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IAM L3 ZAGREB 2022

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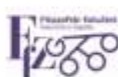
14 - 17 September 2022

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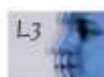
BOOK OF ABSTRACTS

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Book of Abstracts

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Multilingual Matters

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Pre-conference PhD workshop

Cross-linguistic lexical (dis)similarity and the acquisition of the third language: A study into cognates and false cognates

Agata Ambroziak, University of Warsaw, Warsaw, Poland

My PhD project revolves around the role of crosslinguistic influences (CLI) L3 lexical acquisition. The CLI phenomena in the area of lexis are often studied with the use of cognates (words with form-meaning overlap across languages) and false cognates (words with form overlap). In L3, cognates can be similar either across L1 and L3, or across L2 and L3. Research on the role of CLI in the learning of L3 words is scarce, therefore, my project aims to fill this gap. In my research I will examine whether the impact of the L1-L3 similarity is stronger than the L2-L3 similarity. I will also investigate if L3 false cognates and L3 cognates are known better than non-cognates due to the facilitative role of form overlap or form-meaning overlap, respectively, or whether false cognates are disadvantaged due to meaning interference.

Specifically, I will measure the knowledge of five groups of words: L1=L3 cognates, L2=L3 cognates, L1=L3 false cognates, L2=L3 false cognates, and non-cognates. I will employ a combination of three typologically unrelated languages: L1 Polish, L2 English and L3 Italian. To elicit vocabulary knowledge I will use the adapted Vocabulary Knowledge Scale (L3-VKS, Otwinowska, et al., 2021), designed to account for CLI in L3. In L3-VKS, participants are presented with a word and asked to provide its L3 equivalent. In my study I will apply two conditions of word presentation: 1) target word presented in L1 Polish 2) target word presented in L2 English. This will allow me to examine if word presentation in a given language facilitates L3 word recall, e.g. if presenting the word in L1 (as opposed to L2) facilitates the L3 word recall for L1=L3 cognates. I will also control for participant-related variables (e.g. L2 and L3 proficiency, working memory) to check their impact on L3 word knowledge.

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EuroComGerm – Germanic intercomprehension with English as L1

Robin Breit, Rheinische Friedrich-Wilhelms-Universität Bonn, Bonn, Germany

My PhD project with the working title “EuroComGerm for learners with English as L1” aims at broadening the field of Germanic (receptive) intercomprehension. To this aim, I am researching, (a) which new research has been done in recent years referring to the area of intercomprehension (e.g. Hülsmann et al. 2020) and receptive multilingualism (e.g. Gooskens et al. 2018) in general and, (b) what kind of adaptations of the material and concept of EuroComGerm (Hufeisen & Marx 2014) are needed in order to make it usable for learners with English as L1 and another Germanic language as L2 (i.e. as a learned foreign language).

In my presentation I will present an overview of my research project as well as several models of plurilingual competence and models of multilingualism which I intend to integrate in my theory chapter about intercomprehension.

While it is common to refer to several models for multilingualism and language reception when researching intercomprehension – for example the Factor Model by B. Hufeisen, the Dynamic Model of Multilingualism by P. Herdina & U. Jessner, and the Plurilingual Didactic Monitor Model by F.-J. Meißner –, the question must be taken into consideration, whether or not some complementing models could be (partially) integrated into each other in order to cover this field of theory more thoroughly. Furthermore, the question arises, how many models are needed in order to cover the field of theory of (Germanic) intercomprehension sufficiently. While my presentation focuses on the theoretical part of my PhD project, it is framed by the search for a saturation – as comprehensive as possible – of the theory in the research field of intercomprehension and the wish to improve the practical application of (Germanic) intercomprehension (didactics).

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A case study on L3 learning experience and its connection with portfolio use in the French classroom

Lisa Marie Brinkmann, University of Hamburg

By L3 learning experience (L3LE) I understand “the perceived quality of the learner’s engagement with various aspects of the learning process“ (Dörnyei, 2019: 20), being part of the language learning motivational self-system. Research on L3 motivation has shown that L3LE depends on previous foreign language learning (Man et al., 2018) and is more complex than L2 motivation (Włosowicz, 2013). Regarding the exploration of L3LE, I focus on one specific component: teaching methods and particularly the use of the portfolio in the classroom.

I will provide preliminary answers to the following research questions: i) How can the L3 learning experience be explored?; ii) Is there a connection between the L3LE and the use of a portfolio? In the scope of my Ph.D. project, which started in September 2020, I have collected data on the L3LE of 23 students (aged 12-13; second learning year) in a secondary school (grammar school) in Hamburg through a mixed-methods approach. I use questionnaires (repeated five times) to gather longitudinal data for the identification of different clusters of students’ L3LE. The clusters represent the dynamics in their L3LE and I chose five participants displaying high variations throughout the questionnaire study from September 2020 to November 2021 and two participants displaying less but also important variations. These two students were invited to pilot the structure of semi-structured interviews, integrating previous information gathered through questionnaires, classroom observations, and a questionnaire on students’ individual language profiles. The interviews, as a central method to answer the research questions, will be analysed using grounded theory (Ab Rashid et al., 2016). This contribution aims to discuss the data from the pilot interviews and their potential for answering the research questions.

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The acquisition and development of L3 German grammatical gender: A longitudinal study

Megan M. Brown, Boston University

To date, research related to L3 acquisition has focused almost exclusively on transfer at the initial stage of L3 acquisition, and current L3 models cannot make explicit predictions related to cases of CLI beyond the initial state. Previous work on the topic by this author examined the acquisition of L3 German grammatical gender in both the L3 initial state and at later points in L3 development. As shown in Figure 1a, post-initial state beginner L3 German learners with L2 Spanish had a significant advantage in identifying German grammatical gender errors. Participants with L1 Spanish did not show this advantage (Brown, 2020a). However, a follow-up study examining true initial state German learners found no such difference between learners with different orders of acquisition (Figure 1b; Brown, 2020b). This suggests that the differences found in the first experiment are not the result of wholesale initial transfer, but instead the result of some later developmental difference.

The proposed dissertation project examines the development of L3 German grammatical gender throughout the first semester of German instruction. L3 German learners with previous knowledge of English and a Romance language will be compared to L1 English, L2 German controls, all of whom will complete a self-paced reading and a forced choice tasks related to grammatical gender at two distinct timepoints throughout the semester of German instruction. Participants' successful identification of grammatical gender errors, response times, and eye-tracking data will be used to assess their acquisition of grammatical gender at each of the three timepoints.

Data collection remains ongoing, but results are expected to provide a more in-depth analysis of the L2 Spanish grammatical gender advantage found in this author's previous work, as well as provide insight into key differences between L3 initial state transfer and post-initial state L3 development.

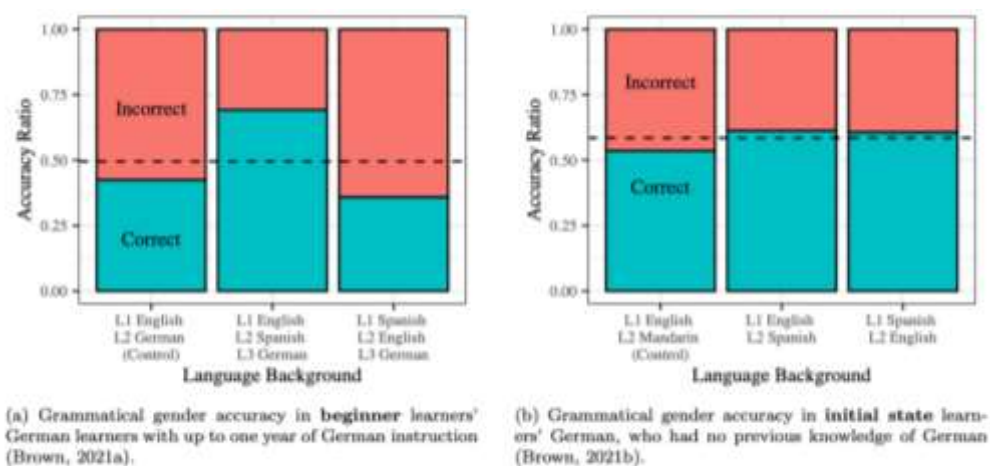


Figure 1: German grammatical gender accuracy by (a) **beginner** and (b) **initial state** learners.

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Multilingual Classrooms: Interactions between Gender, Language Anxiety and Classroom Interaction

Uxue Diez-Guiral, University of the Basque Country (UPV/EHU), Donostia, Basque Country

Students' willingness to communicate and to meaningfully engage in classroom daily routines –also known as classroom interaction– has been described to be an essential pillar for successful language learning (Aziz et al., 2018). Multilingual classroom interaction is affected by larger complex social mechanisms such as gender or emotional variables like anxiety that have been shown to play a crucial role inside the language classroom (Pavlenko & Piller, 2009; Rowlett & King, 2017). This exploratory study investigates the intricate synergies between classroom interaction (CI), gender, and language speaking anxiety (LSA) and offers an in-depth insight of student language learning realities. Its ultimate goal is to get a better understanding of the factors that operate inside our multilingual classrooms so as to improve multilingual language learning and teaching experiences. The study was conducted in the Basque Autonomous Community and participants included 465 students from grades 3rd to 6th Secondary Education (i.e. ages 14 to 19). Due to the local context, Spanish, English (Foreign Language) and Basque (Minority Language) language classrooms were considered and LSA and CI were calculated for the three languages. Data was gathered via the administration of a questionnaire that collected background information and measured CI and LSA using items ranked from 1 (completely disagree) to 5 (completely agree). Additionally, semi-structured interviews were conducted to complement quantitative results. When calculating a multiple regression coefficient, CI was proved to be impacted by gender ($p < .001$) and LSA ($p < .001$) significantly ($F(10,449) = 16.78$, $R^2 = .272$, $f^2 = 0.374$). Significant differences ($p < .001$) were found between our girl and boy populations in all three variables, but not between the rest of the pairings. On the contrary, no significant differences ($p = .186$) were found in Basque, Spanish and English CI between the three gender groups. When triangulating our quantitative and qualitative data, it was concluded that there are gender roles operating inside the classrooms we explored. Specifically, we saw distinctive patterns indicating differences in the language learning experiences that favoured boy participants.

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Teaching Pragmatics through Pedagogical Translanguaging: A Proposal for Primary and Secondary Education

Gema Gayete Domínguez, Universitat Jaume I, Castellón de la Plana, Spain

Multilingualism has become a rising phenomenon in the world due to globalisation (Edwards, 2020). Therefore, most students speak at least three languages (L1+2), being a majority and a minority language, as well as English as the lingua franca or other foreign languages. This increase of multilingual students has promoted the investigation of new multilingual approaches in education to enhance the student's learning process (Hobbs, 2012). In particular, translanguaging is considered the most recent trend in multilingual education which consists of the use of the students' whole linguistic repertoire in teaching and learning practices (García, Johnson & Seltzer, 2017). However, this approach is still in process of development and implementation since even though many theoretical papers are found in the field, just a limited number of studies have applied translanguaging practices in real educational settings (Cenoz & Santos, 2020; Leonet, Cenoz & Gorter, 2020). Furthermore, as far as we know no studies on translanguaging have analysed the pragmatic development of multilingual students, especially the acquisition of the speech act of requesting in three languages of instruction. Thus, the aim of the ongoing PhD dissertation, which is in its early stages, is to implement the multilingual approach of pedagogical translanguaging in primary and secondary schools to examine the students' pragmatic learning of requests in the three languages used for instruction in the Valencian Community (Catalan, Spanish and English). Then, a comparison between the groups that will implement pedagogical translanguaging and the control group that will follow monolingual practices will be made. Expected results may show that students following translanguaging pedagogies will obtain a better pragmatic development in both educational levels than students enrolled in monolingual language lessons.

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Duty or opportunity? Exploring teachers' beliefs towards (cross-linguistic) mediation

Franziska Gerwers, Universität Hamburg, Hamburg, Germany

The aim of my dissertation is to analyze and review teachers' beliefs about (cross-linguistic) mediation and to identify factors influencing those beliefs, such as school type, institutional specifications, years of professional experience, or personal factors. I research teachers' beliefs in an empirical quantitative study, for which I have developed and used a questionnaire drawing upon validated questionnaires (BALLI, TCBS) and following a descriptive design. The participants in my study are Spanish teachers in the cities of Hamburg and Cologne in Germany.

Mediation, understood in very general terms as the communication of information from one language into another, taking into consideration the addressee, meaning and situation (Philipp and Rauch 2010), has become increasingly important after its implementation into the CEFR and its Companion Volume (2001; 2018). In Germany, it has been highlighted as a key competence of language learning but been given differing relevance depending on the federal state: in Hamburg, it has been implemented as a mandatory part of the higher education entrance qualification exam, while being an optional part of the same exam in other states such as North Rhine-Westphalia (BSB 2018; LI 2017). Whilst the relevance of mediation in the German school system is clear, empirical research on mediation – specifically on teachers' beliefs about it – has not yet progressed accordingly. In fact, due to a reciprocal and complex correlation between teachers' beliefs and their teaching practices (Voss et al. 2011; Buehl and Beck 2015), it is necessary to analyze teachers' beliefs about mediation.

For the doctoral student workshop, I plan on discussing the preliminary results of a first piloting phase in order to validate and revise the first version of the questionnaire.

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Do Language model and mother tongue have an influence on teachers' language attitudes?

Irene Guzmán-Alcón, Universitat Jaume I, Castellón de la Plana, Spain

Research has examined both students' attitudes (Nightingale 2016; Safont & Portolés, 2015) and teachers' attitudes (Safont, 2007; Portolés, 2014; Guzmán-Alcón, 2019) in multilingual contexts. In line with previous investigations, the present study examines the role of the language model and teachers' mother tongue on teachers' attitudes in the sociolinguistic context of the Valencian Community. Data were collected in three schools adopting three different language models, namely those of an English-based, a Catalan-based and a Spanish-based language model. Thirty teachers, ten from each language model answered a questionnaire and participated in semi-structured interviews with the researcher. Findings from the study show that each linguistic model has an impact on type of monolingual education: English in the British school, Catalan in the Catalan-based school and Spanish in the Spanish-based school. In addition, the mother tongue seems to play a role on the individual and social language use of the three languages in the Valencian Community. Finally, independently of teacher's mother tongue, our findings reveal the prestige of English as a lingua franca, the prestige of Spanish as a majority language, and the lack of prestige of Catalan as a minority language, especially for those who do not use Catalan in education.

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Plurilingual Repertoire in the Primary EFL Classroom: A Sociocultural Study of Peer Interaction

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In the foreign language (FL) classroom, learners commonly use their shared L1, especially during peer interaction. Because of this extensive L1 use, English teachers often hesitate to use peer interaction, since teacher-led lessons enable a ‘maximal’ use of the TL (Dailey-O’Cain & Liebscher, 2014). This leads to the question, whether L1 use should be avoided or whether some uses of the L1 can support FL learning.

While most SLA researchers would agree that maximizing learners’ exposure to the TL is essential, this ‘maximal’ TL use does not, however, necessitate a total exclusion of the L1. On the contrary, there is indicative evidence that occasional use of the L1 by the learners may be beneficial: Learners use their shared L1 for collective scaffolding (DiCamilla & Antón, 2012) and build knowledge about the FL during collaborative dialogue (Swain & Watanabe, 2020), to mention but a few purposes.

The existing studies within sociocultural theory have focused on adult learners’ use of a majority L1, and minority L1 use in peer interaction by young FL learners has not gained attention thus far. Thus, the present study sets out to investigate young learners’ utilization of their existing linguistic repertoire in task-based peer interaction in the EFL classroom.

The present multiple case study with young learners (9-11-year-olds) hence includes both majority and minority L1 speakers. Their task-based learner interaction with a same-L1 peer was recorded, and retrospective interviews with the learners were conducted. Vygotskian microgenetic analysis (Ganem Gutierrez, 2007) of learners’ L1 use, with a focus on their collaborative dialogue and collective scaffolding, as well as other purposes of L1 use, was undertaken. The preliminary findings show that young learners’ use of their shared L1 includes purposes that may facilitate their FL learning, such as providing each other with scaffolded help, thus collaboratively building a collective expert during collaborative dialogue.

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Engagement with languages in emergent multilinguals: collaborative writing and awareness

Ignacio Martinez Buffa, Universitat Jaume I, Castellón de la Plana, Spain

The study of engagement, understood as a multidimensional construct (Svalberg, 2007; 2009) could provide a more complex and dynamic perspective to the study of those individual factors that contribute to the learning of additional languages in multilingual contexts. Svalberg (2009, 2012) pinpointed the term *engagement with language*, a construct including cognitive, affective and social states, with language awareness being both the source and outcome of such engagement. To the best of our knowledge, little research has dealt with engagement with language from a multilingual perspective (Ahn, 2015). In order to tackle this research gap, the aim of this study was to analyse the impact of engagement with languages – Spanish, Catalan and English- and language awareness in the form of pragmatic awareness when working on a collaborative writing task.

15 pairs of first-year university students attending a course in English as a foreign language were part of the sample under analysis. Participants engaged in a collaborative writing task eliciting request in three languages, namely, Spanish, Catalan and English. While working on this task, their oral interaction was recorded for its later transcription and analysis. In addition to this, a questionnaire was administered to assess participants' level of engagement during the task. Findings showed medium to high levels of cognitive, affective and social states of engagement. When approaching such engagement from a multilingual perspective, correlations across languages hint at the possibility of mutual influence, implying “soft boundaries” (Cenoz & Gorter, 2011) among languages. Finally, an analysis of pairs' oral exchanges during the task revealed that their engagement can promote the development of participants' pragmatic awareness across languages. Such results seem to show the importance of paying attention to the language learning experience as holistic by considering the linguistic repertoire as unified whole that is shaped under the multidimensional construct of engagement.

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Perceived comprehensibility of diatopic varieties: The case of learners of French as a foreign language

Karoline Wurzer, University of Salzburg, Salzburg, Austria

In Austria and Germany, French is one of the most frequently studied foreign languages in school. In order to convince students to choose French over Italian¹, it is often argued that French is an international language spoken all over the world. However, it can be countered that this argument is only valid if the teaching of French actually enables learners to communicate not only with native speakers from France (who usually have a near-standard accent), but also with other speakers from the francophone world – an aspect that has hardly been addressed in academic research.

Since comprehension is a primary component of communication, one of the main goals of my research project is to analyze the comprehensibility of speakers from different Francophone countries by learners of French. In an initial study, German speaking learners of French evaluated the perceived comprehensibility of native speakers from France, Belgium, Quebec, Maghreb and sub-Saharan Africa, amongst other aspects.

The results show that moderately advanced learners (A2-B1 according to the CEFR) indeed indicate that they understand extemporaneous speech by speakers from France and Belgium much more easily than comparable speech by speakers from Quebec. The comprehensibility of speakers from sub-Saharan Africa and Maghreb, whose native speaker status is often ambiguous, is also generally rated lower than the comprehensibility of speakers from the European *Francophonie*.

These findings, which serve as a starting point for a more in-depth exploration of this research topic, have important implications for foreign language teaching, which is why the talk will also address pedagogical perspectives.

¹ Additionally, Spanish is an increasing competitor for French nowadays.

Plenary lectures

Multilingualism under the monolingual surface: the case of Croatia

Lidija Cvikić, Faculty of Teacher Education, University of Zagreb

According to the 2011 census, the Republic of Croatia is perceived as a monolingual country with over 95% of its inhabitants being L1 speakers of the official, Croatian language. This paper attempts to answer the paradoxical question whether such linguistic context can contribute to our understanding of multilingualism. In order to answer this question, two hypotheses have been put forward. First, the specificities of living in a rather small and monolingual society will foster foreign language learning (FLL). Second, Croatian society is only apparently monolingual, since 190,000 Croatian inhabitants speak a language other than Croatian as their mother tongue. To prove the hypotheses, a series of data and research findings will be presented: **a)** findings from the 1990's longitudinal project of early foreign language learning (cf. Vilke 1999, Vilke & Vrhovac 1995, Vrhovac et al 2019), which resulted in a mandatory FLL from the first grade of primary school; **b)** data on the current situation with FLL and language competences of children and young adults in Croatia (cf. Mihaljević-Djigunović 2017, 2016, 2015, Radišić 2013, Cindrić 2019, Andraka & Narančić Kovač 2019); **c)** research findings on bilingual speakers (L_A Italian, Romani, Hungarian, Albanian & L_B Croatian), language diversity and the maintenance of minority languages (Deželjin 2019, Granić 2016, Karabin & Cergol Kovačević 2019, Letica Krevelj 2020, 2016, Poropat Jeletić, Moscarda Mirković & Bortoletto 2020, Poropat Jeletić 2018a, 2018 b, Turza Bogdan & Cvikić 2020, 2019); **d)** evidence from research on Croatian as L2 (Bašić 2015, Cvikić 2015, Dobravac, 2011, Grgić 2018, Gulešić Machata 2012, Jelaska 2015, Matovac & Udier 2018, Novak Milić & Čilaš Mikulić 2013, Ordulj 2018); **e)** research findings on bidialectalism of Croatian speakers, since most of them are speakers of a vernacular that considerably differs from the standard Croatian (cf. Aladrović Slovaček 2019, Pavličević-Franić 2005, Gudelj 2019).

The presented studies prove that under the monolingual surface, there is a vibrant multilingual society. Moreover, the data give a valuable insight into how thorough investigation of a small language and a linguistically fairly homogenous society can contribute to our understanding of the complex nature of multilingualism.

A diachronic perspective on multilingualism: past, present and future

Danuta Gabryś-Barker, University of Silesia, Katowice, Poland

We talk about multilingualism these days as a world-wide phenomenon, as approximately one-third of people are multilingual. In this presentation, I would like to look briefly at the reasons for the spread of multilingualism across the ages, its development (or suppression) in relation to what was happening historically/politically (wars, establishment of colonies), to see how multilinguality worked in practice and which social groups embraced it (Edwards 2008, Stavans, Hoffmann 2015, Baunmüller 2018). Examples of multilinguals who made their mark in history (or in other domains) will be cited from ancient Greece and Rome (Muller, James 2012), to the middle ages and the renaissance, through the romantic period of individual striving for freedom and independence (e.g. post-partition Poland) (Komorowska 2014). In this period, the role languages played will be emphasized. Taking a more recent view, that of the era of globalization, I will focus on language imperialism(s), which has brought about privileged languages and the burgeoning research in multilingualism observable over the past thirty years (Blackledge, Creese 2010).

Very much influenced by the recent publication of Alison Phipps (2019), I would like to argue (following Phipps) for a different approach to multilinguality as a phenomenon, as well as for more research in under-investigated areas such as (for example) regions with minority languages and cultures. We also need to reconsider multilinguals who, for historical, political and social reasons, find themselves in highly unfavourable conditions of life. It seems to me that all of us concerned with multilinguality have an important role to play to in making our research useful in rendering the world around us intelligible and a better place for people to live their lives.

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Transfer (especially) at the Initial Stages of Third Language Acquisition, Theory Building and the Spectrum of Multilingualism: The Implication of Solid Bases and Scratching Heads

Jason Rothman, UiT The Arctic University of Norway / Universidad Nebrija

In this talk, I will discuss the importance of various types of “solid bases” in the linguistic study of grammatical transfer in adult third language acquisition and their knock-on implications for studying third language development. These range from the importance of predictive theoretical models, the value of focusing on initial stages in development, various factors related to task design and population selection, inclusive of problematizing what it means to be bi-/multilingual on the “-lingualism” spectrum. I will show some examples from recent empirical studies in our lab that underscore the importance of this discussion, inclusive of a systematic review of studies available through 2019 (Rothman, González Alonso & Puig-Mayenco, 2019) and recent work using neuroimaging methods. The overarching picture is intended to help lead the field to better common standards for testing hypotheses and increased comparability across studies, which I will discuss.

Symposia

PHILOSOPHY OF MULTILINGUALISM

Convenors:

Larissa Aronin, Oranim Academic College of Education

Alfred Nordmann, Technische Universität Darmstadt, Germany,

This interdisciplinary symposium brings together philosophers, linguists and theorists of language acquisition with the aim of discussing the significance of multilingualism as a defining feature of the modern condition. The main purpose of this symposium is to set the aims, the subject, the methodology and launch a discussion on the research questions of an emerging discipline and its further development. In particular it will query models of multilingualism, the relation of TLA to multilingualism, and the relation of the philosophy of language to a philosophy of multilingualism. The guiding assumption is that new concepts are required to understand the multilingual condition – these might be drawn from the philosophy of technology, theories of an extended mind, or the study of material culture.

The philosophy of multilingualism: Finding the way

Alfred Nordmann, Technische Universität Darmstadt, Germany

According to Ludwig Wittgenstein, “A philosophical problem has the form: I don’t know my way about”. This holds for the philosophy of multilingualism, in particular. Multilingualism can be considered from the point of view of individuals who have a remarkable capacity to converse in or otherwise negotiate multiple languages. It can also be considered as a contemporary condition that challenges users of one, two, or several languages to find their way in a maze of languages, codes, and signs. Short of acquiring representational knowledge of how these multiple systems of codes and signs signify, how do contemporary subjects orient themselves in the multilingual world? Rather than the philosophy of language and meaning, the philosophy of technology provides the conceptual tools to answer this question. In the place of representation, translation or rendering, the multilingual condition highlights participation in a working linguistic order with its affordances. It concerns the ways in which literacy in one or more languages provides tools for orientation in respect to codes that are inscribed into the material culture and towards which one may be in the position of illiteracy. Someone who cannot read and write in any language whatsoever, can nevertheless learn to navigate the customs and rituals of reading and writing so as to create the illusion of mastery. Participating in the working order of a literate culture, this person knows how to respond adequately to visual prompts and patterns of practice. This is also how people who are technologically illiterate can learn to operate many machines. One task of a philosophy of multilingualism is to reconstruct such forms of knowledge, that is, non-representational but immersive knowledge that partakes in working orders.

The philosophy of multilingualism: defining the field

Larissa Aronin, Oranim Academic College of Education

The post-modern multilingualism has proved to be the prevailing human condition in which multiple languages are deployed and intensively shape the contemporary world. The last three decades saw various approaches employed to examine current multilingualism in the fields of applied linguistics, sociolinguistics, multiple language acquisition studies and language policy.

Today, when the monolingual and bilingual paradigms have given way to a multilingual perspective and the pool of data accumulated on current multilingualism is enormous, we can understand the transformed patterns of language use and multiple language acquisition through the philosophical lens. It is an opportune moment to develop a philosophy that reflects the current principally multilingual condition of the world.

The aim of the proposed presentation is to define the field of philosophy of multilingualism with its particular subject, aims and research questions, to discuss the ways of philosophical conceptualization of multilingualism and developing productive interdisciplinary discourse between philosophers and multilingualism researchers. I will also attempt to demonstrate how treating issues of multilingualism through philosophical concepts and applying the methods of philosophical inquiry can bring new insights and practical solutions.

Languages across Selves and States: When Multilingualism Faces Politics – Some Ethical Issues

Hanna Komorowska, SWPS University of Social Sciences and Humanities, Warsaw

Attitudes toward multilingualism can be viewed from the ethical perspective as placed on two trends running across centuries of human thought: a tendency to view emotions, desires and interests of the individual as the measure of what is good or bad and a tendency to believe in the ability of the human intellect to see further than oneself. A continuum can, therefore, be envisaged spreading from the extreme formed by e.g. sophistic relativism or Bentham's utilitarianism to the other end of this scale with the Socratic ethical intellectualism, stoic concepts of brotherhood, Kantian formula of universal law or modern approaches to civic ethics. The present rise of nationalistic tendencies in many regions of Europe shows their affiliation to the first group of approaches and brings about the increasingly negative attitudes to ethnic minorities, immigrants and their languages. It also invites an instrumental use of history due to which multilingualism falls victim to the ideological shaping of home and foreign policy. Early reactions can be seen in discrepancies between the sense of national affiliation and verbal declarations, but also in minorities' attitudes toward educating children in L1 and even in refusals to admit the use of a home language, i.e. phenomena sensitive to contexts, such as borderlands, where multiple identities prevail, types and layers of identity are rarely stable, formative events in micro- and macroscales bring about identity changes often symbolically sealed by changes in individual linguistic choices, identities are often imposed and moral aspects of particular decisions blurred. The paper will examine selected ethical issues related to perceptions and treatment of bi- and multilinguals with the end to shape teacher education in ways that would help educators to give multilingualism its proper place, counteract stereotyping and prevent open conflicts.

ENGAGING WITH DOMINANT LANGUAGE CONSTELLATIONS (DLCs) IN THE NORTH

Convenor:

Nayr Ibrahim, Nord University, Norway

As the transnational flows of people contribute to increased diversity in language constellations of individuals and communities in the North, we need new tools to acknowledge and engage with new dimensions of linguistic complexity. This symposium focuses on how we can explore and examine the DLCs of participants in education and community life i.e. children, parents, community members, teachers and educators. An individual DLC ‘denotes the group of a person’s most expedient languages, functioning as an entire unit and enabling an individual to meet all his/her needs in a multilingual environment’ (Aronin, 2016). Identifying DLCs in multilingual repertoires is a first step in implementing more effective language policies and creating appropriate multilingual pedagogies.

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Evolving DLCs and identity transformation in multilingual transnational couples

Anna Krulatz, NTNU, Norway

Jennifer Duggan, USN, Norway

As international mobility and multilingualism of individuals increase, the straightforward, one-to-one correspondence between identity, language, ethnicity and/or place of origin can no longer be taken for granted. The ways in which multilingual individuals and families define themselves evolve as a result of experiences associated with moving to a new country and adding another language or languages to their linguistic repertoires. Identity becomes complex and multifaceted; it “[fluctuates] in the crossing from one culture to another where [multilinguals] have to accommodate themselves to a new environment” (Aronin & Singleton, 2012, p. 38).

In this paper, we examine the multilingual and multicultural identities and life stories of five multilingual transnational couples residing in Norway. We employ autobiography as a mode of ethnographic inquiry into nexus of individuals’ linguistic repertoires and experiences of selfhood, and analyze the individual and social factors that shape the ways in which individuals construct their linguistic identities through the notions of dominant language constellations (DLCs) and multilinguality as a theoretical framework (Aronin, 2016). Drawing on written personal narratives, background questionnaires and DLCs drawn by ten participants, we focus on how multilinguals define and experience the role of different languages in their linguistic repertoires, and how they believe they construct and negotiate their identity through language use. The study illustrates the intricate relationships between the multilinguals’ cultural and linguistic roots, their lived experiences, and language ideologies in how they construct their multilingual self-image.

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Mapping and visualising lower secondary school students' multilingual practices and language beliefs

Åsta Haukås, University of Bergen, Norway

André Storto, University of Bergen, Norway

Irina Tiurikova, University of Bergen, Norway

The growing language diversity in classrooms in Norway demands developing new research instruments that help uncover, explore, and examine it. In this paper, we present the results of a mixed-methods study that examines and visualizes lower secondary school pupils' DLCs as patterns of multilingual practices (Aronin, 2019). We introduce the electronic questionnaire UNGSPRÅK (Haukås et al., 2021ab), which was designed for this study. The main objective of the UNGSPRÅK questionnaire are to study pupils' multilingualism by mapping their multilingual practices, the contexts of use for the languages in their repertoire and their attitudes towards them. In total, 593 pupils took part in the study. For the purpose of this paper, we introduce the Ungspråk Practice-Based Models of Multilingualism (UPMM), digital visual models (Storto et al., under review) based on data from the Ungspråk questionnaire. The different visual models represent the contexts of practice and attitudes for the languages in the participants' repertoire and allow for the exploration of the data both from the perspective of the whole group of participants and from the perspective of individual participants. In addition, the interactive digital models can be used as pedagogical tools by teachers and educators to engage students in discussions about multilingualism and language learning.

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Visual and artefactual approaches in pre-service teacher education: DLCs as a pathway to multilingual classrooms

Nayr Ibrahim, Nord University, Norway

In an increasingly multilingual Norway teachers need to develop an understanding of multilingualism and develop techniques for managing the plurilingual resources and identities of the children in their classrooms. Even though the curriculum in Norway embraces multilingualism, it lacks specific guidelines for integrating multilingual teaching practices into language classrooms and teacher education programmes. Teachers feel they do not always understand plurilingualism and therefore do not engage with this linguistic diversity.

Based on the theoretical perspective of multilingualism as ‘subjectively experienced or lived’ (Kalaja & Melo-Pfeiffer, 2019), and embedded in an arts-based visual methodology, this paper reports on a study that used the concept of Dominant Language Constellations (DLCs) (Aronin, 2021) as both a theoretical underpinning and a creative qualitative tool for collecting data (Ibrahim, forthcoming).

The study included fourteen DLC artefacts created by future teachers of English in Grades 1–7 and Grades 5–10 in northern Norway, supported by oral and written narratives. Plurisemiotic analysis of teachers’ DLC artefacts indicates that teachers ‘saw’ or perceived themselves as plurilingual individuals for the first time. They engaged positively with this visual/artefactual activity, which rendered their language repertoires and DLCs concrete, visible and tangible. Furthermore, they reflected on the classroom implications of including multilingual practices in a context of increasing linguistic diversity in Norway, through capitalizing on their own and eventually their learners’ multilingual identities.

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Engaging Norwegian EAL teachers in reflective practice: A DLC approach

Yaqiong Xu, NTNU, Norway

With an increased number of linguistically diverse students at Norwegian schools, EAL (English as an additional language) teachers in Norway have been reported to feel insufficiently prepared for working with multilingual learners (e.g., Krulatz & Dahl, 2016). Consequently,

promoting teacher professional development (TPD) with focus on multilingualism has been a continuous call in the Norwegian context (Lorenz et.al., 2021; Krulatz et al., 2018). Drawing on Farrell's (2015) framework of reflecting on practice, we employ the construct of dominant language constellation (DLC; Aronin, 2020) as a reflective approach to design multilingualism-focused TPD at a Norwegian public primary school. Three EAL teachers participated in the TPD project and engaged with various reflective tools including dialogue, writing, narratives, and action research. The TPD comprised the following stages: (1) Pre-workshop interview, (2) DLC-based workshops, (3) DLC lesson planning and delivery, and (4) Post-lesson interview. Collected materials included the teachers' DLC drawings, DLC lesson plans and teaching materials, and students' DLC artifacts. The presentation will discuss how the teacher participants enacted their multilingual identity, enhanced their awareness of classroom multilingualism, and enriched their multilingual teaching practices to demonstrate the construct of DLC as a tangible and effective TPD model to engage EAL teachers in reflective practice. Experiences gained from this DLC-based project will also be discussed to further shed light on the sustainability of multilingualism-focused TPD in Norway and other similar multilingual contexts.

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VISUALIZATIONS OF MULTILINGUALISM

Convenor:

Silvia Melo-Pfeifer, Universität Hamburg, Germany

Visualizations have become an important methodology in multilingualism and multiple language acquisition. These include drawings and pictures, linguistic landscape and material culture items existing in the multilingual environment and models produced by researchers.

This symposium thus expands the discussion on research methods to study individual and social multilingualism. It draws on visual approaches to multilingual repertoires, language biographies, linguistic landscapes and dominant language constellations. The symposium brings together scholars from different national contexts and working with different language constellations (including heritage languages, second and third language acquisition, lingua franca, minority languages, dialects....). After an introductory talk explaining the potentialities of arts-based approaches to the study of multilingualism, the authors thoroughly describe the methodology employed and its relevance to address their topic, reflecting about the challenges and the potentialities attached to them. At the end of the symposium the guided discussion of the table exhibition with the visual items and interactive activities will take place.

The use of visual methods to envision multilingualism: epistemological, historical and methodological perspectives

Silvia Melo-Pfeifer, Universität Hamburg, Germany

Larissa Aronin, Oranim Academic College of Education, Israel

The field of Third Language Acquisition and Multilingualism, as other fields of social enquiry, is characterized by the heterogeneity of methodologies of data collection and analysis, ranging from quantitative to qualitative and mixed-methods approaches. Among traditional and well-established methods in the field of Third Language Acquisition and Multilingualism are interviews and narrative inquiry, analysis of metaphors, questionnaires, to mention but a few.

More recently, the use of visual methods has been gaining relevance and legitimacy to study several aspects in Applied Language Studies, such as the professional development of foreign language teachers (Coffey, 2015; Melo-Pfeifer & Chik, forthcoming) and multilingualism as a social and an individual process (Kalaja & Melo-Pfeifer, 2019; Kalaja & Pitkänen-Huhta, 2018). These methods are successfully used to study representations about multilingualism and linguistic diversity (Molinié, 2011), linguistic biographies (Bush, 2017), the relationship of multilinguals with their languages, and the constitution of multilingual repertoires and dominant language constellations (Kannangara, forthcoming).

Being a part of arts-based research approaches (Leavy, 2015) in language and teacher education, visual methods challenge what counts as data and traditional ways of data analysis in the production of knowledge. More specifically, visual methods counterbalance the still current predominance of mostly written linguistic data as an objectivity gatekeeper, to analyse multilingualism. In this contribution, we will present the most common visual methods in the study of multilingualism and the multilingual self (drawings, collage, digital storytelling, DLC-maps and DLC models among others), reflecting upon their emergence and establishment in the applied linguistic research landscape and their epistemological assets.

What you see isn't what they speak: Discrepancies between the written and spoken language practices in the public space of Zadar, Croatia

Antonio Oštarić, University of Zadar, Croatia

Zadar is a town in Croatia with more than two millennia of urban continuity. In its history, the town has always been multilingual, since it has undergone many changes in rulership and numerous changes in population. Today's urban multilingualism is also changing and it is greatly influenced by tourism as the main driving force behind all linguistic changes.

This contribution will present the analysis of discrepancies between the written and spoken practices in the public space of Zadar. Namely, the paper will compare the written language practices in the public space and the spoken language practices in the public space to see whether the same language resources are used in both contexts. The written language practices will be analysed through the linguistic landscape analysis (Backhaus, 2007; Blommaert & Maly, 2016; Gorter, 2006) of Zadar in which we will identify the languages used for public communication. The spoken language practices will be analysed through semi-structured interviews with randomly selected informants who reside in Zadar. It is hypothesised that the visual component of language practices, found in the linguistic landscape, will differ from the vocal-auditory component of the language practices due to the influence of tourism on the design and production of LL signs. Furthermore, it is also hypothesised that although the language repertoires of the residents of Zadar include numerous languages and dialects, only a small number of them will be visible in the linguistic landscape.

“What if you had to explain how to learn Portuguese in a drawing?” – a report about visualizing the heritage language

Juliane Pereira da Costa Wätzold, Universität Hamburg, Germany

This presentation shows the results of an ethnographic case-study encompassing the production of drawings and two focus groups' interviews with children from 4 to 12 years of age who learn Portuguese as a Heritage Language (PHL) in a German context.

As part of an on-going Ph.D. study, I focus the learning process of PHL in a non-formal setting as envisioned and reported by children. I sought to access children's perceptions of the content and structure of their learning process and their multilingualism, including (but not limited to) the intergenerational transmission of PHL within their families, resorting to the prompt “What if you had to explain how to learn Portuguese in a drawing?”. A total of 13 drawings addressing aspects of the learner's linguistic repertoire, identities and emotions were collected and evaluated according to a multimodal analysis. The focus group interviews were evaluated using content analysis. I will reflect upon the challenges attached to task-design and data-analysis.

Guided discussion

of the table exhibition with visual and tangible items, such as pictures, drawings, DLC-maps and DLC clay models. Interactive activities with visual and tangible items of multilingualism.

MULTILINGUALISM IN DIVERSE EDUCATIONAL SETTINGS: THE CASES OF AUSTRIA, SOUTH TYROL/ITALY AND SOUTH AFRICA

Convenors:

Susan Coetzee-Van Rooy, NWU, South Africa

Ulrike Jessner, University of Innsbruck, Austria

This symposium wants to contribute to the discussion of comparing multilingual experiences in education from different contexts. Scholars who rethink frameworks for the broader field of language learning and acquisition have recently acknowledged that a continued focus on “the local multilingual contexts” (The Douglas Fir Group, 2016: 39) in which languages are learnt and acquired is an important element in advancing theory building. In the field of language awareness studies, Jessner (2008: 279) has acknowledged that the important findings related to metalinguistic and crosslinguistic awareness reported by her group are true for “a very distinct population”, noting the need to work more comparatively across different contexts. In the field of motivation research, Coetzee-Van Rooy (2019) maintains that theory building “should include future comparative work in contexts” where languages are learnt in schools and acquired in communities. The symposium explores the potential of comparative work across these settings to advance thinking about multilingualism in educational contexts. In this symposium aspects of multilingualism in Austria, South Tyrol and South Africa as differing contexts of multilingualism and multilingual education across two continents will be presented and discussed.

Multilingualism in Austrian and South Tyrolean education: A view across all levels

Ulrike Jessner, University of Innsbruck, Austria

Although Austria is characterized by historical multilingualism, nowadays the understanding of multilingualism in the educational system mainly derives on the basis of the recent and still ongoing current migrant waves and the minority language contexts. Austria consists of nine provinces which all demonstrate a wide variety of local dialects. Additionally to the standard variation and the dialectal situation, there are seven minority languages, which are also recognized by the Austrian Constitution: Croatian, Roma language, Slovak, Slovenian, Czech, Hungarian, and the Austrian sign language. Three of these languages have contributed to the formation of three bilingual enclaves: one in Carinthia, where both Slovene and German are used, and the others in Burgenland, where Hungarian and Croatian are used with German on a daily basis, either in kindergarten or at school. Currently, the political situation also generated a new large group of immigrants, i.e. refugees from the Middle East.

The autonomous province of South Tyrol is a predominantly German-speaking region in the north-eastern part of Italy. In contrast to the Austrian context South Tyrol is a trilingual region with Italian and German as the main languages. In addition two varieties of Ladin are spoken by a minority. Due to its political past multilingual education in the predominantly German-speaking province of South Tyrol is still widely seen as posing a threat to its autochthonous German minority and their personal and linguistic identity.

In this presentation the differences between the educational contexts of Austria and South Tyrol across levels will be presented with a particular focus on the role of German in multilingual education. At the same time it serves as an introduction to the papers dedicated to aspects of multilingualism on the primary and secondary school levels in both contexts.

Multilingualism in South African education: A view across all levels

Susan Coetzee-Van Rooy, NWU, South Africa

South Africa adopted 11 official languages as part of its Constitution in 1996 and language policies across all levels of education aspire to advance multilingualism. Despite the enabling policy framework for multilingualism, language policy scholars have lamented the lack of implementation of multilingualism at all levels of education in South Africa. Scholars propose several reasons for the policy impasse: the influence of colonisation and apartheid on people's thinking about languages in education; the dominance of English in South Africa, especially in education; lack of political will to focus on the language issue in education amidst a plethora of other social demands; and a focus on the symbolic declaration of multilingual language in education policies that lack specific language plans for implementation. There is a "mismatch" between the deeply individual and multilingual nature of the South African society and its lack of implementation of effective multilingual policies in education.

This paper aims to provide a comprehensive overview of the struggles in South Africa to implement multilingual language in education policies across all levels. The paper includes a description of the sociolinguistic and the language in education policy history across all levels of education in this context. The paper will identify the main factors that influence the lack of policy implementation in the school and the higher education sectors. The paper will provide the background for the following two papers in the symposium where Fakude will share findings from an eye-tracking study of Sepedi-English readers in high school and at university; and Pienaar will share findings from a comprehensive study of the experiences of Afrikaans-English bilingual students at a university that adopted a multilingual language policy.

Assessing components of multilingual competence

Barbara Hofer, University of Bolzano / University of Innsbruck

The focus of the present paper is twofold. First, it proposes a reconceptualisation of multilingual competences from a DMM perspective. Cook's (2012, 2016) notion of multicompetence will serve as the starting point for an expanded concept of multilingual competences (Hofer & Jessner 2019a). Second, the paper introduces a new assessment tool for multilingual competences in young learner-users at the primary level. The new test paradigm measures meta- and crosslingual abilities and metacognitive skills in children aged 9-12. The new multilingual competence test (MehrSprachigKompetent MSK 9-12 Hofer & Jessner 2019b) is the first of its kind. No comparable assessment procedure has been proposed to date. The procedure allows us to probe into young multilingual learners' capacity to work across languages, and reflect on linguistic forms and functions in L1 and Ln. Part I of the multicompetence test measures how young emergent multilinguals cope in cross-linguistic tasks that involve the German, Italian and English language. Part II widens the scope as it includes a range of additional languages (such as French, Ladin, and Dutch, for instance). Two types of questions require respondents to 1) carry out a variety of cross-linguistic operations and 2) provide explicit verbalisations of their metalinguistic reflections wherein they need to explain in as much detail as possible how they arrived at a particular solution. The new test procedure has recently been employed in an empirical study that was carried out in Italy's northernmost (trilingual) region of South Tyrol. A major concern of the study is the development of multilingual competences in young children in differential sociolinguistic and educational contexts. Preliminary results from this research will be presented and discussed within a CDST (Complex Dynamic Systems Theory) framework. Practical implications for formal language(S) learning and teaching will be addressed. It will be argued that early contact with multiple languages can yield important

benefits.

“How come none of you can speak properly” – On mono-, bi-, and multilingual pupils’ patterns of language use

Kerstin Walz, Pedagogical University Tyrol / University of Innsbruck, Austria

Taking another step towards applying the theoretical framework of Dynamic Systems and Complexity Theory (DSCT) (Larsen-Freeman and Cameron, 2008; Herdina and Jessner, 2002), we argue that larger sensitivity to the variability within the groups of mono-, bi-, and multilingual speakers is needed (Luk and Bialystok, 2013) and that research has to pay great attention towards the fact that both bi- and multilingualism must not be treated as categorical variables. Based on the examined responses from a language background survey (based on Extra and Yağmur, 2004) administered to 437 linguistically heterogeneous school children in the urban area of Innsbruck (Tyrol/Austria), it is argued that the initially reported numbers of languages (mono-, bi- or multilinguality) as well as the reported language constellations of L1, L2, L3, Ln are not arbitrarily chosen and reported by language users, but hint at patterns and modes (Grosjean, 2006, 2008) of language use on a continuum within and across different contexts. The exploration of language use trajectories as well as the emerging patterns of language use within and across different contexts will be considered against the background of the DSCT concept of initial state dependence (Ortega and Han, 2017; Jessner, 2014) as well as against sociolinguistic contextual factors such as communicative needs, role and status of interlocutors and language attitudes. To support this argument, selected results of alternating language use are presented in the form of Dominant Language Constellations (Aronin, 2016) and juxtaposed to quantitative analyses results.

“Using many languages is part of my everyday life”: Plurilingual teaching and multilingual learning approaches at upper secondary level

Elisabeth Allgäuer-Hackl, University of Innsbruck, Austria

Eva Meirer, Liechtenstein / University of Innsbruck, Austria

Joachim Schlabach, Liechtenstein / University of Turku

The first part of the presentation focuses on findings from previous and recent research on multilingual (metalinguistic and cross-linguistic) awareness in students at the upper secondary level and discusses these within a DSCT framework (Herdina & Jessner 2002) as well as multicompetence and plurilingual proficiency approaches to (foreign) language learning and teaching (e.g. Cook 2016, Hofer 2017, Jessner 2016, Schlabach 2016).

We then outline multilingual/plurilingual teaching and learning concepts implemented in a number of schools in which language awareness raising plays a decisive role, with a focus on the Common Plurilingual Curriculum (CPC) proposed by Hufeisen (e.g. 2011) and implemented as a framework for an integrated, holistic approach to language learning in the *formatio Private School*, Liechtenstein. The CPC aims at creating synergies for language learning through cross-language and cross-curricular approaches and encourages students to become aware of their individual language repertoires and use *all* their languages, their (meta)linguistic and crosslinguistic abilities and their language learning knowledge for communication and as learning tools.

The practical examples presented and assessed in the third part will be drawn from

experience from the school development project “formatio · plurilingual · digital” at the *formatio Private School*, which attempts to foster metacognition and multilingual awareness through a broad variety of measures. This part covers the following aspects related to multilingual learning and teaching in a school context:

- multilingual pedagogical approaches with a focus on metacognition and MLA
- multiple language use as a factor that enhances MLA
- self-assessment of students’ multiple language use as a metacognitive activity
- metacognition as core in the 21st-century skillset
- using the whole school language curriculum as a basis for fostering metacognition
- multilingual pedagogical approaches from CLIL to cross-language subjects

English-Sepedi reading in school and at university in South Africa

Pheladi Fakude NWU, South Africa

The Simple View of Reading (SVR) framework suggests that successful reading comprehension posits that readers must process both decoding and linguistic comprehension. The current study examined the role of decoding and linguistic comprehension within the SVR in a sample of 29 high school learners (Grade 8-9) and 28 first-year university students. The data sought to answer the following research questions: what characterises the school and university readers of Sepedi and English in the study? To answer this question, participants were given a questionnaire based on their language history, perception and attitude towards using Sepedi as a language of teaching and learning. The second research question is; within the theoretical framework of the Simple View of Reading, what characteristics of decoding and comprehension define the reading of the Sepedi and English school and university participants in the study? To answer this question, participants read generic and academic texts in Sepedi and English while monitoring their eye movements using an SMI iViewX Hi-Speed eye tracker and answering comprehension tests. The findings of the study revealed that the majority of the school and university participants were very positive about the use of Sepedi for language and teaching in both schools and universities. The global reading measures showed that both the participants had shorter saccades, many regressions, and longer fixation durations. Both school and university participants showed similar eye movement behaviour. Also, the study revealed that school participants fail to decode and comprehend, while the university participants were able to decode but experience problems with comprehension. The study indicates that deeper reading problems develop during early school levels. The study concludes by proving the implications of the findings of the descriptive study of school and university readers of Sepedi and English for the Simple View of Reading and for using these languages in education.

“I need to switch to my English brain first!” Strategies and mechanisms employed by Afrikaans-English bilingual first-year university students

Mari-Leigh Pienaar, NWU, South Africa

Despite multilingual policies suggested by the Department of Higher Education in South-Africa (2018) to accommodate and develop all 11 official languages, most universities in the country opted for an English only medium of instruction. The NWU, who has previously applied a bilingual (Afrikaans-English) language policy, is one of few higher education institutions that strive to implement a functional multilingual language policy in three languages (English, Afrikaans, and Sesotho or Setswana) that stretches beyond the administrative system. This new

inclusive language policy is to be phased in from 2020. Given the current political climate and the magnitude of such an approach (including translations of study guides and presentations, assessments and class notes, as well as lecturer training for such a multilingual environment), it may be worthwhile to investigate how language is being used in the classroom by students and lecturers at present, to help guide the implementation of a multilingual classroom approach.

Whilst considering data gathered from three experiments that were conducted amongst a group of Afrikaans-English first-year students at one of the NWU's campuses, I will elaborate on the ways in which these students use their bilingualism to facilitate their learning in complex (predominantly English) academic settings. There is a comprehensive body of research conducted in African Languages and on African English. To complement this work, the focus of this paper will be on Afrikaans-English bilingualism. In this paper, I will include some of the most prominent strategies and coping mechanisms that the students (and to some extent, lecturers) employ to improve their understanding of the academic content, communicate effectively and produce academic writing. Elements of language awareness, language anxiety, translanguaging that are evident from the questionnaire data, eye-tracking experiments and short interviews and direct observations, will also be scrutinised.

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General session papers

Cross-linguistic influence and language-learning aptitude in L3 acquisition of functional morphology

Anders Agebjörn, Malmö University, Sweden

Susan Sayehli, University of Stockholm, Sweden

Cross-linguistic influence (CLI) and language-learning aptitude are two factors suggested to influence second-language acquisition. However, it is unclear to what extent their relative importance depends on the degree of similarity between source and target language (cf. Bokander 2021; Tolentino & Tokowicz 2014). The present study addresses this issue by examining the development of definiteness marking in L1-Russian/L2-English learners of L3 Swedish. English and Swedish are article languages, while Russian is not. However, whereas the English indefinite article is structurally similar to its Swedish counterpart, the definite article is not. This situation enables us to investigate the interplay between CLI and aptitude in L3 acquisition of functional morphology.

L3-Swedish data were orally elicited from Russian-speaking learners ($n=18$) during two terms of a beginner-Swedish course. Their use of English articles, as well as their aptitude, were also tested. Further, data were collected from native speakers of Swedish ($n=26$) and English ($n=17$). Use of indefinite and definite morphemes was analysed separately. Two linear mixed-effects models revealed that the learners' developing use of the Swedish indefinite article was associated with their command of the English indefinite article, while their developing use of the Swedish definite morpheme was moderated primarily by aptitude. This suggests that L3 learners may capitalise on previously acquired linguistic knowledge primarily when source and target languages are similar. By contrast, aptitude appears to play a more important role in the acquisition of qualitatively new morphology.

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Relative Clauses in a Multilingual Class

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Jorge Pinto, *University of Lisbon, School of Arts and Humanities, Centre of Linguistics, Lisbon, Portugal*

The acquisition of relative clauses is known to be problematic both in L1 and in L2/*L_n* (Flynn 1989 and Hamburger & Crain 1982, for L1, Vinnitskaya, Flynn & Foley 2003, for L3, Xiaorong 2007, for L2, a.o.), specifically in what concerns the syntactic and semantic aspects involved in the acquisition of these constructions, such as the recursion and the assignment of a referent to an empty noun phrase.

The goal of this talk is twofold: first, we intend to focus on the strategies of relativization adopted by learners of typologically different L1s (namely, Chinese, English, French, and Russian). Second, we aim at evaluating the impact of the properties of the L1 in the production of relative clauses in Portuguese L3/*L_n* (PL_{*n*}), from the perspective of the Typological Primacy Model (TPM, Rothman, 2015).

To achieve these goals, we will take data from a multilingual class, using a Learner Corpus (COPLE2, a corpus of Portuguese FL/L2, which encompasses written and spoken data produced by foreign learners of Portuguese).

We observe that learners from the intermediate CEFR levels (B1 and B2) in a multilingual educational setting, i.e. speaking different L1s and L2s, display similar strategies to produce relative clauses in PL_{*n*}, based on the semantic features of the antecedent noun, selecting *quem* ‘who’ with [human] antecedents (cf. (1)) and *onde* ‘where’ is selected for [locative] nouns (2). The syntactic feature [Relative] of the wh-morpheme is also relevant for learners of PL_{*n*} who select *o qual* ‘which’ in contexts where *que* ‘that’ should occur (3).

We conclude that the TPM does not operate in every module of L2 acquisition, at least not in the acquisition of relative constructions, and is, therefore, a more general mechanism of relative acquisition that must be considered.

Data

- (1) a. Antigamente, só queria ser a pessoa **quem**_[target: que] estava nas fotos... (zh072CVMTF1, Chinese)
b. Encontrei algumas pessoas **quem**_[target: que] acho que são grande amigos. (en027CAMTF, English)
c. Por isso é muito difícil procurar o trabalho para estudantes ou pessoas **quem**_[target: que] acabaram o mestrado. (ru006CVETF_2, Russian)
- (2) a. Nós alugámos um apartamento onde fica perto de praia. (zh008CVM4TD, Chinese)
b. Infelizmente, vi e durei as dificuldades de ficar numa posição do poder **onde**_[target: em que] [...] a vida tem só um foco: dinheiro. (en079CVATI, English)
c. Essa frase de Jeremy Betham pode definir como funciona certas religiões, **onde**_[target: nas quais] se sacrifica um animal para que Deus [...] perdoa aos pecados de um homem. (fr048CDSTI4, French)
d. Este é problema geral e as vezes não depende de pessoa propria por isso muitas gentes tentam encontrar emprego **onde**_[target: em que] podem aplicar as suas capacidades. (ru018CVMTD, Russian)

- (3) a. Uma vez que a época de computador chega, há mais meios de comunicação **o qual**_[target: que] é mais conveniente, rápido e fácil. (zh040CVATF, Chinese)
- b. Para peixe, um prato típico do Portugal é bacalhao **qual**_[target: que] é muito velho é há mais de cinquenta tipos do bacalhao. (en067CAETI, English)
- c. ricorda sempre que tens a tua família e amigos, **quais**_[target: que] estarão a tua espera. (ru033CVATF, Russian)

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The joys of teaching language learners in Finnish classrooms

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Teaching learners who are learning the language of schooling is commonly reported as challenging and as requiring increased amount of time on planning. However, there are also opposite narratives. In this study, we focus on the positive aspects teachers ($n=691$) in Finland reported in an online survey. We focus on the responses to one open-ended question, in which teachers were asked to name three positive aspects of working with Finnish language learners. The responses were analyzed using qualitative content analysis.

The responses emphasize the joys of working with diverse groups of learners, the reward of seeing the results of one's work and professional expertise, and the possibilities of contributing to a more inclusive school community. The sources of joy teachers give in their responses fall into the following six categories: 1) students, 2) teachers' own work, 3) teacher-student interaction, 4) school community, 5) supporting structures, and 6) family support. In the first five categories, responses were further coded into subcategories. The results show that teachers find joy in students' motivation, behavior and learning outcomes, their own professional development and development as humans, the meaningfulness of their work, cultural diversity and curriculum that enables meaningful work. Despite the fact that these themes specifically related to teaching Finnish language learners, it is noteworthy that some respondents did not make a difference between Finnish language learners and students who speak Finnish as their first language.

The results of this study will disrupt the challenge-centered discourse around linguistically diverse education by presenting multilingual learners and teachers from the positive perspective. Framing teachers' work in a positive light benefits the whole school community and increases the attractiveness of the profession. Most importantly, seeing students as talented and intelligent individuals, who bring joy to teachers, is important for students' identity development.

A multi-feature analysis of speech perception in multilingual learners: a longitudinal perspective

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Until recently, only a handful of studies have dealt with speech perception from a multilingual perspective (e.g. Kopečková 2015, Balas et al. 2019, Wrembel et al. 2019). The present contribution aims to offer new insights into this aspect of L3 phonological acquisition research by investigating the development of L2 and L3 perception of a number of selected phonological features. The participants were 12 L1 Polish learners (aged 12-13) who learnt English as their L2 (for 5 years in school), and started learning German as their L3.

A series of perception tests they performed in both their L2 and L3 included (a) an ABX task for the discrimination of vowels and the /v/-/w/ contrast as well as (b) a forced-choice naturalness task for the perception of rhotics and final obstruent (de)voicing. Accuracy and reaction times were recorded at three testing sessions (one, four and nine months into L3 learning).

The results show no significant development in the perception of vowel length in either L2 English or L3 German over time, neither in terms of accuracy nor processing time. When the performance in both foreign languages is compared, vowel length perception proved more accurate in the L3 German than in L2 English, however at T2, the processing cost was higher for the L2 English. We found a significant improvement in the perception of L2 English /v/-/w/ distinction from T1 to T2, albeit no processing changes. As far as the perception of rhotics is concerned, a non-linear trajectory of perceptual accuracy was attested in L3 German while it improved significantly over time for L2 English. On the whole, the findings indicate relatively few and rather small changes in perceptual development of the tested features possibly due to limited exposure to L2/L3 in classroom conditions, not sufficient to develop more acute perceptual sensitivity.

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Multilingual learning about language acquisition in the Basque Autonomous Community of Spain

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This paper describes how trainee infant teachers (0-6 years) are introduced to the basic concepts of child language acquisition and psycholinguistics in the Basque Country, Spain, where multilingual education is the norm (Cenoz, 2009). Spanish is the home language for the majority of infants, whereas Basque can be considered L1 for around 22%. A reduced number of children are exposed to both languages from birth. However, independently of the home language, 80% of Infant Education (0-6) is delivered through the medium of Basque (Eusko Jaurlaritza, 2018). Hence, as more than one language exists in the home, school or community future infant teachers need to be well-informed about early bilingual and multilingual language acquisition. They also require strategies to deal with other linguistic diversity they will encounter in the classroom.

Thus, as part of the training that future teachers receive at Mondragon Unibertsitatea HUHEZI, the students themselves are involved in a small-scale data collection project to measure the language development of children. Teams of three students visit the home of a 3-4 year old to measure the child's linguistic development. The teams of Spanish-Basque bilingual students present their findings through the medium of English, their third language. Reflection on what students themselves experience linguistically and emotionally is encouraged, and then applied to hypothetical children at different ages and at pre-literacy, as well as to infant newcomers to the classroom as a result of immigration. Students become familiar with using standard tools for the measurement of language acquisition at early ages, such as the MacArthur Bates Communicative Development Inventories III (Ezeizabarrena et al., 2014), the Peabody Vocabulary Test and narrative elicitation tools. The paper outlines some findings from the projects and how the student-researchers interpret and respond to them.

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Third/fourth languages as predictors of information structure in event descriptions?

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The aim of this contribution is to explore the extent to which knowledge of additional languages in individual repertoires shapes the way information is structured. We are particularly interested in the use of additive focus particles in Swiss German narrative sequences in multilingual speakers whose other languages are French and/or Italian and English:

- (1) 1a: *X hat gegessen*
X has eaten
1b: *(auch) Y hat (auch) gegessen*
(also) Y has (also) eaten

English and French, unlike (Swiss) German (1), do not licence the particle to be placed left of the added element (Y):

- (2) 2a: *X a mangé / X has eaten*
2b: *Y (aussi) a (aussi) mangé (aussi) / Y (also) has (also) eaten (too)*
**aussi Y a mangé / *also Y has eaten*

The participants completed a questionnaire on language dominance (Gertken *et al.*, 2014). Swiss German and either Italian (n = 70) or French (n = 71) are their main languages. Additionally, most participants reported knowledge of English at varying degrees ($\approx 95\%$). Moreover, a large majority of participants in the Swiss German-Italian subsample also master French ($\approx 91\%$).

Consequently, in addition to assessing the dominance relationship of the two main languages, we used the LexTALE (Lemhöfer & Broersma, 2012) as a proxy of third/fourth language proficiency. Given (1) and (2), we expected higher proficiency in French and English to disfavour the use of the focus particle to the left of the added entity when speaking Swiss German.

The results show no strong effect of English. French significantly predicts the particle position, particularly when it is one of the two strongest languages. We conclude by discussing the results and the status of (Swiss) German spoken by multilinguals in the light of the typological differences pointed out by previous research on information structure (e.g. Dimroth *et al.*, 2010).

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Multilingual metonymic competence: On the role of figurative thinking in third language acquisition

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There is a consensus according to which L3-speakers and learners have an acquired synthesis of knowledge at command which enables them – depending on individual differences – to interpret and process even a yet unknown language to a certain degree (Gibson & Hufeisen 2003). This acquired synthesis could also be called ‘multilingual proficiency’ or ‘plurilingual competence’, which is also captured (indirectly) in several models of multiple language learning. In all these theories two major factors play a crucial role: interlingual transfer and cognition underlying multilingual proficiency (cf. Herdina & Jessner 2002; Hufeisen 2010). When considering these cognitive factors, no or just little attention is given to the results of cognitive linguistic research, and the role of figurative thinking can hardly be detected in them.

Therefore, the present paper aims to investigate the function of a specific, cognitive linguistically founded individual difference connected to figurative thinking, i.e., that of metonymic competence in a multilingual context (Brdar-Szabó 2016; Denroche 2015; Littlemore 2009). In line with this, the following question can be raised: How could metonymic competence foster the L3-acquisition process especially in its initial stage?

For testing the role of metonymic competence and also that of metonymic transfer (Brdar-Szabó 2016) in L3-acquisition, a Swedish intercomprehension task involving metonymic expressions is designed for Hungarian-German-English successive trilinguals. With this task qualitative data is collected in the form of a ‘think aloud protocol’. Based on the results, further aspects of figurative language processing strategies applicable also in L3-learning/teaching contexts can be formulated.

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A holistic approach to multilingualism in secondary education

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Multilingualism in education is growing. In current society, classrooms include pupils from many different (migration) backgrounds, with many different native languages. In Fryslân, a bilingual province in the north of the Netherlands, we also find a lot of diversity and many languages play a role in education: the national majority language Dutch, the regional language Frisian, foreign languages such as English, French and German, but also a growing number of migrant languages. Teachers often do not know how to deal with all this diversity and we often find negative attitudes among teachers and students towards migrant languages and Frisian. Interventions are needed, which provide teachers with practical tools to positively approach, and benefit from, this multiculturalism and multilingualism. This talk discusses how a holistic approach to multilingualism (Duarte & Günther-van der Meij, 2018) can be used in secondary education in the province of Fryslân.

We present the Holi-Frysk project, in which an intervention is developed, aiming to create more positive attitudes from teachers and pupils towards the regional language Frisian and multilingualism. 6 secondary schools, 14 teachers and approximately 200 pupils participate in the project, which has a bottom-up approach; the starting point are the specific questions from the teachers. Taking each individual context into account, we developed, in close collaboration with the teachers, an intervention which consists of (lesson) activities. These activities aim, especially but not exclusively, to improve the pupils' attitudes towards Frisian, to incorporate the use of Frisian and other languages in other school subjects, and to stimulate pupils' language awareness by comparing languages. We present (video recordings of) these activities and the results of the project: the effect on the attitudes towards multilingualism and Frisian of teachers and pupils (measured by questionnaires) and changes in behavior of the teachers and pupils (measured by classroom observations).

Taming the fluid speaker: Reengineering multilingualism as a natural category

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In this talk, I present an overview of how scholars conceptualize the multilingual repertoire and how differences in construal shape the disciplinary boundaries in bi-/multilingualism research and connected fields. Many scholars distinguish between bilingualism and second language acquisition studies on the one hand and multilingualism studies on the other hand by referring to the presence of two vs. three languages in the repertoire.

In the first part of my talk, I focus on the presupposition of linguistic boundedness and countability of languages/linguistic varieties. Unresolved conceptual issues pervade widely used definitions of bilingualism and multilingualism, such as for example the question of whether and how dialects or styles should be counted as ‘languages’ or not. Decisions on boundedness and the status of languages or varieties are seldom based on purely linguistic grounds but notoriously ideological. This leads to important limitations that eventually undermine the generalizability of research findings.

In the second part of the talk, I focus on approaches that rightfully question the usefulness of bounded language categories, namely Dynamic Systems Theory and postmodern sociolinguistics. I discuss the new problems that arise in the context of these approaches, such as, for example, the tension between claims and practices: Even when the delimitation and countability of languages is postulated, authors’ linguistic analyses almost unavoidably treat linguistic behavior in terms of labeled, countable categories. To retain those approaches’ valid criticism of the essentialization of languages without throwing out language categories as useful reference points, I sketch out an approach to multilingualism based on natural categorization. I argue that such an approach accounts well for typical problems in the realm of socio-cognitive phenomena that are at the same time empirically messy and socially real.

Language use and attitudes of prospective teachers: A comparison of the Basque and Friulian multilingual educational contexts

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Language attitudes are learned and research shows that educators play a decisive role in their formation (Baker, 1992; Garrett, 2010). Our focus is on habits of language use and attitudes towards such languages held by prospective teachers, i.e., students who are training to become teachers. The research is comparative in nature as it parallels two European regions: the Basque Autonomous Community (BAC) in Spain, a context in which many efforts have been made to revitalise the Basque minority language within a multilingual educational system (Cenoz, 2009); and Friuli Venezia Giulia (FVG) in Italy, an Autonomous Region whose Special Statute is deeply linked with its linguistic diversity (Fusco, 2019), and which is striving to implement the teaching of and through Friulian in its schools.

This inquiry is based on Lasagabaster and Huguet's (2007) transnational study in nine bilingual European contexts, which showed that the L1 and the linguistic model at school are the most influential variables determining future teachers' language attitudes. Our broad aim is to check whether these findings are still valid in the BAC today and whether they apply to FVG as well.

The study has two main objectives: first, to analyse the attitudes towards all the languages in contact of prospective teachers in two school levels (primary and secondary education) and in the two contexts, and second, to examine whether there is any relationship between attitudes and other variables such as gender, L1 and knowledge of other languages.

An investigation was carried out in both the BAC and FVG using the same data collection instrument employed in the original study (Lasagabaster & Huguet's, 2007). The results indicate that, although broadly speaking attitudes towards the different languages tend to be positive, some variables do exert a significant influence, whereas differences between both contexts are also noticeable. Implications for training practice will also be discussed.

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DLC as a tool to document, describe and develop the multilingual state, tensions and potential in teacher practices in Finland

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Finland is a constitutionally bilingual country, where old minority languages are present in various contexts. With the recent influx of people from different parts of the world, the linguistic environment has become even more diverse. This societal development is reflected in the national curricular guidelines where new notions of linguistic diversity among the pupils are made explicit and the importance of supporting pupils' language awareness and linguistic identities is stressed.

Hence, the aim of this paper is to explore what kind of dominant or dormant affordances schools provide. The data consists of individual and institutional Dominant Language Constellation (DLC) charts and think-aloud protocols by teachers and administrators employed in two schools offering teaching practice to pre-service teachers. We have formulated our research questions based upon the assumption that Finnish, Swedish and English are likely to form quite a strong and stable DLC at individual level, and, therefore, we are predominantly interested in possible tensions between individual and institutional perceptions of the DLC and between the DLC and other languages as potential linguistic affordances. Results show that the most common individual DLC among the respondents consists of three languages (Finnish, Swedish and English), but the number of languages ranges from less to more than three languages. In addition, affordances identified both at individual and institutional levels vary in relation to the awareness, background and position of the respondents. At the institutional level, our observations indicate that the teaching in the schools provides dormant affordances which are to date not fully used, but might work well for developing readiness towards linguistically and culturally sensitive teaching among both pre-service and in-service teachers, for which a whole-school approach is to be considered.

Categorising perception of VOT continuum in multilingual learners

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Although research on speech perception has been common for a few decades, L3 perception has received scant attention with the existing data pointing to possible cross-linguistic interactions in multilingual perception (e.g., Wrembel et al. 2019, Nelson 2020, Wrembel et al. 2020). However, no study to date has been devoted to categorical perception of plosives in L3 learners. The objective of the current study was, thus, to see how multilingual learners categorise fortis and lenis stops in their three languages. In particular, we aimed to investigate whether patterns of categorisation of VOT continua are specific to a language and place of articulation, as well as to see which language might be a driving force in this process. The languages under investigation were Polish, English and Norwegian. The study design involved preparation of VOT continua with the use of Praat script (Winn 2020) based on one-syllable minimal pairs with word initial stop sounds (/p,b,t,d,k,g/) that were obtained from recording native speakers of Polish, English and Norwegian. Each step of the continua differed from the other by 10 ms. The study was conducted on L1 Polish – L2 English – L3 Norwegian speakers (n=22), who had just started studying Norwegian at two Polish universities. The participants took part in three separate experimental sessions (one per language) conducted in PsychoPy, in which they were asked to listen to the words from the continua and decide whether they hear a voiced or voiceless sound at the beginning of each word. A MANOVA was run to compare the main effects of language, place of articulation, step and voicing on response accuracy and response time. The results show unique patterns of categorisation of VOT continua for each language and place of articulation. A comparative analysis with native speakers' performance will allow us to trace CLI patterns in L3 perception.

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Spanish as Pivot Language between Italian mentors and US Heritage Spanish Speaker mentees in Telecollaboration

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This study addresses multilingualism in the specific educational setting of telecollaboration. Telecollaboration is usually defined as a type of online learning arrangement between geographically distant participants for the development of language and intercultural competence (Akiyama, 2018).

During the Fall and Spring semesters of the 2018/2019 academic year, a telecollaborative program was implemented with students from Roma Tre University and students from the Italian for Spanish Speakers courses at California State University, Long Beach. The Italian program at CSULB is uniquely positioned to explore language acquisition in multilingual subjects, since the students who populate the Italian for Spanish Speakers courses are primarily HSSs, who belong to the 39% constituency of Hispanic students at CSULB.

The telecollaborative program was structured using two types of collaboration, namely mentoring and exchange. These modalities correspond to those labeled as e-tutoring and e-partnership by Ware and O'Dowd (2008). This study focuses on telecollaborative mentoring.

79 students participated in the program: 15 mentors who study second language teaching at Roma3 and 54 mentees, first-year Italian language students at CSULB. Mentors and mentees met eight times during the semester through Zoom delivered and recorded sessions.

Thus the main objective of this study is to explore the way mentors and mentees exploit their multilingual repertoires, since it is assumed that the similarity between Spanish and Italian is an important factor in the language learning process.

For the purpose of this study, we will transcribe, code, and analyze the Language-Related Episodes (Swain & Lapkin, 1995) of the first and last video sessions resulting from ten dyads. We expect to acquire insight into how Spanish operates as a pivot language in facilitating mentoring conversations.

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The relationship between L2 proficiency and transfer in L3 acquisition

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We investigate L3 word order acquisition in L1 Norwegian speakers with L2 English learning L3 German or French, respectively. Previous research and existing models of L3 transfer give potentially conflicting predictions for the role of L2: Bardel & Falk (2012) predict a privileged status for L2 transfer into L3, but hypothesize that this status may be weaker at higher L2 proficiency levels. Stadt et al. (2016, 2018), however, find more evidence of transfer from L2 English into L3 French by native speakers of Dutch when L2 proficiency is higher. We address this apparent contradiction in light of our data.

Non-subject initial main clauses in Norwegian and German have V2 word order (1b,d), while English and French have V3 (1a,c). In main clauses, sentence adverbials such as *always* are post-verbal in Norwegian, French and German, leaving the verb in second position in subject-initial sentences (2b,c,d), while English adverbials precede the verb, giving V3 (2a).

- 1) a. *On Mondays I eat fish.* (Topicalized element, subject, **verb**)
b. *På mandager spiser jeg fisk.*
c. *Le lundi, je mange du poisson.*
d. *Montags esse ich Fisch.*
- 2) a. *I always eat at 7 o'clock.* (Sentence adverbial, subject, **verb**)
b. *Jeg spiser alltid klokka 7.*
c. *Je mange toujours à 7 heures.*
d. *Ich esse immer um 7 Uhr.*

We investigated high-school students (age 16-17) acquiring French (n=125) or German (n=154) as L3. Acceptability judgment tests were administered in both L2 and L3, and data on L2 and L3 proficiency were collected through self-ratings and grades obtained.

Our data suggest that L2 proficiency does not directly impact transfer from L2 vs L1, but rather that target-like judgments and higher proficiency correlates with more target-like judgments in L3. Implications for predictions of L2 vs. L1 transfer into L3 are discussed.

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An integrated approach to multilingual testing and assessment: assessing narrative abilities across multiple languages

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The field of multilingual testing and assessment has grown rapidly in recent years due to the widespread need to integrate immigrant populations into mainstream education and provide fair and equitable forms of assessment for all students, regardless of prior language background, educational context and geographical location. Although much progress has been made worldwide, most academic discussions have focused on bilingual speakers and their assessment needs, often in homogeneous educational contexts. Such a narrow emphasis has created a significant gap in testing and assessment research, as most of the available proposals are not conceived for speakers of more than two languages and cannot be easily adopted in multilingual educational contexts.

Current discourse on testing and assessment is polarised at two incompatible extremes: the use of monolingual tests with multilingual speakers (traditional approach) and the use of multiple languages within individual tests (holistic approach). With the aim of providing a solution that can overcome the barriers posed by traditional and holistic approaches to testing and assessment, I proposed the integrated approach to testing and assessment (De Angelis, 2021) which is a flexible approach that, it is claimed, is best suited to a wider range of linguistically and culturally diverse student populations. The approach refers to the process of gathering information about the knowledge, skills and abilities of multilingual learners, using tools designed for linguistically and culturally diverse populations that may be administered in multiple modalities, scored by multilingual examiners and interpreted using data about the test takers that includes information about their language background and living environment. The paper provides an example of how the integrated approach has been used in the trilingual Ladin educational system of South Tyrol, Italy, to assess narrative development in the three languages of instruction (Italian, German and Ladin).

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Towards a Typology of Attitudes, Knowledge and Skills within Educational Dominant Language Constellations

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As primary school teachers are vital in facilitating pupils' multilingualism, their attitudes, knowledge, and practical skills are fundamental (Blömeke, Gustafsson & Shavelson, 2015; Haukås, 2016). Teachers' attitudes can affect their perception and expectations of pupils' abilities, which can affect how they interact with pupils, and how much structure and control they apply (Snell & Lefstein, 2018). In addition, teachers' knowledge and attitudes indirectly influence pupils' achievement (Agirdag et al., 2013). To improve language teaching and students' learning, it is therefore necessary to examine teachers' attitudes, knowledge, and practical skills (Borg 2006; De Angelis 2011).

Within the framework of Dominant Language Constellations (DLC), we examine primary school teachers' self-reported multilingual practices on individual and societal levels (cf. Björklund et al, 2020). This study takes place within Project 3M, wherein multilingual activities are utilized to include students' home languages as a valuable resource to promote multilingualism and thereby facilitate learning. This study aims to gain more insight into the aforementioned constructs of participating primary school teachers, and develop a heuristic typology of teachers' attitudes. Based on 23 semi-structured interviews with teachers in the multilingual province of Fryslân, the Netherlands, the current study investigates the following research questions: (1) What patterns of DLC emerge among primary school teachers in Fryslân? (2) How can a typology of knowledge, attitudes and practical skills of in-service teachers be developed?

Results show that teachers believe it is important to implement multilingual pedagogies and they also fully utilize multilingualism in the classroom. The variety of languages present in their schools is, however, not as wide as the variety of languages spoken on an individual level. Furthermore, teachers highlight the importance of ready-made example activities to incorporate multilingualism into their monolingual lessons. Further in-depth analysis of teachers' Dominant Language Constellations will be conducted via thematic analysis.

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Cross-linguistic influence in the comprehension of reflexive possessive pronouns in L3/Ln

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Differences between languages with respect to possessive agreement constraints have been found to be challenging for L2 learners (e.g., White et al., 2007; Antón-Méndez, 2011). However, it remains unclear whether and how such differences affect possessive agreement in L3/Ln grammars (but see Lago et al. 2019).

Hence, the purpose of the present study was to investigate the extent to which processing reflexive possessive gender agreement in L3/Ln is modulated by previously acquired native versus non-native grammars. Forty-eight L1 Polish learners of L3/Ln Swedish, who have also acquired German and English or only English, participated in a speeded acceptability judgement task with word-by-word segmentation. The task targeted the learners' sensitivity to possessor and possessee gender-agreement violations in singular in local-agreement contexts. Morphosyntactic constraints on reflexive possessive pronouns vary across these languages. Reflexive possessive pronouns in German and Swedish concurrently agree in gender both with an antecedent possessor and a following possessee. In Polish, the reflexive possessive pronoun takes endings according to the gender possessee but is neutral when it comes to the gender of the possessor. In contrast to Swedish, Polish, and German, there is no possessee agreement in English.

A two-way ANOVA demonstrates that learners successfully recognise possessive gender-agreement violations in real-time processing. However, both groups accept incorrect sentences that lack possessor agreement in Swedish, which indicates transfer from their native language, i.e., Polish. Whereas no influence of English was found, arguably due to the different nature of gender agreement, knowledge of German entailed an overall higher judgement accuracy. This study thus points to a direct effect of the native language that consists in bypassing possessor gender agreement during L3/Ln sentence comprehension. In turn, the non-native language that expresses grammatical gender has a more indirect effect as it can increase learners' sensitivity to gender-agreement violations.

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Relationship between Metalinguistic Awareness, Working Memory and Linguistic Giftedness: A DMM Perspective

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In third language acquisition and multilingualism studies the relation between multilingualism and its possible impact on cognition through linguistic giftedness has not been studied yet. Taking the Dynamic Model of Multilingualism (Herdina & Jessner, 2002) into consideration, the current paper observed the possible cognitive advantages of multilingual learning on metalinguistic awareness (Jessner, 2006), working memory (Baddeley & Hitch, 1974; Baddeley, 2015; Robinson, 2002, 2012) and first language lexicon size of a number of children from regular and gifted education programmes. The study was analyzed with the multiple linear regression analysis model based on the data from working memory and vocabulary sub-tests of the Turkish adaptation version (Savaşır & Şahin, 1995) of the Wechsler Intelligence Scale for Children—Revised, and metalinguistic awareness test (Pinto, 1999) scores of the participants who were grouped as mono-, bi- and multilingual. The results not only provided positive correlation between multilingualism and higher scores of metalinguistic awareness, working memory and lexicon size tests but also contributed to the reconceptualization of linguistic giftedness in a dynamic perspective.

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Transfer in the acquisition of perfective and imperfective aspect in L3 Spanish: Evidence for typological proximity?

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Although the influence of the L1 in L2 acquisition of Spanish past tenses has been extensively studied (e.g., Diaubalick/Guijarro-Fuentes 2019), there are only a few studies that have focused on L3 acquisition (e.g., Diaubalick et al. 2020; Salaberry 2020). Even though several authors have pointed out the importance of L2 proficiency for transfer (e.g., Müller-Lancé 2006), most transfer hypotheses focus on other explanatory variables, such as typological or structural proximity (e.g., Rothman 2015; Slabakova 2017), or L2 status (e.g. Falk/Bardel 2011).

In the present study we essentially disentangle two factors: typological similarity and L2 proficiency. We investigate 58 German-speaking learners of L3 Spanish which were divided into two groups with the following orders of acquisition: (A) German, English and Spanish; (B) German, English, French and Spanish. Both groups possess a relatively high L2 knowledge in English. Group B, in contrast to group A, additionally has an intermediate knowledge of L2 French. Due to missing structural similarities (i.e., aspect is no grammatical option in Standard German), the L1 German seems not to be a good option for transfer in this specific language constellation. Hence, both L2 systems (i.e., English or French), which share structurally similar aspectual constructions with Spanish (i.e., *be + V-ing*, *être en train de*, *estar + gerundio*) should guide the transfer process in the acquisition of L3 Spanish, and the question arises whether L2 proficiency or typology guide the transfer process. For data elicitation, three semantic interpretation tasks for English, French and Spanish as well as two picture stories were used.

In general, the findings show that both groups can profit from their L2 knowledge. However, the results of group B show that the correlations between the French and the Spanish test are stronger than those between the English and the Spanish one. Hence, typological factors seem to be a stronger predictor for transfer than L2 proficiency.

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Development of infinitival complementation in the acquisition of multilingual learners of L3 English

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There is a long tradition of research on how children acquire English infinitival complements but there are only a few studies that have investigated the development of such structures in EnglishL2 and none in EnglishL3 acquisition. For explanation L1 researchers mainly relied on Rosenbaum's Minimum Distance Principle. Our objective here was to question the validity of such a performance-based explanation and look for evidence that development is structure based.

The examples below illustrate infinitival complementation structures, the so-called subject control (1), object-control (2) and raising-to-object (3).

- (1) Peter promised Paul to read.
- (2) Peter told Paul to read.
- (3) Peter wanted Paul to read.

Sentences (1)-(3) are identical strings except for the matrix verb, which is responsible for triggering distinct deep structures. Consequently, acquisition patterns for these three types of sentences may differ only if learners construct their developing grammar triggered by the syntax-semantics properties of the involved matrix verbs.

We examined elicited production data from a group of HungarianL1 /GermanL2/EnglishL3 learners (N=37) at two levels of English proficiency on structures illustrated in (1)-(3). In contrast to Hungarian, German has a counterpart structure to the English infinitival clause employed when producing sentences correspondent to (1)-(2). However, infinitival clauses in raising-to-object structures (3) are completely absent even in German. Since Hungarian does not have such a target-like structure, our learners could either follow the developmental path of EnglishL1 learners or benefit from their GermanL2. In any case, the fact that we found significant differences in acquisition patterns at both levels of proficiency appears to support the structure-dependent theory of acquisition. The additional error analysis seemed to indicate that learners could draw upon their prior GermanL2 knowledge. We conclude then that multilingual learners follow a specific path of linguistic development in infinitival complementation, which is shaped by syntax-semantics clues available to them.

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Cognitive aptitudes and L3 acquisition: Insights from a study using a novel miniature language, MiniItaliano

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To account for the variability in success rates in acquiring a novel language (L2 or L3), it is crucial to consider individual differences in a range of cognitive aptitudes. In this study, we employed a miniature language learning paradigm to investigate which cognitive aptitudes contribute to the incidental learning of L3 grammar in a controlled laboratory experiment. The participants were 45 native speakers of Polish (age range: 19-35) with no prior knowledge of any Romance language. The study used a novel miniature language based on standard Italian - MiniItaliano, embedded in a game resembling an employee training program at an Italian department store. The procedure, extending over three sessions, included a computerized training in MiniItaliano, as well as cognitive tasks tapping into non-verbal intelligence, grammar inductive abilities and working memory. The overt goal of the training was to understand and respond to utterances in MiniItaliano (e.g. taking customer orders), and its covert, i.e., actual, goal was to acquire syntactic rules (i.e., SVA, gender agreement, word order) of the language. During the final session, the participants performed a surprise posttest, which included timed and untimed Grammaticality Judgment Tasks (GJTs) as well as written production tasks. Thus, the study measured the growth of both explicit and automatized explicit L3 knowledge. Additionally, the respondents were asked to define the source (i.e. attribution) of their judgments in the untimed GJT (i.e. whether they followed linguistic rules or intuition). Mixed effects logistic regression models showed that variability in explicit knowledge of L3 was accounted for by non-verbal intelligence and grammar inductive abilities, but not by working memory. Those findings replicated for the scores in automatized explicit knowledge, but the effects were weaker. Finally, the participants who relied on rules rather than intuitions were more likely to accurately assess items in both versions of the GJT.

Acquiring Spanish rhotics against the backdrop of migration-induced multilingualism: the case of German-Turkish learners

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German learners of Spanish need not only acquire new alveolar *r* variants but also must avoid the vocalization of coda *r*, which is typical of German but absent from Spanish. Turkish learners, by contrast, have alveolar rhotics (which are never vocalized) at their disposal. We investigate the acquisition of /r:/[ɾ] by 12 German-Turkish and 12 monolingual German adolescents learning Spanish as an L3/L2 in Germany. Given the similarities between Turkish and Spanish, we hypothesize that erroneous *r*-vocalization occurs to a lesser degree in the bilingual data (H1) and that the bilinguals produce more target-like alveolar rhotics (H2). To test our hypotheses, we developed a learning module aiming to raise the bilinguals' awareness of the parallels between Spanish and Turkish, thus promoting positive transfer from their heritage language. To assess the effects on the learners' production, we analyzed a corpus of read data containing 25 rhotics collected before/during/after the intervention (75 segments/participant). Following Blecua's (2001) classification of Spanish rhotic realizations, we considered the following cues: (1) consonantal realization (absence of continuous vocalic formant structure); (2) realization as an alveolar vibrant (presence of closure phases); (3) target-like distribution of [r]/[ɾ] (number of closure phases). Results show that the bilinguals attain a correctness rate of 66% for alveolar rhotics from the outset; 23.5% of the coda rhotics were vocalized. Upon intervention, target-like productions increase significantly (78%; $W=11$, $p=.027$), while the number of *r*-vocalizations decreases (12.5%). The monolinguals' correctness rate amounted to 29% before and to 44% after the intervention; *r* vocalization decreased from 65% to 34%. This points towards a bilingual advantage in terms of a "property by property" transfer based on similarities between the phonologies involved (Westergaard et al. 2017). Furthermore, the improvement after having been made aware of Turkish-Spanish similarities shows that metalinguistic awareness should be fostered in foreign language learning.

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Differences between adolescent L2 and L3 learners in sentence processing

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In the context of current debates about differences between L2 and L3 acquisition and processing (e.g., Lago et al., 2021), this study examines how adolescent L2/L3 learners of English enrolled in German secondary schools ($N=100$; mean age=13.2 years, $SD=2.2$) interpret different types of non-canonical sentences (Hopp et al., 2018; Rankin, 2014). We test if potential L2 vs. L3 differences are modulated by differences in cognitive control or in transfer potential. In a visual world task, participants selected target pictures for auditorily presented sentences in (1-6).

- (1) Which animal kisses the mouse? (subject-questions: animate first NP)
- (2) Which animal does the mouse kiss? (object-questions: animate first NP)
- (3) What kisses the mouse? (subject-questions: inanimate first NP)
- (4) What does the mouse kiss? (object-questions: inanimate first NP)
- (5) Where is the animal that kisses the mouse? (subject-relative clauses)
- (6) Where is the animal that the mouse kisses? (object-relative clauses)

We analyzed if speed and accuracy of sentence interpretations were influenced by clause type (subject vs. object), animacy of the first NP, and/or learner type (L2 vs. L3). We measured cognitive control in Flanker and Stroop tasks, working memory, and English and German proficiency. Preliminary analyses yielded a processing advantage for subject-initial structures, except for the inanimate condition, in which object-first structures facilitated processing. For accuracy, a GLMM yielded a main effect of clause type and a significant interaction with learner type, with L3 learners showing less difficulty parsing object-initial structures than L2 learners. An LMM for the decision RTs returned a processing advantage for subject-initial sentences but no difference across learner types. We will discuss potential reasons for L2-L3 differences and explore whether greater cognitive control abilities of L3 vs. L2 learners allow for better inhibition of the prepotent subject analysis or whether L3 learners experience less transfer from German grammar.

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Translanguaging and EFL: an intervention project for multilingual education

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This paper discusses the development and use of a translanguaging-based pedagogy in English as a foreign language (EFL) classes at primary school in the officially bilingual Province of Friesland, the Netherlands. Traditional EFL-teaching sees immersion as the adequate method for teaching, leading to a pedagogy of language separation. With the increase of multilingual pupils in schools and new insights from research claiming that language skills are transferable across languages (Cenoz & Gorter, 2015; Cummins, 2008), the use of the language separation approach is being questioned and pedagogical concepts such as translanguaging (García, 2009) are being put forward. Translanguaging offers an alternative view of the flexible language practices of bi-/multilingual speakers, but has also been developed into a pedagogy that builds on students' linguistic resources and leverages them for meaning-making and learning.

In Friesland an educational project has implemented an intervention for multilingual education aiming at reducing language separation in language teaching and acknowledging migrant languages in mainstream education. In this paper, we focus on the role of translanguaging in EFL classes within this project, addressing two research questions:

- 1) Which functions do different languages fulfil in interaction within EFL-classes? and
- 2) How do teachers in translanguaging-based approaches assess multilingual interaction in EFL?

We used 20 hours of video-observations to analyse multilingual interaction following a conversation analysis methodology (Heritage & Clayman, 2010). Furthermore, we used vignette-based interviews (Jenkins et al., 2010) to elicit teachers' attitudes towards the use of multiple languages in the classroom.

Results show two relevant trends in the context of early EFL teaching from a translanguaging perspective:

- (1) realisation that English is not the only language to be favoured in the practices and curricula but that it easily co-exists with different languages;
- (2) active promotion of multilingualism in mainstream English education by stepping away from the chronological addition of separate languages.

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Modelling phonological development in multilingual speakers

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This study aims to contribute to the modelling of phonological development in multilingual speakers. According to Complex Dynamic Systems Theory (CDST; de Bot 2012) all languages of a learner form part of one complex language system in which a change in one subsystem has an impact on other subsystems, yet the direction of the change cannot be predicted completely. It therefore conceptualises language development as an emergent, self-organised process with high variability across learners. Variability within learners is further understood as a driving force of language development (e.g. Penris & Verspoor, 2017). However, very few studies have tested these tenets with phonological data yet.

The present study examined the development of /w/ and /r/ production in nine adolescents (aged 12-13) with L1 German, L2 English (mean starting age 6.5 years) and L3 Polish, which they had just begun learning. The study involved four testing times during the first ten months of their instructed Polish learning at which production data (delayed repetition, picture naming and storytelling) in all of their three languages was collected. Auditory analyses by three independent raters were carried out to determine the realisation of /w/ and /r/.

Based on descriptive statistics, the results show evidence of pronounced variability across learners and a reorganization of the phonological system for some of them. While for some learners, accuracy of /w/ and /r/ production in their L2 and L3 improved over the testing period, for others either no development or even a decline of accuracy was found. Highly individual paths of development were observed across learners both in terms of the interplay of the production of /w/ and /r/ in their three languages as well as the realisation of those two sounds within the three language subsystems, showing that variability can indeed herald a restructuring of the phonological system.

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Exploring collaborative data analysis in research on, with and for multilingual language teachers

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Studies on language teacher identity have mainly concentrated on teachers of one language (Calafato, 2019), and researchers in the field often collect data from participants without actively involving them in data analysis (Kubanyiova, 2008). This study differs from most existing research in the following ways. First, it explores the language teacher identity of a Norwegian teacher with experience teaching five languages. Second, the multilingual teacher analysed significant parts of the data together with the multilingual researcher. The study sought to understand 1) *if the teacher had constructed distinct teacher identities for the various languages she had taught* and 2) *to what extent the collaborative research process had influenced each participants' perceptions of the data and of their own professional identity*.

A secondary school teacher with experience teaching five languages took part in the project. Over a period of six months, the teacher was regularly prompted to write about her language learning experiences and teaching practices and send these writings to the university researcher. The teacher was also free to move away from these themes and write about other topics she found relevant. In total, the written data consisted of 53000 words. After the writing process had ended, the teacher was invited to explore the data together with the university researcher, thus becoming a co-researcher. During several sessions, the teacher researcher and university researcher reflected on the data, taking their different knowledge bases and experiences into account (Schulz et al., 1997). For the purpose of this paper, the rich analysis of the written texts and the transcribed dialogues revealed that the multilingual teacher had distinct identities for each of the languages she had taught, but that these had evolved via the collaborative process. She had now begun to see herself as more of a *languages* teacher with a multilingual identity. Furthermore, the process of writing and analysing a dialogic autobiography has strongly contributed to both participants' professional development.

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The effects of raising multilingual awareness: Teaching German through English to Hungarian 9th graders. Results of the pilot project

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Monolingual instructional assumptions are still upheld in most schools with the optional instructional practice being characterized by the extensive use of the target language (Cummins 2007) are argued to be inconsistent with the bi- and multilingual mind (Herdina and Jessner 2002; Aronin and Jessner 2015).

The multilingual teaching project was launched with the aim of raising multilingual awareness, whereby the teacher can make use of the didactic tool of teaching across languages (Jessner 2008) in order to profit from the synergies and exploit the resources many of the students already have through their prior language knowledge (Jessner, Allgäuer-Hackl and Hofer 2016).

The project was designed for 9th grade students with 13 participants in the experimental and control group respectively, with L1 Hungarian and L2 English, starting to learn German as L3, with sensitisation towards cognates, false cognates and similar sentence structures between the L2 and L3. The current paper is aimed at revealing the results of the pilot project, providing evidence on the level of proficiency in the German language, and level of communicative competence in writing.

Results obtained by monthly testing throughout one academic year reveal differences between the two groups, with the experimental group displaying enhanced levels of lexical and syntactic diversity and complexity, along with greater grammatical accuracy.

The retrieved data point towards the beneficial effects of linguistic awareness-raising activities in L3 teaching, with students of the experimental group using the target language more creatively, attempting to include more complex structures including a wider range of vocabulary, producing longer meaningful texts appropriate to the given topic.

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Self-assessment of multilingual speakers as a measure of language proficiency

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Croatia Self-assessment ratings across single or multiple linguistic domains represent one of the methods for assessing bilingual language knowledge (Treffers-Daller, 2015). However, self-assessment scores alone might not be the most appropriate assessment tool (Zell & Krizan, 2014, Treffers-Daller 2015), thus more comprehensive indices are needed, combining subjective and objective measures (Treffers-Daller and Korybski, 2015). This approach is being developed in the present study, combining self-assessment data and language sample analysis, aiming at providing an insight into the multilingual Istrian reality.

Measures of lexical diversity and syntactic complexity have been used to determine whether they reflect self-assessment of language proficiency of 30 functional multilingual speakers of Croatian, Chakavian, Italian and Istrovenetian across four language skills. Participants' data was extracted from the Istrian spoken multilingual corpus (Hržica, Poropat Jeletić, Moscarda Mirković, in preparation), created using the conversational sampling method. Measures of lexical diversity (moving-average type-token ratio - MATTR; Covington & McFall, 2010) and syntactic complexity (mean length of communication unit - MLCU) were calculated using the Computerized Language Analysis (CLAN – MacWhinney 2000).

The average self-assessment score positively and moderately correlated with MLCU ($r(30)=.513, p<.005$). MATTR did not correlate with the average self-assessment score, but the results did point to a trend ($r(30)=.351, p=0.57$). The Spearman rank correlation was calculated for individual domains of self-assessment. MATTR showed weak positive correlations with self-assessment of comprehension ($r_s(30)=.364, p<.05$) and speaking ($r_s(30)=.388, p<.05$), but not with self-assessment of reading and writing. MLCU showed moderate positive correlations with self-assessment of reading ($r_s(30)=.484, p<.05$), writing ($r_s(30)=.563, p<.005$) and weak positive correlations with speaking ($r_s(30)=.373, p<.05$) and understanding ($r_s(30)=.364, p<.05$).

The correlation of language measures with self-assessment reveals that these measures are connected, showing that speakers, in this case multilingual speakers of different educational status and employment, might be able to make objective assessments of their language knowledge.

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The M-SILL Questionnaire: a new Tool for Exploring Language Learning Strategies of Multilinguals

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This paper presents a new strategy questionnaire *Multilingual SILL* (M-SILL), which was developed based on Oxford's taxonomy and *Strategy Inventory for Language Learning* (SILL; Oxford, 1986, 1990) with the aim to explore Language Learning Strategies (LLS) of multilinguals as a specific category of learners.

The literature review embraced three research fields: LLS research within SLA, multilingualism research, and teaching methodologies fostering individual multilingualism. The existing strategies and LLS classification schemes were analysed from the perspective of multilingual learners possessing knowledge and learning experience in two or more non-native additional languages.

As a result, Oxford's (1990) taxonomy of language learning strategies was extended for multilingual learners (Dmitrenko, 2019). The M-SILL questionnaire included items from different versions of the SILL (Oxford, 1986, 1990), as well as strategies and/or strategy uses spotted in the literature and in empirical study 1 reported in Dmitrenko (2017).

The M-SILL consists of 45 items divided into two multi-item scales of Direct and Indirect strategies. It was tested in a large-scale survey study (n=271) with satisfactory results in terms of reliability and support for the research hypotheses. Cronbach's Alpha was 0.89 for Direct strategies and 0.82 for Indirect strategies. Most of the strategies listed in the M-SILL were reported by multilinguals (n=258) as applied with a high (35.6%) or moderate (55.6%) frequency.

Significant correlation was found between the reported use of the M-SILL strategies and the learner's degree of multilingualism. A greater increase in the frequency of the strategy use was observed in L3 learning, with a more gradual increase beyond L3, which provided an additional support for the "breakthrough" or "threshold" effect (Hufeisen, 2000; Kemp, 2007) and qualitative differences between L2 and L3 acquisition (Aronin & Hufeisen, 2009).

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Balancing between diversity and homogenization: Investigation of language regimes at four multilingual schools

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The planned presentation aims to describe language regimes at four urban schools, where multilingualism is an everyday reality. We assume that the language regime present at schools manifests the position of the school not only according to multilingualism itself but, above all, to their (multilingual) pupils. Looking at broader context, linguistic diversity at Czech schools has increased in the last decade, and it has become a new everyday reality (*Data on number of foreigners*, 2021). Nevertheless, there is still a lack of studies investigating lived experiences with managing multilingualism at schools. Our study examines schools as multilingual social spaces in which the visible language choice on signs reveals the language regime based on ideologies, policies, and experiences. We situate our presentation according to the context of “top-down” language policy in the Czech Republic, and the essential theoretical concepts such as social space (Lefebvre, 1991) language regime (Coulmas, 2005) will be explained. The linguistic landscapes at schools (so-called schoolscape; Gorter, 2018) will be analysed and interpreted to capture schools as multilingual social spaces. According to Barni and Bagna (2008), the focus will be laid on (1) languages displayed on the object; (2) authorship of the object; (3) location of the object. The data from schoolscaping will be complemented by interviews with school headmasters, who are responsible for language choice decisions. The investigation took place in three state schools and one private school, each of which multilingualism and linguistic diversity play an essential role in their everyday work lives. The preliminary results indicate that despite the multilingual reality and the promotion of multilingualism, by anchoring multilingualism into the agenda of inclusion language homogenization is operative in the school. Our results should be relevant for exploring the linguistic environments and language regimes at schools, but also could reveal possible explanations of linguistic homogenization.

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Learning Spanish L5 in Croatian FL Education Context: A Case Study

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Studies in multilingualism have argued over the last two decades that a process of acquiring a second language differs from the one involved in acquiring subsequent languages (L3/Ln) which has led to the emergence of a new subfield of linguistic research (Cabrelli & Iverson, 2018). Having in mind that a multilingual learner is a learner with a unique and specific linguistic configuration (De Angelis & Selinker, 2001) and possessing a special multicompetence, a large body of research focused on cross-linguistic influence in situations in which more than two languages come into contact, with a special emphasis on linguistic transfer from various perspectives and stages of acquisition (Bayona, 2009). While there are various studies involving adult Spanish L3 acquisition (Perić & Božinović, 2015) there is less research involving learners of Spanish L5 in institutional context.

The present study examines initial Spanish L5 acquisition process from a perspective of a Croatian multilingual adolescent learning, in addition to Spanish, simultaneously English (L2), German (L3) and French (L4). The aim of the research is to (a) describe a language profile of the informant and (b) analyse the achieved level of proficiency after two hundred learning hours (classroom and guided self-study) with special regard to language transfer. Qualitative and quantitative data are gathered by means of a LEAP Questionnaire (Marian, Blumenfeld & Kaushanskaya, 2007) a language test and an interview, providing insight into L5 learning process, the informant's metalinguistic awareness of cross-linguistic influence as well as examples of language transfer in receptive and productive skills. The results reveal the different roles played by previously learned languages which all present a source of transfer, contributing to a better understanding of L5 acquisition in general and the acquisition of Spanish by a Croatian native in particular.

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Multilingualism and Translanguaging Space in Cyprus

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According to Li Wei (2011), translanguaging space is created by and for translanguaging. Multilingual interaction and translanguaging promote the strategic use of language and agency of the speakers (Garcia and Li Wei, 2014; Li Wei, 2019). Translanguaging becomes a valuable resource as well as an ideological practice, especially in immigrant and minority contexts (Garcia and Leiva, 2014).

This study investigates multilingual interaction and translanguaging practices of Russian-speaking immigrants and university students in Cyprus and how/whether they are affected by linguistic landscape of the country of residence and valorisation/commodification of the minority language. Linguistic landscape as an area of research is important for the investigation of minority language (Cenoz and Gorter, 2006) and the role it plays in discursive construction of a particular place (Torkington, 2009).

Sixty multilingual families were in the scope of our research and 30 Russian-speaking university students. Using written questionnaires with the focus on general background, socio-economic status and language proficiency, as well as oral semi-structured interviews, ethnographic participant observations and oral spontaneous bilingual/multilingual production our study attempts to describe how language is managed through translanguaging activities in multilingual Russian-speaking families and in higher education setting in Cyprus. We also implemented an in-depth ethnographic landscape analysis of visible semiotic signs in public space, trying to interpret their indexicality and deeper layers of meaning (Blommaert, 2013; Blommaert and Maly, 2016) in relation to multilingualism situation in the country.

Taking into consideration the increased valorisation and commodification of the Russian language (Pavlenko, 2017; Muth, 2017) and the fact that Russian community in Cyprus is one of the largest on the island, as well as the post-colonial status of Cyprus and widely-spread usage of English throughout the country, multilingual signs can be the reflection of translanguaging practices of both local population (English and Greek) and of the Russian-speakers in Cyprus.

Pre-service teachers' reflections on the roles of language in learning

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Schooling is essentially a linguistic process, as language is the medium through which pupils gain access to learning and display knowledge (Schleppegrell, 2004; Cummins, 2000). In this paper, we examine how Finnish pre-service teachers reflect on the meaning of language in learning. More precisely, we analyze what roles of language manifest when future subject teachers report their beliefs of teaching multilingual pupils. We draw on socio-cultural and context-based language learning theories (cf. Mitchell, Myles & Marsden, 2013; Lantolf & Thorne, 2006), and investigate whether pre-service teachers' reflections align with research-based understanding of language in learning.

Qualitative data were collected via an online survey from Finnish language (N=32), natural sciences (N=23), and civics (N=6) pre-service teachers at the end of a year-long teacher training program. The paper focuses on a scenario in a multilingual school asking the participants to report their beliefs and practices in an imaginary situation with a multilingual learner who has difficulties to follow the instruction in class. Content analysis (e.g. Krippendorff 2012) was conducted to identify how the pre-service teachers reflect on the role of language.

The pre-service teachers' responses reflected varying perspectives, manifesting several roles of languages, which were individually overlapping. The analysis resulted in five roles of language: i) language as situational/context-based action, ii) language as separate components (atomistic view), iii) language as the subject of discussion, iv) language as a static entity, and v) language as a dynamic competence. According to the analysis, most pre-service teachers had a context-based understanding of language and dynamic view on language competence, although the focus was mainly on vocabulary, reflecting an atomistic view of language. When comparing participant groups, pre-service teachers in Finnish language and civics gave more roles to language in learning than students of natural sciences, whose reflections were more one-sided.

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What do pauses and revisions tell us about cross-linguistic influence? A developmental perspective

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Writing is a complex process that comprises a set of cognitive activities that sometimes follow each other, but also can occur simultaneously and interact with each other. In the cognitive model of writing (Chenoweth & Hayes, 2001), four internal components have been listed out: The Proposer, the Translator, the Transcriber, and the Reviser there the last one can be activated both before, during and after the transcribing of ideas. Previous studies (e.g., Chenoweth & Hayes 2001, Zimmerman 2000) have shown that writers revise more when they produce texts in their second or foreign language than in L1. Since the process of third language acquisition is more complex than of the L2-acquisition, it can be assumed that the text revising will include more cognitive demands that will be reflected in pauses and corrections. The paper presents a longitudinal study of 15 Polish learners of L3 Swedish during their first three years of learning Swedish. In the study, the Scriptlog tool was used that enables to follow the entire writing process, including every typing activity, like moving backwards or forewords on the keyboard, pausing, deleting, or adding elements. The analysis focused predominantly on the occurrence of and the interplay between pauses and revisions caused by cross-linguistic influence. In addition, the developmental aspects of the pauses and revisions triggered by CLI have been taken into account at both the group and individual levels.

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Identity in multilingual contexts: the example of Croats in Germany

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The paper presents a study of the multilingual language use, language attitudes and identity of speakers of Croatian and German, living in Lower Saxony, Hannover (Germany). The data were gathered in the frame of a large research project on language use and language contact phenomena amongst Croatian speakers living in the diaspora in different countries around the globe. This talk is focused on the part of the project devoted to the multilingual language use of Croatian speakers in Germany (cf. Kresić Vukosav & Šimičić, 2021), which is based on different types of data: a focus group, a questionnaire-study and semi-structured interviews with adults on topics such as personal identity, cultural belonging, language maintenance and use. A quantitative and qualitative analysis of the data gathered with the help of these methods reveals specific characteristics of the multilingual language use of this group of speakers, and leads to a notion of speaker identity that includes the (often) multilingual and pluricultural character of identity constitution. Both speakers' multilingual competences and (potential) multiple cultural embeddings are integrated into a new definition of individual identity, which is based on certain given foundations and also takes into account flexible elements of individual linguistic identity. In the discussion, this concept is compared with other conceptualizations of speaker and learner identity (e.g. Block, 2007; Norton, 2013; Kresić, 2006, 2016), which turn out to differ from the proposed concept of identity in some central aspects. The insights gained from this study are valuable for research on multilingualism in migrational and pluricultural contexts, especially for research devoted to the question of learners' identities. It is suggested that the notion of "second language identity" can be extended towards a concept of "multilingual identity".

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If you mind, it does matter? Defining DLCs in consecutive multilinguals' repertoires

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One of the profiles of consecutive multilinguals is that of multiple language learners who have learned, rather than acquired, their languages through formal instruction. A point of interest in studying practices and behaviour of this profile of multilinguals is understanding the nature of their multilingualism and the extent to which it can be compared to other profiles of multilingual users.

The aim of this study is to examine the conditions under which some languages studied by multilingual users can be classified as belonging to individual's clusters of vehicle languages, or Dominant Language Constellation (DLC) (Aronin, 2016, 2020), while others take a more or less important place in their language repertoires. The data are drawn from the corpus of 16 language learning biographies of L1 Croatian English majors at a Croatian university who had learned numerous languages throughout their lives. In the language learning biographies, the participants provide a detailed portrayal of their language learning experiences and practices and incorporate them in the analysis of their present state multilinguality.

Each language learning experience is analysed in terms of learning outcomes and affordances perceived by the participants themselves, and then the DLC of each participant was determined based on definitions and possible criteria proposed in Aronin (2020). In order to identify a pattern, the characteristics of learning trajectories of the languages classified as those belonging to the participants' DLC were compared against those of other languages in the linguistic repertoire across the whole sample. The study showed that the learning trajectories and outcomes were determined by a wide array of interacting factors, but perceived communicative needs and relative immediacy of use featured as the key variables. The study, however, revealed certain tendencies and patterns that may be unique to multilinguality achieved in a monolingual environment. These relate to the differences in the levels and types of affectivity displayed, in relation to DLC and other languages in the repertoires, as well as linguistic awareness of this profile of multilinguals.

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Language Ecology in L3 Acquisition: Case Studies of German L3 learners with Chinese as an L1 and English as an L2

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My paper utilizes the theory of language ecology, and investigates Chinese German L3 learners' language learning dynamics within different sociocultural settings. German learners with Chinese as an L1 are generally L3 learners after English. My key question is to what extent and as to what aspects do learners' different environments provide them with different affordances, which influence their learning process at large. Informed Language Ecology (Haugen, 1972; Mühlhäusler, 1996; La Vier, 1997, 2000), language learning changes according to the environment, and it is essential to study L3 learning in different sociocultural contexts. Learning the same language in different sociocultural contexts would yield different results (O'Laoire & Aronin, 2004). Paying attention to those different affordances in Chinese German L3 learners' learning dynamics within distinct environments would benefit their learning process, considering that L3 learning is qualitatively and quantitatively different from L2 learning (Hufeisen 1998, 2000, 2001, 2010, 2018).

Methodologically, my project conducts case studies, where three German L3 learners are subjects. While the first case is one learner from a well-off family in a Chinese metropolitan, the second is another German learner from a rural region with limited economic resources. They learn German at the same institute and follow the same curriculum. They both learn German to study in Germany. The third participant is a native Chinese with English as an L2 in Budapest. Her reason for learning German is her need to communicate with her German boyfriend.

The significance of my research is for one thing that it fills the lacking empirical studies in German L3 learning within Chinese context, and for another thing that it adapts Language Ecology to observe L3 learning dynamics from a sociocultural perspective. My research has the potential to help solve many contradictory empirical results of L3 learning research.

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Tense and aspect and cross-linguistic influence – analysis of L2 and L3 learners of English

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L2 and L3 acquisition differ considerably: we can assume that monolinguals transfer from their L1 in L2 acquisition. Bilinguals, however, possess two potential resources for cross-linguistic influence (CLI) when learning an L3. Numerous studies present clear differences between L2 and L3 foreign language production (e.g., Cenoz & Valencia 1994). Yet, other studies fail to demonstrate such pronounced differences between L2 and L3 learners (e.g., Hopp 2019). What the latter studies have in common is the type of bilingual speaker investigated, namely heritage bilinguals who grow up with a majority and a minority (=heritage) language. Usually, they are dominant in the former and have limited skills in the latter (Montrul 2016). This language constellation contrasts with balanced bilinguals (Cenoz & Valencia 1994). Furthermore, most studies focusing on heritage speakers consider either oral or written production data.

Therefore, the current study compares written and oral data based on two picture description tasks of 176 learners of English (Russian/Turkish/Vietnamese-German bilinguals and German/Russian/Turkish/Vietnamese monolinguals; age 12 and 16) to assess whether the language mode – speech or writing – influences CLI, with regard to (non-)target-like usage of verbs.

The results show that CLI in the bilinguals comes from the majority language German, due to (i) dominant language transfer (Hopp 2019) and (ii) typological similarity (Rothman 2011), in addition to (iii) the monolingual German teaching perspective prevailing at secondary-school-level in Germany. Moreover, extra-linguistic variables, such as type of school or socio-economic background, also influence the L3. Yet, there is neither a statistically significant difference between the written and oral production, nor between the monolingual and bilingual learners when background variables are controlled for. This suggests that being a bilingual heritage speaker does not automatically enhance foreign language acquisition, but that additional criteria need to be considered.

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Study abroad: an affordance or a constraint in the development of plurilingual identity

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Despite the widespread belief that study abroad (SA) provides an unparalleled contribution to the development of foreign language skills, research offers diverse results on the relationship between SA participation and foreign language development (Yang, 2016). Rather than measuring actual language development, this study focuses on the role of SA as a context for developing plurilingual identity (Beaven & Conacher, 2021). We emphasise context as a response to the Block's critique of identity research in applied linguistics according to which there is a bias towards emphasising users' agency while disregarding "social constraints [that] are at work at every juncture of their activity" (Block, 2009: 223). The research is based on the narratives of language identity collected from thirteen incoming SA students in three locations: Catalonia, Cyprus, and Croatia. The analysis of the interrelationship between agency and structure aims to gain understanding about the contextual constraints and affordances that students refer to in shaping their plurilingual identity. The study indicates that context can be as prominent a constituent as agency and that students' representations of the SA context is inseparable from their pre-SA plurilingual experience and the portrayal of their future plurilingual identity.

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Endangered Species “Bilingualism”? How we Spin Constructs to Suit our Purposes

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Multilingualism seems to have become a buzzword in both journalism in and linguistic and pedagogical publications in Europe and beyond. However, it remains unclear whether present discussions of *multilingualism* do, indeed, refer to multilingual (L3+), as opposed to *bilingual* (L2) or even (possibly *monolingual*) pluricultural settings. This becomes a problem when simplistic (dichotomous) views of language(s) use continue to be propagated in educational and public policy. The present paper questions the uptake of multilingualism in academic and media forums over the course of 30 years, looking at the example of changes in the use of the terms ‘multilingual’ and ‘bilingual’ in one national setting. To this end, it examines their occurrences in the largest written newspaper corpus available in the German language (the W-Archive of the Leibniz Institute for the German Language) and analyses contexts of use within two national newspapers from Germany, the *taz* and the *ZEIT*. To examine changes in academic discourse, it compares these corpora to research articles in the national journal of the German SLA association, the *ZFF*. It becomes apparent that, whilst the use of ‘multilingual’ has become much more common since 2000, it appears that the denotation of ‘multilingual’ has undergone a semantic shift and is not used as a contrast to ‘bilingual’, but rather as an alternative, although differences between media and academic usage become evident. Thus, the monolingual-bilingual dichotomy bemoaned by multilingualism researchers in early stages of the research field appears to have been replaced in media by a monolingual-multilingual dichotomy. It is argued that this does little to further public understanding of considerations of multilingualism, when ‘multilingualism’ simply becomes a catch-all phrase to refer to various language (and cultural) contexts.

Language teachers' identity: Exploring the conflict between nativespeakerism and translanguaging

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Globalization has contributed to the interest in second/foreign language learning and has made bi-multilingualism essential for communication in international settings. Accordingly, the nature of diverse sociocultural linguistic activity in multilingual groups can only be understood if we look beyond native-speaker-oriented models of bi/multilingualism. In such models, languages are represented as completely separate entities (Creese and Blackledge, 2011). However, the linguistic activity in post-modern societies is characterized by hybridity and fluidity, as conceptualized by García and Wei (2014) in their discussion on translanguaging, by Blommaert and Rampton (2011) (superdiversity) or Pennycook and Otsuji (2015) (metrolingualism). In the translanguaging paradigm (Canagarajah, 2012), language fluency will not be evaluated by the native-speaker standard, as translingual speakers strategically use their language resources in an integrated manner to communicate with other people. This paradigm shift can apply to research on language teachers, with many scholars now arguing that the ideal teachers are those who can perform translingually (e.g., Zheng 2017). In this presentation, we primarily develop the concepts of nativespeakerism, bi/multilingualism and translanguaging and evaluate them theoretically. We argue that nativespeakerism and translanguaging are the two extreme points of a continuum that ranges from a prescriptivist native oriented perspective on language to a descriptivist one that contemplates translingual expressions as natural expressions of human communicative power. Subsequently, we argue that translanguaging does not fit into the current paradigm of language teaching smoothly because it may create conflict with the still dominant nativespeakerist ideology, and we advocate for a change of paradigm.

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“If I’m not fluent, then it’s not worth anything”: Fostering pre-service teachers’ multilingual identities during teacher education

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With increased linguistic diversity in English schools, it is paramount that initial teacher education and training (ITET) providers train linguistically responsive teachers who can confidently work in today’s multilingual classrooms. This paper argues that to achieve this aim, all future teachers, irrespective of background and subject specialism, should be given opportunities to reflect on and appreciate their multilingual repertoires during teacher education. Accordingly, this paper presents the findings of a quasi-experimental study investigating the effects of an identity-based online intervention on pre-service teachers’ multilingual identities. Taking an inclusive view of multilingualism, *multilingual identity* is defined as “individuals’ explicit understanding of themselves as users of more than one language” (Forbes et al., 2021, p. 434). Participants were 37 primary and secondary pre-service teachers of different subjects enrolled on a one-year ITET course in England in 2020/2021. During their training, 17 pre-service teachers also participated in an identity-oriented, online intervention, whilst a control group of 20 did not. The 10-hour intervention encouraged participants to reflect on their language (self-)beliefs and consider how students and teachers express their identities through language in school. All participants completed a questionnaire before and after the intervention. A comparison of pretest-posttest responses revealed significant increases in scores on various items designed to capture participants’ multilingual identities (Likert items and visual-analogue scales) among the experimental group with medium-to-large effect sizes, and no significant differences among the control group. Qualitative data from post-intervention interviews corroborated the overall finding that pre-service teachers tended to consider themselves more multilingual and feel prouder of their linguistic repertoires after participating in the intervention. Although larger-scale studies are required to confirm these results, the findings suggest that embedding an identity element into current ITET provision on inclusive teaching may contribute to preparing future teachers to confidently work in today’s multilingual classrooms.

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Family Language Policies: Opting for Afrikaans in English dominant South Africa

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The hegemony of English in the world today is widely acknowledged. This phenomenon is no different in the linguistically pluralistic context of South Africa, where multilingualism is common and English plays an important role in the formal domains, especially in education. In this linguistically complex context parents have to implement some form of Family Language Policy (FLP).

The focus of this presentation will be on the phenomenon of parents who have access to English in the home – through at least one of the parents being English-dominant – but who opt for Afrikaans education, despite the hegemony of English in South African schools. An explanatory mixed method approach was implemented, which included the collection of quantitative data (questionnaires), as well as qualitative data (interviews – analysed with Atlas.ti). This approach is prominent in FLP research, and it provided rich data regarding the beliefs and perceptions of the participants.

The main findings were that the FLPs espoused by the participants were directed by: the beliefs of the parents regarding the importance of Afrikaans-English bilingualism for their children within the South African context; attitudes about the quality of education in English versus that of Afrikaans; and responses to discourses of the endangerment of Afrikaans. These findings provide evidence that there are parents who go against the grain of the general trend of the perceived preference for English, in general, as well as in education in South Africa. By adopting a bilingual FLP, the families are establishing the maintenance of Afrikaans and English, to ensure that their children are equibilingual, in order for them to be able to thrive in multilingual South Africa.

Cross-linguistic vs. traditional teaching methods: an intervention study

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Multilingual language acquisition is a complex, dynamic and adaptive process leading to a specific multilingual proficiency or “holistic multicompetence” (Cook 1992: 566; Herdina/Jessner 2002) which has positive effects on language learning. L3 research and multilingual didactics have thus been supportive of foreign languages to be taught applying a cross-linguistic approach (e.g., Hufeisen 2010; Jessner/Allgäuer-Hackl/Hofer 2016; Ringbom 2007). Studies have shown that, for example, intercomprehensive teaching methods lead to an increase in reading competences (e.g., Polzin-Haumann 2018) and that language learners evaluate multilingual modules positively (e.g., Bär 2009). However, questionnaire surveys among teachers (e.g., Neveling 2012) reveal that the cross-linguistic approach has still not established itself in classroom teaching. One explanation might be that there is still little empirical evidence proving the advantages of this approach on target language competence (Heyder/Schädlich 2015).

The present paper analyzes the effects of cross-linguistic teaching methods on the acquisition of L3 Spanish in a university setting: Our pilot study drew upon a quasi-experimental research design; the participants were multilingual German-speaking beginning learners of Spanish. The sample was composed of two groups: The control group (n=97) was taught according to a neo-communicative approach, the experimental group (n=25) received a multilingual didactics intervention. In order to analyze the effects of the intervention we measured the students’ competence in Spanish in the middle (A1 level) and at the end of the course (A2 level).

In general, the preliminary results show that the control group outperforms the experimental group with regard to overall proficiency in Spanish. We hence have to interpret our results as indicating that the intervention possibly does not lead to quantifiable performance gains with regard to overall Spanish proficiency, but it might lead to positive effects in other knowledge areas (e.g., metalinguistic awareness, intercomprehensive reading strategies, knowledge in other Romance languages or the participants’ beliefs on multilingualism).

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“A motivating force”: Learner and in-service teacher attitudes towards translanguaging in increasingly multilingual classrooms in Cyprus

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Recent research on third language acquisition promotes a hybrid approach to teaching that takes into consideration the number of other languages known by the learner. (Cenoz, 2013). Elaborating on this further, Cenoz and Gorter (2014) postulated that educators should treat learners as multilingual speakers and integrate their full linguistic repertoires into their classrooms. More significantly, studies on L3 acquisition reported differences between acquiring a second or a third language (Safont & Portoles, 2015). However, research has restricted its scope to theorizing perspectives lacking empirical studies that would bring interview and classroom data together and shed light on how teachers and students perceive multilingual practices to strengthen current third language acquisition pedagogies (al-Bataineh & Gallagher, 2021).

In Cypriot classrooms, the increasing number of multilingual students acquiring Greek as a third language resulted in challenges that did not characterize the monolingual teaching approach that has for years prevailed (Ministry of Education & Culture, 2019). The purpose of this study is to understand the ways in which teachers cope with this surge in public schools but also the shift to more pluralist discourses with flexible languaging pedagogies (Guzula et al., 2016). The study focuses on students in Cypriot classrooms who acquired their L1 and L2 and are currently learning Greek as their L3. Seven classrooms in four state schools are observed and the seven teachers along with twenty-five L3 learners are interviewed. The research questions are:

- a) what are teachers' and L3 students' attitudes towards translanguaging?
- b) what are teachers' and L3 students' practices towards translanguaging in Cypriot public-school classrooms?

The findings suggest that the monolingual native speaker is still perceived as a reference for language learning and key stakeholders should reconsider the predominant language policy that still permeates in teacher-training courses and lesson planning perspectives.

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Affective factors in interlingual romantic relationships and their impact on the perception of EMI

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Resulting from the conditions of the *new linguistic dispensation* (Aronin & Singleton, 2012) an increasing number of people find themselves in romantic relationships mediated through a language other than their L1; in many such cases, English plays a prominent role. Earlier research highlights the importance of a couple's private language (Piller, 2002) and makes connections between romantic relationships and SLA (Marinova-Todd, 2003). Recent work explores issues relating interlingual relationships with language proficiency, emotional communication, and identity negotiation in language-learning (Muñoz & Singleton, 2007; Gundaker, 2010; Kinsella & Singleton, 2014; Dewaele & Salomidou, 2017; Pietikäinen, 2017; Singleton & Pfenninger, 2018). From this, we propose that the affective factors arising from romantic relationships mediated through English may impact on the partners' self-perception as EFL users and have implications regarding their perception of specific contexts of English use; i.e.: English Medium Instruction (EMI). To the best of our knowledge, the link between such affective considerations and the perception of EMI contexts has not yet been explored. Therefore, the current study presents qualitative data, collected from 15 participants with diverse linguistic backgrounds, with which we consider the following questions: 1) how our participants perceive the identificatory and emotional role of language in negotiating their relationship, 2) what impact the relationship has on their beliefs and attitudes as EFL users, and 3) what implications the relationship has regarding their perception of EMI contexts. Results appear to support that English-mediated relationships have a positive impact on EFL self-perception and the perception of EMI. Our participants seem to develop an integrative motivation towards learning an additional language from being in the relationship which compliments their existing instrumental motivation. Likewise, EMI seems to mirror the way in which partners in interlingual relationships successfully use and improve a foreign language, as it naturalizes language learning. Thus, we argue that interlingual relationships may potentially mitigate one of the main hurdles in implementing EMI; namely, the lack of interest and involvement (Doiz & Lasagabaster, 2018).

Does cumulative L1-L2-L3 lexical similarity impact learners' L3 word knowledge more than L2-L3 similarity?

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It is unclear whether one or all known languages influence L3 lexical acquisition when cross-linguistic similarity (cognateness) is at play. This study investigates how previous languages and participants' individual differences impact the L3 word knowledge in speakers of L1-Polish, L2-English, and L3-Italian. We tested the knowledge of 120 L3-Italian words: 40 non-cognates (e.g., *gorzki/bitter/amaro*), 40 L2-L3 cognates (e.g., *skromny/modest/modesto*), and 40 L1-L2-L3 cognates (e.g., *stabilny/stable/stabile*), controlled for part of speech, frequency, concreteness, length, and orthographic overlap. Regarding individual differences, we examined whether participants' L3 knowledge was predicted by their L2 and L3 proficiency, language learning aptitude (LLAMA B; Meara, 2005), and working memory (Polish Reading Span Test; Biedroń & Szczepaniak, 2012).

Forty-six L1-Polish learners of L3-Italian ($M_{age}=22.09$, $SD=2.88$) participated in the study (results for 95 participants will be ready for the conference). Participants' proficiency (DIALANG; <https://dialangweb.lancaster.ac.uk>) ranged between pre-intermediate and advanced in L2-English ($M_{DialangENG}=645.17$, $SD=155.55$) and L3-Italian ($M_{DialangIT}=437.02$, $SD=236.76$). To measure productive L3 lexical knowledge, we adapted the Vocabulary Knowledge Scale (VKS; Wesche & Paribakht, 1996) to activate three languages: L2-English (stimulus presentation), L1-Polish (language of instructions), and L3-Italian (word and sentence elicitation). Our L3-VKS study utilized confidence ratings and 40 nonwords to control for guessing. L3-VKS results were rated by two proficient Italian academic teachers ($\kappa=.985$).

A generalized linear mixed-effects model revealed that L1-L2-L3 cognates were known better than L2-L3 cognates and non-cognates, but there were no differences between non-cognates and L2-L3 cognates. L3-Italian proficiency and vocabulary learning aptitude correlated positively with the L3-VKS scores. The effect of L2-English proficiency was strongest for L2-L3 cognates and weakest for L1-L2-L3 cognates. Current results suggest that L3 word learning is facilitated by the cumulative L1-L2-L3 lexical similarity and learner's aptitude. Although both L2 and L3 proficiency predict L3 word knowledge, the boost from L2-L3 similarity seems conditioned by L2 proficiency.

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Developing crosslinguistic awareness of adult L3 learners of French through plurilingual consciousness-raising tasks

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If language learning success was merely dependent on exposure, then adult learners would be doomed to fail. Not only are they presumably too old to learn additional languages effectively, but target language (TL) input in formal settings appears to be insufficient, especially when other languages are allowed in class. Meanwhile, L3 learners were shown to build on knowledge of previously acquired languages (Ringbom, 2007), to rely on language learning experience and to develop increased metalinguistic awareness (Jessner, 2008). Based on research in multilingual education (Cenoz & Gorter, 2014), this study explores the perceived usefulness of crosslinguistic awareness-raising activities aimed at strengthening connections across the learners' multilingual repertoire.

This study took place in a higher education French as an additional language classroom (French Lx, English L1, Spanish L2) in Texas, United States. 22 learners participated in the study. Three PluriL-CRTs were implemented and recorded. The targeted structures were chosen considering the language combination previously mentioned (possessive determiners, near future form and comparative & superlative). Each PluriL-CRT included (1) an Input-Based phase, (2) a Reflective (Metalinguistic) phase during which participants were asked to make assumptions on underlying patterns across languages and (3) a Validation phase. The discussions were analyzed for metalinguistic reflections with or without crosslinguistic connections as well as for their level of analysis (superficial vs. complex) in terms of Form–Meaning–Use.

Preliminary observations from the verbal data suggest that when crosslinguistic connections are made, learners tend to formulate qualitatively different levels of analysis, as they mobilize aspects of Form–Meaning–Use across their plurilingual repertoire. Ultimately, the verbal data reveals a growing awareness of crosslinguistic correspondences, which demonstrates the benefit of accessing ones' plurilingual resources to further language learning.

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Emergent bilinguals in a digital world: A dynamic analysis of long-term L2 development in (pre)primary school children

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Today's multilingual and technology-supported culture is redefining when, why, and how languages are learned and used (The Douglas Fir Group, 2016). In this study, I am going to present dense time-serial data exploring the roles of age, L2 motivation and use of domestic technologies for the language development of 91 children in bilingual (pre)primary programs in Switzerland with 50% of the content being taught via the community language German and 50% via L2 English. The participants varied in their age of first bilingual instruction (5, 7 or 9); 71 of them were from German-speaking homes (new to English), while 20 were from English-speaking homes (new to German). Data collection occurred four times annually for up to eight school years (ages 5–12), via oral and written L2 production tasks and attitudes/motivation questionnaires, interviews, parental and teacher questionnaires. In the data analysis, (1) Bayesian linear/logit mixed models, which are able to conservatively handle small sample sizes, were combined with (2) generalized additive mixed modeling, which accounts for non-linear patterns in the learning process and temporal non-independence, and (3) qualitative content analyses. The study thus focuses not only identifying rapid L2 developmental vs. more stable phases, but also on the underlying environmental and psychological reasons of change. Results show that besides external states or events, notably children's early experiences with digital technologies and the interaction with a teacher, peer or a family member, many internal states at any given moment may have an effect on the developmental path. All these interrelated factors may cause any part of the learner's L2 system to fluctuate from one moment to the next and trigger a significant change to the system.

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The Istrian spoken multilingual corpus: a representation of a sociolinguistic reality

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Spoken language corpora represent a comprehensive data source for investigating contact phenomena in multilingual interactions (e.g. code-switching, amount of languages used, number of languages used, etc.). Multilingual spoken corpus design including standard language and dialectal variation requires many methodological decisions and have been mainly built on elicitation tasks. However, such a methodology does not allow us to see variation in naturally occurring communication (Ruhi and Isik Tas, 2014). Therefore, spontaneous and high interaction speech are essential for representing the nature of discourse in real life situations (Čermak, 2009).

The goal of this paper is to describe the sociolinguistic features of the Istrian multilingualism, aiming at shedding light over a potential correspondent contact linguistic model. For that purpose, we present the Istrian spoken multilingual corpus (in preparation), for which the conversational sampling method has been employed. The corpus' recordings involve native speakers of Istrovenetian/Istriot and/or bilingual/native speakers of three different generations that are being representatively recruited in all the bilingual towns of the Istria County. In the current state, the corpus consists of 51 transcripts and sound recordings with 42 participants of different age (from 22 to 73 years).

Current data reveals that the social interactions are determined by double diglossic/imperfectly polyglossic relationships and that the Istrian multilingual Italophone community is mostly a dialectophone community and/or vernacularophone one. Therefore, Italian has never achieved sociolinguistic capillarity and ethnolinguistic vitality. Istrovenetian and Istriot are ethnolinguistically (much) more vital (particularly the Istrovenetian koine', as Istriot shows signs of language shift towards it) than the Italian language. Furthermore, Croatian and Chakavian, idioms of undeniable social prestige, may cover almost all the entire range of functional communicative needs, serving as constant resources for the regular use of code-switching.

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The interplay of individual factors in defining L3 teachers' beliefs about multilingual education

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Empirical research on L3 teachers' beliefs has gained momentum in the last decade since teacher cognition is paramount for understanding teaching practices in multilingual settings. Yet, the multilingual turn, advocated by scholars like Cenoz (2019), or May (2014), has not been successfully incorporated into teacher training programmes around Europe. Thus, L3 didactics is still dominated by monolingual principles and mostly focuses on the teaching of English. Actually, as reported in previous studies (e.g. Haukås, 2016; Lundberg, 2019; Mitits, 2018), teachers-to-be tend to refrain themselves from using several languages in the same lesson or are reluctant to introduce non-European languages.

Recent research has already shown the positive impact of multilingual pedagogies on teachers' beliefs. But while most studies are about experienced secondary language teachers, only few of them deal with in-service primary school. This leaves subject novice teachers' beliefs in infant and primary settings as an underexplored area of study.

In the light of this research gap, the present paper examines 121 teacher trainees' beliefs about multilingualism in infant and primary education. The focus is on the effect of external and internal factors on those beliefs. Results show no significant differences across groups, although a teacher's profile more inclined towards implementing multilingual policies can be drawn from our data. As a conclusion, we suggest that a reconfiguration of teacher training programmes is needed.

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Investigating children's complex repertoires – A critical comparison of top-down vs. bottom-up perspectives

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This contribution problematizes the ways in which questions about school children's language background are asked for by offering qualitative and quantitative data on institutional (top-down) and individual (bottom-up) perspectives in two different settings: Canada and Austria.

The notions of '*first language (L1)*' and the '*native speaker*' have been problematized by researchers, arguing that the ensuing monolingual norms and assumptions are flawed or inequitable to refer to transnational families, 2nd and 3rd generation speakers, or individual multiple migration experiences (e.g. Cook 1999; Davies 2004; Rampton 1990; Wernicke 2017). However, such norms and assumptions are still ubiquitous in educational, institutional, social and policy settings. We will discuss some wide-spread but often contradictory views on the linguistic repertoires of children with one or more family languages, which differ from the language(s) of schooling.

A quantitative analysis of a sample of 123 *language background profiling forms* in elementary schools across *Canada* indicates that language background questions about students and their families constitute a mixture of monolingually- and plurilingually-oriented perspectives. In many cases the forms contribute to a limiting and static view of children's language repertoires and do not allow parents to list two or more languages as a child's first language, a counter-intuitive finding in a country like Canada with two official languages.

Qualitative data from a corpus of 90 language portraits and interviews with bi- and plurilingual children in Austria (as part of a larger research program on children's language and literacy repertoires) will show that in a mostly monolingually-oriented institution like school children are confronted with the co-presence of monolingually- and plurilingually-oriented discourses and education practices where their more complex repertoires are not adequately represented.

Overall, the findings of both studies indicate that institutions as well as individuals are struggling with the inadequacy of the chronological view of *L1* and a *native speaker's* maximal proficiency in *L1*, which often stands in conflict with children's lived experiences of multilingualism in their daily lives.

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Lexical development in narrations of trilingual children

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This paper focuses on the development of vocabulary in oral language productions of trilingual children of primary school age. The results presented in this contribution are part of a larger study on the narrative development of three trilingual sibling pairs growing up in the area of Freiburg, a bilingual city in Switzerland. This is a longitudinal study that observes the development of children's narrative competence over three years. The data basis of the research work are retellings of animated films that do not include language.

The contribution deals with the lexical development in the three languages of the children, more specifically lexical diversity and lexical sophistication.

The lexical diversity is measured by the Guiraud Index (Guiraud, 1954). It is assumed that the vocabulary of the children becomes more diverse with increasing age, which is reflected in a higher value of the Guiraud Index.

Lexical sophistication is examined by measuring the average frequencies of the nouns and verbs that study participants use in their productions. It is assumed that children with ever-increasing vocabulary will include more and more "rare" low-frequency words in their productions (e.g. Harley, 1992:169). Based on the hypothesis that school language is the dominant language of children, the question is whether lexical diversity and sophistication in all three of the children's languages increases with age, or whether this is only the case in the children's school (and increasingly dominant) language.

In addition to the development over the observed period of time, similarities and differences in sibling behaviour are discussed.

The findings reveal that lexical development varies from child to child. However, a certain trend can be observed which indicates that the vocabulary of the school language is becoming more specific.

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Learning strategies across skills: A multilingual project on reading

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This presentation studies the effect of strategy instruction in a multilingual context in the Basque Country, in Spain, where three languages (Spanish, L1, the majority language; Basque, L2, the minority language; and English, L3, the foreign language) are incorporated in the curriculum. Specifically, it studies if there is any transfer across skills (reading and listening) when it comes to strategy instruction.

Our participants were 100 children (age 11–13) at a school in the Basque Country in Spain. For our research we adopted a quasi-experimental pre-test-post-test design. 50 students acted as the experimental group, which received the strategy instruction in reading over a period of 7 weeks, and the other 50 as the control group. All the students were asked to complete several reading and listening tasks in English pre- and post-intervention to analyse the possibility of transfer between skills.

Our results showed that the strategy training had a statistically significant impact on the children's development of reading competence. However, we did not see a direct relationship between the reading and listening competence of both groups. These results will be analysed in connection to the nature of the tasks themselves and the need to access learning strategies metacognitively.

The pragmatics of email requests and openings in a multilingual educational setting.

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For the last twenty years, research in pragmatics has mainly focused on oral production and spoken data as argued by Culpeper and Gillings (2019). According to these authors, there is a need for more studies on written data. On that account, the present study focuses on email communication in the multilingual university setting. Previous studies dealing with similar settings point to the lack of politeness markers in students' email messages (Bjorge, 2007; Knupsky & Nagy-Bell 2011), requests tend to be more direct and they may not match with the degree of imposition or social distance involved (Gesuato, 2018). According to some authors (Biesenbach-Lucas, 2007; Yus 2011), students' lack of *netetiquette* and the lack of physical presence on the Internet may influence their pragmatic behavior. In addition to that, other studies examining email communication by Catalan-Spanish learners of English (Barón and Ortega, 2018) point to age effects and further confirm the preference for direct pragmatic forms. Nevertheless, none of the aforementioned studies has adopted a multilingual perspective in the analysis of their participants' pragmatic performance, and more research is needed that examines multilingual users' and learners' by tackling all their languages.

In an attempt to contribute to this line of research and confirm previous results, we have examined 250 email messages written to university professors by BA students (n=66, m.a. 23) and MA students (n=34, m.a. 45). The pragmatic formulas analysed were openings and requests produced in Catalan, Spanish or English. Our main goal was to confirm whether students' requests would devoid politeness markers and whether openings would show a lack of *netetiquette*. We were also interested in identifying age effects and in finding out if the pragmatic forms chosen would be in line with the politeness orientation of the language involved. Results are in line with previous studies as far as netiquette patterns are concerned and they add interesting information on the way multilingualism is displayed in email interaction. In a nutshell, our findings confirm previous research from an IL pragmatics perspective while they also point out the peculiarities of multilingual pragmatics.

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Is intonation linked to comprehensibility in L3 pronunciation?

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Background and aims: *Comprehensibility* has been used as a measure of L3 pronunciation (Derwing & Munro, 1995). *Intonation* may be linked to comprehensibility in L3 Finnish (Kuronen, 2016). However, research on the topic is scarce, and has focused on speakers of specific source languages (Swedish, Kuronen, 2016; Thai, Nikonen, 2012; Russian, Toivola, 2011). The objective of the study is to examine how comprehensibility and intonation develop during an intensive course of Finnish, and whether intonation patterns are linked to perceived comprehensibility.

Methodology: 35 Finnish language learners (FLLs) were tested at the start and end of an intensive course of Finnish. The students read aloud 60 sentences, which were recorded. The same sentences were read in randomized order both in the pre-test and posttest. Native Finnish speakers (NFSs, n=14) rated the FLLs' comprehensibility by listening to 4 pre- and post-test sentences from each FLL, altogether 272 sentences in 4 blocks presented with an ISI of 3 sec. The native-likeness of the FLLs' intonation was rated on a 5-step Likert scale by the two authors. The FLLs' intonation will also be acoustically analyzed in Praat. Possible correlations between perceived native-likeness and acoustic analysis of intonation, as well as perceived comprehensibility, will be analyzed statistically.

Results: Both comprehensibility and native-likeness of intonation improved during the intensive course. We also expect the acoustic analysis of intonation to confirm these results. We also expect there to be a link between native-likeness of intonation and acoustic analysis of intonation, although no correlation was found between native-likeness of intonation and perceived comprehensibility.

Conclusions and implications: The results show that a short intensive course focusing on spoken language can increase both comprehensibility and native-likeness of intonation. However, more research is needed on the possible factors contributing to perceived comprehensibility of L3 Finnish.

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Teachers' perspectives on communicative anxiety and pedagogical translanguageing

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This paper reports a study that explores the relationship between pedagogical translanguageing and anxiety from a dynamic perspective taking into consideration teachers' and learners' perspectives. Specifically, it analyses participants' communicative anxiety as related to pedagogical translanguageing. Pedagogical translanguageing is "planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire" (Cenoz, 2017:194). It is closely related to the original use of the term in Welsh (Lewis, Jones & Baker, 2012). Anxiety is one of the most important affective variables related to the use of a second or foreign language. The study of anxiety towards the second/foreign language has had an important development over the last decades (see Gkonou, Daubney & Dewaele, 2017 for an overview of current theory, research and practice). Horwitz, Horwitz, and Cope (1986:128) defined foreign language anxiety as 'a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process'.

This paper explores the link of the use of other languages besides the target language inside the classroom and its effect on communicative anxiety. The sample includes 124 primary and secondary teachers from the Basque Autonomous Community, who took part in a course on translanguageing and language integration in the curriculum. The course had theoretical and practical activities including the implementation of translanguageing tasks with their students. It had an intensive face-to-face theoretical part (20 hours) and an on-line part (7 weeks). Quantitative and qualitative instruments were used to collect the data from primary and secondary school teachers about themselves and their students. All participants had to fill in a questionnaire before and after taking the course. In addition, they also provided qualitative feedback about their feelings and anxieties when using pedagogical translanguageing in their classes. The preliminary results show that pedagogical translanguageing can be used as a tool for reducing teachers' and students' communicative anxiety and enhance a positive classroom atmosphere.

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Language learners telling stories

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This paper explores the benefits evident for multilingual learners, indeed additional language generally, in telling stories about their lives in their target languages as well as in recounting and “savouring” – even in their mother tongues – the detail of their language learning experiences. A number of recent publications and conference presentations have dealt directly and indirectly with the way in which this activity may impact positively on the affective and motivational aspects of learning. Some (e.g. Daniel, 2018; Sheekey, 2018) report on the effects of migrants and refugees in an intercultural environment telling stories in their current target language about their general experiences. In other cases (e.g. Singleton & Záborská, 2019, 2020), the focus is on third age language learners narrating in their mother tongue and savouring (see Pitts, 2018) the detail of their encounters with languages other than their first language. The paper will report what emerges from such accounts of the effects of telling stories on the morale and continuing language-learning endeavours of the informants in question, and it will propose strategies for the incorporation of storytelling into multilingual pedagogy.

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From bilingualism to multilingualism: The Linguistic Risk-Taking Initiative

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This theoretical-practical contribution draws on the notion of linguistic risk-taking (Beebe, 1983; Cervantes, 2013). It details a new pedagogical/technological initiative conceived at a Canadian postsecondary institution where courses, programs, and services in both English and French are available. In this bilingual context, linguistic risks are defined as authentic communicative acts in learners' second official language (French/English) which may be "risky" due to discomfort about making mistakes, being misunderstood, misunderstanding others, being judged, taking on a different identity, etc. To help learners overcome such deterrents and to encourage authentic language practice, a Linguistic Risk-Taking Passport booklet and phone app were designed, with over 70 risks representing meaningful daily activities (e.g. speak the second language at the library, approach a passer-by for directions, order food at the cafeteria, prepare a CV, etc.). Using their passports/apps, learners check off risks, comment on difficulty levels, propose additional risks, analyze their own patterns, and enter draws for prizes. Using quantitative and qualitative data from the passport/app, questionnaires, and interviews, I report on 100 French and 100 English learners' linguistic risk-taking preferences (oral interactions, reading, writing, listening), level of engagement (number of risks taken per person), and perceived level of usefulness/satisfaction. I situate the findings within learner autonomy, gamification, and positive psychology approaches. Then I examine critically this project from the point of view of multilingualism. I argue that traditional Canadian discourses, policies and pedagogies centered on official bilingualism (English/French) are inadequate in capturing the complex multilingual reality of many learners. As a next phase of development, I outline how the Linguistic Risk-Taking Initiative can be modified to engage speakers of other languages who can use the passport/app to acquire English and French as second and third languages in complex and mixed modalities and by drawing on learners' existing complex repertoires, rather than as separate monolingualisms.

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Positioning and Reinterpreting the self: Investigating self-perceived pluri-identities in the U.S. Higher Education

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Research in Applied Linguistics has shown the interconnections between globalization, multilingualism, and identity illustrating the multiple ways through which individuals invest in language learning and socially construe their multiple identities (Pavlenko et al. 2008). Hornberger (2003) argues that multilingual classrooms represent eco-systems in which interrelationships among languages, their speakers and the cultural factors related to that specific environment occur. Therefore, language classrooms are particularly situated for learners' identity and language ideology development and negotiation. Several scholars (Baxter 2016; Relaño-Pastor & Fernández-Barrera 2018) underline how language ideologies play a crucial mediating factor in identity construction and can contribute to inequality and social hierarchization affecting ways in which individuals are positioned by others and position themselves through discursive processes. This paper aims at investigating how learners position themselves according to the social space, relationships and tasks of a multilingual post-secondary Italian language classroom. In particular, the study explores how an iterative reflective learning process affected the interplay of competing positions learners can take re-negotiating their subjectivity through their *agency*. This reflective approach included: 1) oral pluribiographies shared with peers and videotaped in the classroom; 2) a self-reflection questionnaire learners filled out while watching their video, and through which they analyzed how they conveyed their “plurilingual selves” by means of linguistic devices and metaphors; 3) a follow-up interview with the instructor to explore in depth some concepts emerged during the second step of this reflective process. The analysis of data collected through this reflective framework and possible implications for research and teaching will be discussed. This discussion will mainly focus on: 1) what are the causes and effects of changing subject positions; 2) how categorizations such as “elite multilingualism” (Barakos & Selleck 2019) may oversimplify social contexts that embed complex and multilayered biographical trajectories, hence the need to explore more dynamic descriptive categories.

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Regressive phonological transfer in early bilingual Spanish-Basque learners of English

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Trilinguals' L1 and L2 phonological systems influence L3 phonology resulting in either hybrid L1/L2 transfer (e.g., Llama & Cardoso) or primarily L2 transfer (e.g., Wrembel, 2010). Regressive transfer – the influence of L3 phonology on either L1 or L2 – has only recently started attracting attention and suggest stronger L3-to-L2 than L3-to-L1 influence (Cabrelli Amaro, 2017; Cabrelli Amaro & Rothman, 2010). This finding led to the Phonological Permeability Hypothesis (PPH), which states that an L2 acquired post-puberty is more vulnerable to phonological L3 influence than the L1.

The present study investigated phonological regressive transfer in 50 highly proficient L1-Spanish-L2-Basque early-bilinguals with L3 English (mean age=25 years, mean AoA: Spanish=birth, Basque=2.8 years, English 6.3 years). They were immersed in a Spanish-Basque bilingual society and learned English at school. Participants performed a speeded trilingual switching task, in which they had to name pictures either in Spanish, Basque, or English (as indicated by a flag) within 900ms. In non-switch trials, we measured participants' VOT production in voiceless plosives, which take short lag VOT in Spanish and Basque but long lag VOT in English. In a baseline naming task, participants' mean VOT duration was 23ms in L1-Spanish, 24ms in L2-Basque and 39ms in L3-English. According to the PPH, we hypothesized that L3-English has a stronger impact on L2-Basque than on L1-Spanish, resulting in longer VOT in L2-Basque in switching than in baseline. No such increase was expected in L1-Spanish. Participants' VOT in the speeded trilingual switching task increased compared to baseline in L2-Basque but not in L1-Spanish ($p < .001$; Figure 1). This supports the PPH and suggests that it can be extended to trilinguals with a very early-acquired and highly-proficient L2.

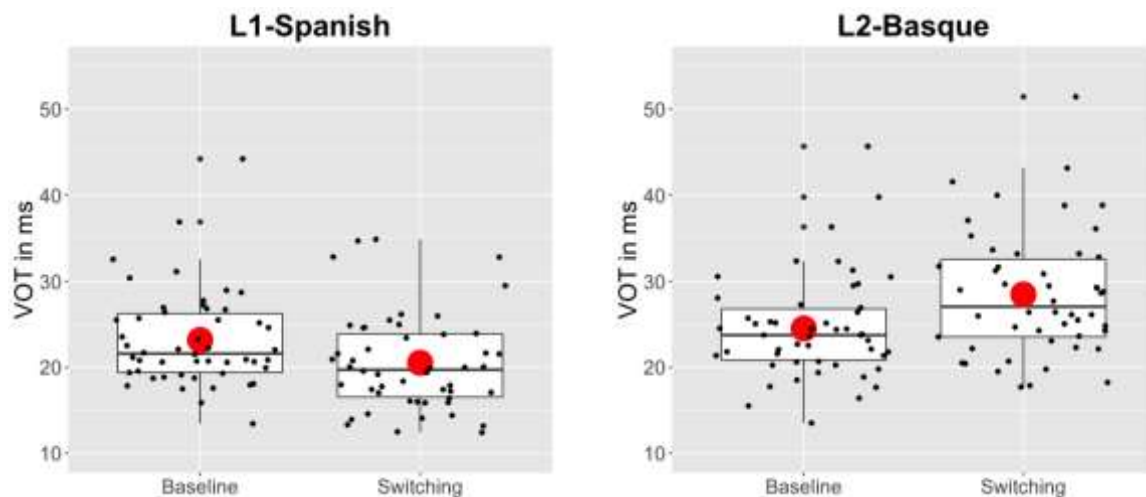


Figure 1. L1-Spanish and L2-Basque VOT duration in baseline and switching (non-switch trials). Small black dot=participant; large red dot=mean.

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L2 as a source for cross-linguistic influence in L3 but not L4: front and back rounded vowels by quadrilinguals

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Research concerning cross-linguistic influence (CLI) in multilingualism seems to focus predominantly on the relation between L1, L2 and L3 with a limited body of literature regarding acquisition of yet another language (Ln). Yet, it is assumed L3 and Ln acquisition is similar (Hammarberg 2018).

The aim of the study is to analyse the influence of L2 on L3 and L4 in quadrilinguals (N=10) living in the L1 country. L1 Polish/L2 French/L3 English/L4 Spanish speakers with similar proficiency levels in L2 and L3 (B2+/C1) were asked to produce front and back rounded vowels in controlled contexts in their foreign languages. The recordings were conducted in a sound-treated room. Formant measurements were taken using the formant tracker in Praat and then normalised. We hypothesised that L2 French would be the source of CLI for L3 English and L4 Spanish resulting in F2 increase in both L3 and L4 high back vowels because of: 1) high L2 recency of use (Hammarberg 2001); 2) L2 status (Wrembel 2012); 3) L2-L4 typological proximity; 4) low L4 proficiency which favours L2 influence (Gut 2010). As the English /u:/ is already quite fronted (Deterding 1997), it may be treated as a similar sound (Flege 1995) without a new category. It may experience the greatest CLI and merge with the L2 front rounded vowel/s. L3 English /ʊ/ and L4 Spanish /u/ are much backer and could be perceived as new sounds with less CLI.

The results confirmed L2 French influence on L3 English /u:/ in the form of fronting. Less influence was visible in the English /ʊ/. No CLI from L3 French was observed in L4 Spanish. Individual productions showed different scenarios with assimilatory and dissimilatory movements of L3 and L4 high back vowels.

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The more, the better? An investigation of the impact of multilingualism on statistical word learning

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Mapping words to their correct referents is a major challenge for language learners, with their tendency to assign one label to one object- a constraint referred to as Mutual Exclusivity (ME). Previous research suggests that language learners use the statistical information of the input to cope with indeterminacy and that bilinguals outdo monolinguals in relaxing the ME constraint. It is also taken for granted that the benefits of bilingualism extend to the multilingual population and that knowledge of more languages leads to greater benefits (Chan and Monaghan, 2019; Poepsel and Weiss, 2016; Byers and Werker, 2009). However, the extent to which trilinguals and quadrilinguals can use statistical learning to map and remap words to their referents has not yet been investigated. Here we compare adult monolinguals, sequential bilinguals, trilinguals, and quadrilinguals' performance on a cross-situational learning (CSSL) task, involving both one-word-to-one-object mappings and two-objects-to-one-word mappings. A 3X3 CSSL design was used to expose participants to a mixed set of both types of mappings in three successive familiarization phases, each of which was followed by a test. A repeated measures ANOVA analysis revealed that all groups successfully learned both types of mappings, but they predominantly learned one-to-one mappings. Monolinguals, bilinguals and trilinguals show a similar learning of one-to-one mappings, but both monolinguals and bilinguals are outdone by quadrilinguals. Inconsistent with previous research, our findings show that unlike trilinguals and quadrilinguals, bilinguals did not outperform monolinguals in the learning of two-to-one mappings. Our results indicate that different degrees of multilingualism confer different advantages in statistical word learning and in relaxing ME.

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Teacher voices, teacher actions: Practical aspects of responsive pedagogy in linguistically heterogeneous EFL classrooms

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As the number of culturally and linguistically heterogeneous children in language classrooms is on the increase, multilingualism is becoming the new linguistic norm. Teachers have been recognized as important agents of change who, through direct pedagogical actions in the classroom, can either support or hinder multilingual development of young learners (De Angelis, 2011). Linguistically and culturally responsive teaching (Lucas & Villegas, 2013) that takes into account learners' diverse backgrounds has been acknowledged as crucial if supporting multilingual development is to be accomplished (Alisaari et al., 2019). However, pedagogical choices made by teachers are influenced by their own experiences as learners (Lortie, 1975) as well as by their beliefs about teaching and learning, which are not easily altered (Borg, 2006). It is therefore imperative to investigate the relationship between teacher beliefs and their pedagogical practices in multilingual settings. In this paper, we attempt to illuminate the issue through findings from a qualitative project that examined teacher voices and their actions in the EFL classroom. The data were collected using semi-structured interviews with five teachers at a school with a large diverse learner population, as well as structured observations conducted using Multilingual Approach to Diversity in Education (MADE), designed specifically for the present study. The findings suggest that although the teachers demonstrate positive beliefs about multilingualism and multilingually-oriented education, they tend to persist in monolingual teaching practices as well as homogenous views of diverse classroom contexts (Alisaari et al., 2019). Additionally, as the teachers feel insufficiently prepared to work with diverse learners due to their educational backgrounds and lack of opportunities for professional development, their actions in the EFL classroom often rely on a trial-and-error procedure. We conclude with recommendations for the local context in which this qualitative study was conducted as well as directions for future research.

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Entwicklung der Mehrsprachigkeit in der Pflichtschulbildung – Deutsch vs. Englisch als L2

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In den letzten Jahrzehnten ist die Entwicklung der Mehrsprachigkeit zu einem zentralen Bildungsziel der schulischen Bildung in Europa geworden. In diesem Kontext ist es zu wissenschaftlichen Kontroversen bezüglich der optimalen Sprachenlernfolge und der Dominanz von Englisch als Eingangsfremdsprache (L2) gekommen (Gehrmann, Knežević, 2011; Europäische Kommission, 2017). Die Sprachenlernfolge ist vor allem deshalb relevant, weil dieser, ausgehend von der zentralen Bedeutung der L2 für das Erlernen der L3 und jeder weiteren Sprache, eine Schlüsselrolle für die Entwicklung der individuellen Mehrsprachigkeit zukommt. Obwohl Englisch als L2 in der Regel als Grundlage für den sprachlichen Transfer herangezogen wird (Horvatić Čajko, 2012), ist es in der Forschung umstritten, ob Englisch als vorherrschende L2 tatsächlich für die Entwicklung der Mehrsprachigkeit der Lernenden förderlich ist oder ob das Bildungsziel Mehrsprachigkeit eher mit Englisch als L3 erreicht werden kann (Krumm, 2003).

Der vorliegende Beitrag präsentiert Ergebnisse einer empirischen Studie, die der Frage nachgeht, inwieweit die Sprachenlernfolge die Kompetenz der Lernenden in den gelernten Fremdsprachen beeinflussen kann. Untersucht wurden zwei für das kroatische Schulsystem typische Sprachenlernfolgen: Deutsch (L3) nach Englisch (L2) und Englisch (L3) nach Deutsch (L2). Mittels *Sprachkompetenzprüfungen* wurden die Fertigkeiten Hören, Lesen und Schreiben von 356 Fünftklässler evaluiert. Statistisch signifikante Unterschiede zugunsten der Lernergruppe mit Deutsch als L2 wurden für das Hör- und Leseverstehen ermittelt. Die Sprachenkonstellation Englisch nach Deutsch hat sich auch für die Entwicklung der Fertigkeit Schreiben als günstiger erwiesen. Dieses Ergebnis weist einerseits auf die Notwendigkeit hin, die Dominanz des Englischen als Eingangsfremdsprache zu überdenken. Andererseits zeugt es vom Bedarf, die schulfremdsprachliche Sprachenpolitik und -didaktik in Kroatien in diesen Fragen neu zu justieren.

Hierzu wird es notwendig sein, auf Basis von Studien zur Auswirkung unterschiedlicher Sprachenlernfolgen auf die Kompetenzen in den jeweiligen Fremdsprachen entsprechende sprachenpolitische Richtlinien seitens der zuständigen Bildungsbehörden zu formulieren.

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Developing Multilingualism in Compulsory Education – German vs. English as L2

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In the course of the last decades the development of multilingualism has become one of the key educational goals in Europe. In this context the questions of an ideal chronological sequence of foreign languages and the dominance of English as a starting foreign language (L2) (Gehrmann, Knežević, 2011; European Commission, 2017) led to scientific controversies. Starting from the key role of L2 for L3 and Ln acquisition, it is obvious that the chronological sequence of language learning is highly relevant for the development of individual multilingualism. Although English (L2) mostly serves as the basis for language transfer (Horvatić Čajko, 2012), there is a debate in the research about the facilitating effect of English as a dominant L2 for the development of learners' multilingualism and about the question whether multilingualism as an educational goal could be more easily met with English as L3 (Krumm, 2003).

The paper presents the results of an empirical study dealing with the impact of the chronological sequence of languages on the competence of learners in foreign languages they study. Two chronological sequences, typical for the Croatian educational system, were explored: German (L3) after English (L2) and English (L3) after German (L2). Listening, reading and writing skills of 356 fifth grade students were evaluated through language competence tests. Statistically significant differences were established for the learners' group with German as L2 in listening and reading skills. The language constellation English after German turned out to be facilitating for the writing skill as well. Such results indicate, firstly, the necessity to reconsider the dominance of English as the starting foreign language (L2). Secondly, they show the need to readjust the foreign language policy and the didactics of FLT in Croatian schools.

Based on the studies about the impact of different chronological sequences in foreign language learning on the competence in each of the languages, the responsible educational institutions should pass corresponding language policy guidelines.

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The lecturer as a linguistic landscape: a linguistic ethnographic description of lecturers in multilingual higher education classrooms

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In a diverse and highly multilingual South Africa, the paradoxical state of South African higher education (HE) institutions following, predominantly more and more monolingual language policies, is challenged by a few exceptions; one of those being the North-West University who has implemented a new multilingual language policy. While this implementation theoretically attempts to address a cry for social justice, challenging the status quo might reveal underlying emotional and ideological challenges for the HE lecturer within this context. This paper, as part of a larger PhD study attempts to describe the linguistic realities of these mono-, bi- and multilingual lecturers, amidst such a transformative period of language policy, by appropriating theoretical concepts such as linguistic landscapes and linguistic citizenship to reflect a wider application of such approaches. Methodologically, the use of comparative layered language portraits in conjunction with linguistic life-history questionnaires and reflective writing, construes new applications of these methods, thereby re-establishing new parameters of the functions of these methodological tools. With the goal to ascertain how the lecturer, as a linguistic landscape, reflects the navigation of policy in practice in multilingual classrooms at the NWU, this study will provide an in-depth description of the language ideologies, identities, repertoires, and pedagogical practices that underscore the role of the HE lecturer in multilingual settings.

Learning and Teaching Through the L3: Classroom Pedagogies and Multilingual Practices in CLIL

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Approaches that use a foreign language or an ‘additional language’ (Coyle, Hood, & Marsh, 2010) to teach content abound in many educational contexts in the world, and have become a useful tool to improve language skills and foster multilingualism while learning content at the same time. In the Basque Autonomous Community, primary and secondary schools offer one subject or more taught through the foreign language, mainly English, which coexists with the official languages of the community (Basque and Spanish) in the curriculum. In this context, this study aims at exploring how four CLIL teachers understand their role as content and language facilitators and describing their practices when teaching through English (L3). It also seeks to analyze classroom practices that involve the use of students’ other languages. Data were collected using mainly classroom observations and semi-structured interviews with the teachers. The findings show clear differences between the teachers with a content-teaching background and those with a language-teaching background. The differences were in classroom pedagogies related to focus on language, error correction or use of the students’ multilingual repertoire in the class, among others.

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Plurilingual Dialogic Education in Fryslân

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Plurilingual education approaches are focused on instruction within mainstream education where groups of learners have a range of different language proficiencies, from monolingual to bilingual or plurilingual (Tait & Gleeson, 2016). They come from a variety of educational and linguistic backgrounds and, for some of these learners, the language of instruction differs from their home language(s). The imperative to understand and accommodate the educational needs of these learners has impelled a stream of research on linguistically inclusive pedagogy (Roth et al., 2012), most of which is aimed at raising proficiency in the language(s) of instruction. Less is however known about the use of minority and migrant languages in the process of learning and knowledge building (Walsweer, 2015; Duarte, 2016).

Current initiatives for plurilingual education in the only official bilingual province of the Netherlands (Fryslân), aim at addressing this gap. Those initiatives use the approach of Design Research (McKenney & Reeves, 2012; Bereiter, 2002) and are all based on the concept of dialogic education (Wells, 1999; Wegerif, 2013). Teachers and researchers are working together in iterative cycles on the improvement of dialogic classroom practices.

The session will present the recent developments around plurilingual dialogic education in Fryslân. It is set within the current context of regional minority languages, such as Frisian, growingly encountering migrant-induced language diversity. Against this backdrop we will present:

- (1) An example of a project called 3M, aiming for motivating teachers to develop *translanguaging practices* (Li Wei, 2014) and assisting schools in sustainable change towards plurilingual dialogic education.
- (2) Examples of the use of *multilingual interaction* (whole class & group work), using conversational analysis.

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Investigating multilingual vocalic space: Spectral overlap and separation in three vowel systems

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The contribution aims to further our understanding of the acquisition of speech from a multilingual perspective by extending previous findings of limited studies into L3 vowel quality and quantity (e.g. Missaglia 2010, Sypiańska 2016, Kopečková et al. 2016, Kartushina and Martin 2019). In this study, we report on the first testing time of a large longitudinal project investigating L3 Norwegian from the onset of its acquisition in a formal setting in L1 Polish learners with L2 English. In two separate sessions, seventeen female students (mean age = 20) read material in the three languages, including non-words containing all the monophthongs. The durations and first three formants of the vowels were measured. We aimed to explore interactions between the three vocalic subsystems by assessing overlap between pairs of crosslinguistically adjacent vowels. Overall, Norwegian (Fig. 3) has better spectral category separation than English (Fig. 2), and some L2 and L3 vowels cluster away from the L1 system. Interestingly, the averages for English KIT and Norwegian /y(:)/ cluster together, and so do those for English GOOSE, FOOT and Norwegian /ʊ(:)/, suggesting a partially merged L2/L3 system (Fig. 4), albeit there is considerable inter-speaker variability. At least some speakers use duration to distinguish between the short and long vowels of Norwegian. Pillai scores (Nycz and Hall-Lew 2013) were computed for some vowel pairs, providing numerical confirmation of the trends apparent visually. For example, the score for English GOOSE vs. Norwegian /ʊ(:)/ is 0.016, indicating overlap, while that for Norwegian /ʊ(:)/ vs. /o(:)/ is 0.551, and for /ʊ(:)/ vs. /y(:)/ is 0.315, indicating much better separation. The observed trends will be interpreted in relation to orthographic interference, proficiency level, ‘foreign language effect’ and high interspeaker variability. Ultimately, we hope to trace patterns of dynamic, multidirectional cross-language interactions in vowel productions of multilingual learners.

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Adverbial placement: Evidence of positive transfer from L2 French to L3 Spanish

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It has been found that an L2 is more likely to be activated than an L1 during the early stages of L3 acquisition (e.g. Hammarberg, 2001; Leung, 2007). This ‘L2 factor’ has also been attributed to a higher degree of cognitive similarity between the L2 and the L3 (e.g. Bardel & Falk, 2012) and an enhanced metalinguistic awareness among instructed language learners (e.g. Bono, 2011; Jarvis, 2015).

Studies on adverbial placement are currently under-represented in the L3 transfer literature. This paper investigates the placement of specific adverbs of manner where word order in Spanish matches that of French in declarative sentences (S V ADV O), but not that of English (S V O ADV). Two groups participated in the experiment: the EN/FR/SP group (n=28) were native English secondary school students with five years’ instruction in French and two in Spanish; the EN/SP group (n=22) were native English secondary school students with two years’ instruction in Spanish and no prior knowledge of French. In both cases, the participants’ Spanish was at an equivalent B1 (intermediate) level on the CEFR scale. Participants completed two exercises via a web-based platform: a Spanish Grammaticality Judgment Task (GJT) and an English to Spanish Translation Task (TT), based on an examination test-type with which all participants were familiar. It was hypothesized that the EN/FR/SP and EN/SP groups would perform similarly on the GJT in identifying grammatical Spanish sentences, but that the EN/FR/SP group would be more accurate in identifying ungrammatical Spanish sentences that reflected English word order. It was also hypothesized that the EN/FR/SP group would perform more accurately than the EN/SP group in producing target-like forms on the TT. Both hypotheses were confirmed: the L2 was found to have a significant, positive influence on the L3 in both recognition and production settings.

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It's the economy...how to model effects of processing preferences in a multilingual brain? The example of *gustar*-like verbs in Spanish as a L3.

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Spanish *gustar*-like verbs have specific syntactic and semantic properties and their construction differs from German or English. Therefore, these verbs cause great difficulties to German learners of Spanish as a L3. Based on a construction grammar approach, this problem should be solved by means of rule/raster instructions and input manipulation (frequency) which should lead to overcoming the negative transfer from L1. In view of our corpus evidence, however, the construction grammatical approach cannot satisfactorily explain the difficulties in acquisition.

Against this background, the contribution proposes to discuss the cause of negative transfer from a double perspective (UG-based vs. CxG-based). Which model can develop a stronger explanative force? Or does a synthesis of the assumptions of both models might achieve the highest plausibility? The starting point for our discussion is the production data of L3 Spanish learners (A2+/B1; L1 German/L2 English). Based on the categorization of their errors we address the following questions: Do the learners' difficulties result from the fact that a rule-based parsing of the L1 triggers the argument structure of the L1/L2 with non-pro-drop-properties (rule transfer) and thus "forces" the learners to occupy the subject position? Or is it transitivity-dominance in processing? This possibly blocks the construction of a mental representation on the L3 level and thus prevents an entrenchment of the argument structure of *gustar*. How to explain that salience and frequency of *gustar* don't have enough effect to allow learners to store *gustar*-constructions as schematic constructions? Do learners store schematic constructions of complex linguistic structures at all? Then, errors would be explained by the dynamicity in the grammar-lexicon-continuum. Or can interlanguage phenomena be explained by the dominance of L1-bound processing mechanisms and the dominance of specific linguistic features on the conceptual-level (transitivity, information structure, argument disambiguation) as well as by economic factors in the cognitive organization.

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How crosslinguistic awareness-raising in German (L3) impacts the pedagogical stance of student ESL teachers in Quebec

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The present study is anchored in a crosslinguistic approach to additional language teaching. Instead of restricting classroom practice to exclusive target language use, pedagogical activities conceived in this framework encourage the activation of background languages. In the course of the last decade, the quest for European intercomprehension has given rise to whole curricula aimed at cultivating crosslinguistic awareness (Candelier et al., 2012; Hufeisen & Marx, 2007). In Canada, crosslinguistic approaches have also flourished (Cummins, 2005; Horst, White, & Bell, 2010; Maynard, Armand, & Brissaud, 2020), albeit with an overwhelming focus on the acquisition of French and English.

To enrich this line of research and to broaden the scope to multilingual learning contexts in the province of Quebec, the study examines the benefits of crosslinguistic awareness-raising activities in initial-stage learners of German (L3). Enrolled in a teacher-training program, the participants are native speakers of French (L1) and advanced learners of English (L2) most of whom also speak Spanish, among other L3. While promoting the conscious use of the learners' multilingual repertoire, the learning events at the heart of our approach are intended to trigger reflections in pre-service teachers regarding their own perspective on language teaching, in particular with regard to the target-language-only policy stipulated in their program of study.

Introspective and retrospective data allowed to gain insights into the learners' perceptions regarding the usefulness of resorting to other languages, including their L1. Preliminary analyses of think-aloud protocols and post-task questionnaires suggest that, when given the opportunity to explore their multilingual repertoire, learners become aware of the positive impact of such practice on their understanding of target language features, which triggers a sense of success. Finally, semi-directed interviews allowed to shed light on the future teachers' reflective stance regarding the potential of adopting a crosslinguistic approach to second/foreign language teaching.

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Poster session papers

Fremdsprachenlehrkräfte und ihre Verbände als Akteure der Sprachenpolitik – am Beispiel der Deutschlehrkräfte

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Die Mehrsprachenkompetenz zählt zu den acht anzustrebenden Schlüsselkompetenzen für das lebenslange Lernen und wird durch einen umfassenden Ansatz für das Lehren und Lernen von Fremdsprachen unterstützt (Rat der EU, 2019). Vor diesem Hintergrund stellt sich die Frage, wie antwortet Bildungs- und Sprachenpolitik auf diese Herausforderungen und wer gestaltet sie. Ausgehend von der Annahme, dass Sprachunterricht ein Aktionsfeld der Sprachenpolitik ist (Christ 2003: 103) und dass Lernen fremder Sprachen sowie Förderung der Mehrsprachigkeitskompetenz ein wichtiges bildungspolitisches Ziel darstellen (Consentino 2016; Krumm 1992, 2021;), ist die Rolle der Fremdsprachenlehrkräfte in der Mitgestaltung und Umsetzung der Sprachenpolitik zentral. Dabei lassen sich zwei Aspekte unterscheiden. Einerseits ist die Aufgabe der Lehrkräfte, zu den sprachpolitischen Entscheidungen der Bildungsbehörden Stellung zu nehmen sowie ihre Verabschiedung proaktiv zu bewirken, und andererseits sollten sie sich durch die Öffentlichkeitsarbeit für das Ziel der Mehrsprachigkeitskompetenz mit einem möglichst breiten Angebot von Fremdsprachen einsetzen. Zur Erreichung dieses Ziels kann jede einzelne Lehrkraft beitragen, jedoch können gemeinsame Initiativen auf der Ebene der nationalen und internationalen Fremdsprachenlehrerverbände größere Leistungen erbringen. Im vorliegenden Beitrag wird sprachpolitische Arbeit des Internationalen Deutschlehrerverbandes (IDV), die auf dem Grundsatz der Mehrsprachigkeit beruht, exemplarisch dargestellt (vgl. Sorger, 2012; Krumm, 2021). Auf Grund der Freiburger Resolution zur Sprachenpolitik (Vosicki et al., 2019), gründete IDV 2019 die Sprachenpolitische Kommission zur Unterstützung der Mitgliedsverbände in ihrer sprachpolitischen Tätigkeit. Um die Hypothese zu überprüfen, dass Fremdsprachenlehrkräfte und ihre Fachverbände sprachpolitisch aktiv sein können, wurden in 94 europäischen und außereuropäischen Mitgliedsverbänden mittels einer Umfrage empirische Daten erhoben, die Einblick in ihre sprachpolitischen Aktivitäten ermöglichen. Die Ergebnisse der Datenanalyse umfassen unter anderem die Handlungsfelder wie Kommunikation mit den Bildungsbehörden, Beispiele der Öffentlichkeitsarbeit und spezifische Zielgruppen, an die sich Fachverbände mit ihren Werbeaktivitäten wenden. Diese können als Ausgangspunkt weiterer wissenschaftlich orientierter Forschung sprachpolitischer Arbeit dienen, aber auch als konkrete Anregung für individuelles Engagement einzelner Sprachlehrkräfte und ihrer Fachverbände in der fremdsprachenbezogenen Bildungspolitik.

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Foreign language teachers and their associations as creators of educational language policies – an example of German teachers

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Multilingual competence is one of the eight key competences for lifelong learning, supported through a comprehensive approach to the teaching and learning of languages (EU Council, 2019). Considering this educational goal and recommendation, the question should be raised – how can educational language policies (LPs) tackle those challenges and who creates LPs. Starting from the assumption that language tuition is an action field of LPs (Christ 2003: 103), that foreign language (FL) learning as well as encouraging multilingualism are significant educational goals (Consentino 2016; Krumm 1992, 2021), the role of FL teachers in the co-creation and implementation of LPs is essential. Firstly, teachers have the task to react to and to initiate LPs decisions of educational authorities, and secondly, they should engage into promotion of multilingual competence based on a wide offer of FLs. Each FL teacher can contribute to that goal, however, common initiatives of national and international associations of FL teachers can achieve more in the promotion of multilingualism. As an example, the paper discusses the work of the International Association of German Teachers (IDV) related to LPs (cf. Sorger, 2012). Based on The Freiburg Resolution on Language Policies (Vosicki et al., 2019) and on the principle of multilingualism in educational settings, IDV has established the LPs Commission in 2019 to support German teachers' associations around the world in their activities focusing on LPs. In order to test the hypothesis that FL teachers and their associations can be active in co-creating LPs, a questioner was administered to collect empirical data in 94 associations of IDV around the world. The results enable an insight into their LPs activities in Europe and in other parts of the world. The results of data analysis include communication with educational authorities, examples of PR activities, language promotion activities of teachers' associations and specific target groups. Those results can be applied in designing future scientifically oriented research of activities focusing on LPs. They can also motivate language teachers and encourage their individual engagement as well as the work of their associations in the creation of educational FL policies.

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The positive impact of child's metalinguistic awareness on the acquisition of a new foreign language – Russian as L4

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Metalinguistic awareness as one of the key learner-based factors in language acquisition has been currently investigated in an increasing number of studies on multilingualism (Woll, 2019; Troha, Petravić & Šenjug Krleža, 2020). However, case studies on examining metalinguistic awareness in multilingual children are rare (Čengić, 2018).

The aim of our study is to present the positive impact metalinguistic awareness might have in child's multiple language acquisition. The study describes language development of a plurilingual child whose mother tongue is Croatian (L1), the second (or the first foreign) language is English (L2), the third language (or the second foreign) is Italian (L3) and the fourth language (or the third foreign) is Russian (L4). It deals with a positive role of metalinguistic awareness in the acquisition of Russian as the fourth language in the order of acquisition. Based on a longitudinal study of child's language development from birth till the age of 3;0, as well as further cross-sectional analyses of child's speech production in the plurilingual environment (from 3;0 till 6;0), the dynamics of various language systems is presented. Differences in language and communicative competences of each language are seen in the exposure to languages and language needs of a particular language. The child's competences in the consecutive languages were evaluated by language proficiency tests that involved listening, speaking, reading and writing skills. As far as the formal context is concerned, the early plurilingualism serves as a good basis for further plurilingual competence development and metalinguistic awareness. The results showed positive impact of metalinguistic awareness and foreign language experience on the acquisition of Russian as L4. Nevertheless, the observation of child's individual plurilingualism can contribute to better thinking on the early introduction of multiple foreign languages in the primary school curriculum regardless of their position in the society.

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A Positive Psychology Perspective on Multilinguals' Language Learning Experience: What Can We Learn from the PERMA

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Perhaps for many, if not most, language learners, it is of crucial significance to develop a positive language learning experience. Indeed, empirical studies have consistently evidenced that the language learning experience could be a powerful indicator of students' motivated behaviours as well as their language achievement. However, the notion of language learning experience has been relatively neglected in either the theoretical or empirical inquiry due to its conceptual amorphousness. To fill this lacuna, the current research adopts a positive psychology (PP) perspective to theorise language learning experience. Informed by the five dimensions of Seligman's (2011) PERMA construct (positive emotions, engagement, relationship, meaning and accomplishment), I conducted a thematic analysis of students' language learning experience and how these aspects contribute to their motivational development. Specifically, in addressing the monolingual bias in SLA (second language acquisition) (May, 2019), the data consist of semi-structured interviews with eight international learners of Chinese who were pursuing undergraduate studies in China. The main results indicate that the PERMA construct could be an appropriate framework within which the language learning experience could be holistically interpreted. These five facets of students' learning experience, as revealed, conjointly contributed to the dynamics of their Chinese learning motivation, and influenced their motivated behaviours in both positive and negative ways. It also highlighted the significance of integrating PP principles into language classrooms to construct a positive language learning experience.

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Quadrilingual children express voluntary motion events: a case study

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This case study explored how two quadrilingual siblings (8-9 years old) - born and raised in Sweden, exposed to variable input and with various proficiency levels in four typologically different languages (English, French, Russian and Swedish) - expressed the meanings of manner and path in voluntary motion and which linguistic forms they used to express those meanings. The theoretical framework is Talmy's (2000a, 2000b) typological framework and Construction Grammar. Data was elicited using 26 video clips consisting of animations depicting voluntary motion events (Hickmann et al., 2008). Results showed that the children favoured manner verbs and path satellites in the satellite-languages (English, Russian and Swedish). In French, a verb-framed language, they did not prefer the expected path verbs and peripheral manner markings as predicted by Talmy's typological framework. The findings suggested that the greater exposure to and the higher proficiency in the two s-languages Russian and Swedish may result in negative transfer of productive constructions for s-framing to the v-language French. Both typological characteristics and level of language proficiency may be of importance when multilingual children learn how to express voluntary motion events.

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