Eva Vetter and Ulrike Jessner (eds.): International Research on Multilingualism: Breaking with the Monolingual Perspective

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The 35th volume of Multilingual Education series is one of the most recent contributions aimed at researchers in multilingual education, stakeholders, and language policy makers covering empirical research on multilingual language acquisition and language contact. The present issue, providing insight into the current state of international multilingualism research on language learning and use, includes the works of a number of international researchers, who present their research papers at the conferences of the International Association of Multilingualism.

The current volume is not intended to provide a thorough discussion of every subject matter the dynamics of multilingualism might generate, it rather focuses on three broad issues, which are new research concepts in the field multilingualism, transfer phenomena in multilingual learning, and furthermore, language learning strategies. It investigates the third languages including various official, minority and migrant languages in natural or instructional context, presenting phenomena in numerous language constellations.

Based on international research including a wide array of languages, this edited book breaks with the traditional approach of the English language in focus.

Having its roots in the field of second language acquisition and bilingualism research, over the past two decades third language acquisition research has provided evidence on various perspectives, products, and processes of multilingual learning. Through numerous academic contributions presented since the first International Conference on Third Language Acquisition and Multilingualism (University of Innsbruck, Austria, 1999), third language acquisition research has established itself as a research field in its own right. The "multilingual turn" (e.g. May 2014) brought forward a more positive attitude towards multilingualism as well as the acceptance of bi- and multilingual norm at individual and societal level in the academic domain.

An extreme array of research exists concerning the notion of multilingualism, the definition of which is rooted in various theoretical and practical approaches, and which emphasize diverse factors of learning and using languages.

Multilingualism has been subject to extensive research since the early 20th century and has been defined through various approaches, mainly from psycholinguistic and sociolinguistic research perspectives. The definitions are based on different language acquisition theories, which focus on the different aspects of this widely discussed field. In addition, the researchers' varying backgrounds, their purposes and interests along with the diverse situations of the research participants regarding the use and the very nature of their languages have led to an incongruency of existing multilingualism definitions (Kemp 2009).

Various multilingualism definitions are supported by the researchers considering the relation between bi- and multilingualism, linguistic diversity, or the practice of language uses. While *plurilingualism* (Council of Europe, 2001, 2008), *polylingualism* (Jørgensen *et al.,* 2011), *metrolingualism* (Otsuji and Pennycook, 2010), *heteroglossia* (Blackledge and Creese, 2014) or *translingual practice* (Canagarajah 2013) are introduced as new terms, *multilingualism* is still being used as the most common term at international level.

The present volume encompasses the work of researchers regarding multilingual development as a complex and dynamic process, with emerging processes resulting from the changes and development of the system (Herdina and Jessner, 2002). According to the Dynamic Model of Multilingualism (Herdina and Jessner, 2002), the notion of multilingual proficiency is denoted as a sum of the interaction of the distinct psycholinguistic language systems, cross-linguistic interaction as well as the M-factor denoted as an amount of multilingual-system-distinguishing effects, which are developed in the multilingual mind as a result of the cumulatively increased language contact. According to the plurilinguistic approach in language teaching and learning (e.g. Jessner, 2008; Allgäuer *et al.,* 2016), crosslinguistic influence is regarded as a relevant part of the language acquisition process, with crosslinguistic awareness being argued to be a desirable trait which the multilingual language learner can be trained in.

The concepts presented in the first part of the edited volume provide insight into some existing paradigms of the multilingual turn in research. Dominant Language Constellation (DLC) is investigated in the paper of Larissa Aronin. It studies the vehicle languages of an individual, which function as units enabling them to meet the needs of the language user in a multilingual environment. The article provides insight into the practical use of the DLC approach in research, highlighting its development from linguistic, sociolinguistic and applied linguistic grounds. A critical approach of existing conceptualisations, and the multilingual turn in education is given special attention in Sílvia Melo-Pfeifer's article, which emphasizes the distinction between the ethic and emic aspects in the study of a multilingual individual. Germination factors enabling the acquisition of a new language in a speech community are identified and discussed in the research of Aloysius N. Conduah, who contributes to a better comprehension of destination language learning issues in the case of Ghanaian immigrants. The concept of communicative competence is in the focus of the recent study conducted in South-Tyrol by Maria Stopfner and Dana Engel with focus on the language of origin besides the officially recognised and formally taught languages.

Highlighting the fact that an individual's second language is activated as the supporter language during the learning process, language contact phenomena are in the focus of the second part of the current volume with special attention to transfer, interference, and code-switching. Transfer from the first-and/or second language in the process of learning English as a third language compared with

monolinguals learning English as a second language is investigated in the chapter of Elaine Lorenz and Peter Siemund. The research provides evidence on individual benefits of the heritage language of the participants. The phenomena of positive lexical transfer from second- (English) to third (German) language are discussed in the article of Nina Woll, with evidence on metalinguistic awareness and second language proficiency being the strongest predictors of positive transfer. Data retrieved through think-aloud-protocols emphasize the importance individual strategies of the language learners along with context strategies in line with the dynamic approach of multilingualism.

The third part of the present volume is devoted to the research of language learning strategies in multilingual learning. The main intention of the part is to reveal the complexity and the dynamics of the various decision-making processes along with some problem-solving strategies concerning multilingual learning. The learning strategy of interlingual comparison is highlighted in the study of Michaela Rückl, who studies the pluralistic approaches in textbooks and the curricula in the school context of Austria. Oxford's taxonomy on learning strategies is extended by Violetta Dmitrenko. Upholding the assumption about the differences between third- and second language acquisition, the heightened level of language learning awareness, and specific multilingual strategies are integrated into the taxonomy. The dynamic changes of motivational factors are the central concern of Csilla Sárdy's intrinsic case study, which is concerned with the long-term foreign language use of German and English in Hungary. The author examines the factors behind the phenomenon of students' abandoning their efforts to sustain the level of proficiency in German as a second language when learning English as a third language. Based on the Lexical Aspect Hypothesis and Discourse Hypothesis, Zuzanna Toth investigates verb tense and aspect marking in Italian as a third language, providing evidence for the increased influence of the two factors on the development of proficiency.

The twelve studies presented in this edited volume face the challenge of looking beyond the existing knowledge within the complex research field of multilingualism through investigating three central issues: concepts, transfer and learning strategies. The current issue of the Multilingual Education series provides new perspectives in the research of third language acquisition, multilingual awareness, as well as of multilingual strategies while opens up new aspects for future research in multilingual learning, use, and learning processes.

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