisition is found in this study to be easier to master because of lexical knowledge from past learning experiences, which definitely makes learning a new language easier. Kelvin Camilo writes that, “It was not until about the age of six that I started picking up phrases and of course, what anyone learning a language would learn first, the swears.” (Native Tongue Twist) Although his wording seems to suggest that he considers 6 to be an old age to begin learning English, he was able to become fluent fairly efficiently because this is a young age.

As a whole, this book/collection does a very good and succinct job of explaining that learning at a young age makes learning languages at an older age much easier in ten of eleven chapters. However in Chapter 8, which is a case study by Teresa Wlosowicz, “The Study gives evidence not only of erroneous forms as a result of transfer but also shows that CLIN (cross-linguistic interaction) may bring about under-production of certain structures (or avoidance) while at the same time being correct.” (Gabryś-Barker, v) This essentially counters the rest of the book’s arguments that cross-linguistic behaviors are beneficial. It is one of only a few such instances in circulation in which early second language acquisition is not beneficial in later education and especially in additional language acquisition.