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ABSTRACTS

ABEL, ANDREA/GUADATIELLO, ANGELA/PLATHNER, FRANZISKA
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What do teachers have to know and be able to do? – The teachers' role in the acquisition of multiple languages by children living under migration conditions

With regard to the acquisition of multiple languages by children who immigrate to South Tyrol and attend primary school with German as the language of instruction, we can notice that those children approached by teachers open-mindedly on the one hand and with adequate language-didactics for German on the other, more easily learn the new language (German, Italian as second language, English as foreign language).

From the outside a more unstressed atmosphere, a higher number of contributions, increased interaction and happier children can be observed.

With our presentation we would like to show in the first place what kind of linguistic or didactic knowledge and secondly which "soft skills" educators should possess to help immigrant children with their acquisition of multiple languages and make a positive impact on their acquisition. By way of illustration we will show the results of our project „Multicultural Education on Borders“.

ALLGÄUER-HACKL, ELISABETH
University of Innsbruck, Austria

Can metalinguistic awareness in multilingual learners be trained?

At HLW Rankweil, a vocational school in Vorarlberg, Austria, students are offered a 'multilingual seminar' as an optional subject for one school year. In this seminar, the students engage with insights into how languages work, study positive transfer and interferences, become familiar with language learning strategies, train oral skills in the languages they learn while carrying out multilingual tasks, and develop receptive skills in further languages, e.g. through the EuroCom approach.

The overall aims of the seminar are to enhance metalinguistic awareness and foster autonomous and lifelong language learning.

The multilingual classes have had positive feedback from students and colleagues within the school and from outside. Now, a psycholinguistic study on the effects of the training on metalinguistic awareness and language learning processes is being carried out. The Dynamic Model of Multilingualism, which defines metalinguistic awareness as an emergent property of multilingual proficiency, provides the main theoretical model for the study.

First results from tests and questionnaires on language learning processes and multilingual proficiency will be presented and discussed at the conference.

New Emerging Language Practices in the Globalised World? Case Study of Highly-Skilled Transmigrants

Globalisation is transforming the migratory landscape of the modern world and is having a considerable impact on social and linguistic practices. Transmigration and migration of the highly-skilled are two types of migration flows that are particularly interconnected with the globalisation processes (cf. Koser 2007).

The proposed paper will discuss the language practices of the highly-skilled transmigrants. On the basis of a case study on Russian-speaking scientists, IT-specialists and bankers working in the Rhein-Main region in Germany it will be shown that the highly-skilled are operating in explicitly multilingual settings. They are using at least three different languages on a daily basis: global English, mother-tongue and the language of the country of residence. Elaborated linguistic skills are thus essential in the modern post-fordist economy. It has been reported that they even overshadow the professional skills. Persons with advanced knowledge of the required languages, especially English, often receive a better evaluation than those who are equally or better qualified yet whose linguistic knowledge is evidently worse. Furthermore the place and role of language contact induced phenomena that inevitably emerge in the multilingual practices of highly-skilled transmigrants will be another focal point of the proposed discussion. Since the studies that deal with this kind of language practices are few in number, the contact linguistic concepts that describe them are still to be developed (cf. Erfurt/ Amelina 2008).

Nevertheless the research can already draw upon findings of contact linguistic studies that come from the *hybridistic* scientific approach (Gugenberger in print) that has been gaining more and more adherents lately. In particular some parallels can be discerned in the multilingual practices of highly skilled migrants and other migrant groups that have been the focus of the studies by Rampton (1995) – *crossing*, Erfurt (ed. 2003) – *multy-speech (Multisprech)* and Hinnenkamp/ Meng (eds. 2005) – *linguistic hybridity*.

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ARMENGOL, LURDES/COTS, M. JOSEP/LLURDA, ENRIC
University of Lleida, Spain

“Erasmus students in a bilingual community: dealing with Spanish as L3 alongside unexpected Catalan as L4”

This paper will present a study which is part of a three-year research program on the language policies and language uses of international students in three European universities (two in Spain—in Catalonia and the Basque Country - and one in the UK–Wales-) based in bilingual contexts, in which students are to some extent exposed to the local language, the national language, and English as a lingua franca.

This contribution will compare the University of Lleida (in Catalonia, Spain) official views of community bilingualism and of English as a lingua franca with how international students at this university position themselves with regard to the use of Spanish as the powerful national language and English as the default lingua franca in Europe, side by side to their attitudes and practices with regard to the local language (Catalan).

The data will be obtained from three sources: i) official documentation from the university, ii) diaries in which participating students annotate their impressions and experiences with regard to language use, and iii) the implementation of focus group interviews with international students.

BADALOTTI, FLORIANA
Monash University, Australia

Professional multilinguals: considerations on the cultural identities of translators and interpreters

The role played by language(s) in the formation and performance of identities is well known and researched, but the affective aspects of multilingualism (emotions, identity, attitudes etc.) have only marginally received attention, notably in sociolinguistics, EIL and literary studies, and psychology.

With multilingualism becoming a prominent feature in communicative situations of all kinds, the professional figures of translators and interpreters have become more and more conspicuous; however, the affective side of the profession – their peculiar relationship with multiple languages and cultures – have been somewhat overshadowed by the neurocognitive and linguistic aspects of translating and interpreting. The nature of the profession means that language and multilingual competence is one of its defining dimensions, leading T&I to be located at the point of contact of two cultures. Yet, whereas translation is seen as a routine activity performed by the multilingual child, professionals' experiences and points of view as multilinguals are rarely considered.

This paper seeks to address, at least partially, this gap in research. In the wake of Pym's appeal for “a sociology of ... mediators” (2003:2), I will seek to raise some considerations on the significance of multilingualism for T&I and their cultural identifications.

Trilingualism from the child's perspective: a description of metalinguistic and pragmatic behaviour

Previous studies have described multilingual families (Barron-Hauwaert, 2004; Braun, 2007) and linguistic development in multilingual children (Barnes, 2006; Hoffmann, 1985; Stavans & Muchnik, 2008). The present paper examines, from a pragmatic and metalinguistic perspective, an interview with a trilingual child from such a family and is based on a twenty minute interaction between a trilingual researcher and a boy aged 5;10, who is trilingual from birth and lives in a bilingual Basque-Spanish speaking area of the Basque Country. The child attends a Basque medium school and his father is a native speaker of Basque whilst his mother is a native speaker of English and uses it with him, his father and siblings, a boy of three and a girl of 1 year old. The child is also competent in Spanish, as he was exposed to it in child-care from a monolingual speaker from birth.

The data provide detailed insights into the child's perceptions of his multilingualism. The child reports on his feelings about using his languages in contexts of home, school, play and with family as well as on the linguistic behaviour of others. The discourse reveals his capacity for metalinguistic awareness as well as his use of strategies and communicative competence.

Interaction in three languages between the child and the researcher herself is also examined for evidence of cross-linguistic influence and pragmatic differentiation. (Genesee & Nicoladis, 1996). The first part of the interview is carried out in English which is not the researcher's first language. Nevertheless the child speaks in English until a language switch is marked from which point the conversation is carried out in Basque. Finally the two of them speak in Spanish. The discourse is examined for evidence of code-switching and mixing. The researcher's strategies for establishing language mode (Grosjean, 2001; Lanza, 1992,) are also assessed.

Multilinguals' Inferences across Related Languages: How some interlingual roads get to be taken and others not.

In this paper the results of a series of experiments on receptive multilingualism will be reported. Multilingual speakers with a Romance or Germanic L1 are presented with words and texts in unknown Romance or Germanic languages respectively. Different aspects of the process of interlingual inferencing are described using different methodologies: Firstly, the hypothetical phonology attributed to the written material, and the interlingual inferencing paths taken by the participants to infer the meanings of the items is elicited. This sheds light on the phoneme-grapheme correspondences and possible interlingual associations on the phonetic/phonological and graphematic levels. Secondly, linguistic distances between the graphematic and phonological

levels are calculated (using variants of the widely used Edit or Levenshtein distance), which in turn are correlated with the correct semantic inferences, i.e. with informants' correct guesses about the potential word and text meaning in the unknown language. Hypotheses regarding the interlingual potential of individual multilingual repertoires are tested; e.g. the hypothesis that the more languages a person speaks, the more likely she/he is to be a good interlingual inferer. Furthermore, specific multilingual profiles that seem to be particularly well-suited for the interlingual task will be extracted from the data. As a result of this analysis, it turns out to be favourable to be highly proficient in two languages that are closely related to the unknown target languages (e.g. two Germanic or two Romance languages). This advantage, at least in our data, is significantly more beneficial than being multilingual with 'merely' high proficiencies in two languages that are more distant from a lexical point of view. The paper also offers theoretical attempts to explain some of the differences and patterns found in the data.

BEVER, OLGA
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Linguistic Landscapes of post-Soviet Ukraine: Trilingual discourses

After the breakup of the Soviet Union, the single state – single language ideology became a primary language policy orientation for newly emerged independent states. This paper examines the relationship between local, national and global ideologies and discourses in an urban area in post-soviet eastern Ukraine, through analysis of public and private signs which constitute its Linguistic Landscape.

This paper reviews evidence that despite the monolingual official Ukrainian language policy in Ukraine, the long historical division of Ukraine into Russophones and Ukrainophones continues. Ukrainian society as a bilingual state (Russian and Ukrainian) exists today with the third 'globalization' language (English). Thus, the local community becomes aware of three languages which

create heterogeneity of the sociolinguistic domain of this given space with contested official ('top-down') monolingual policy in everyday artifacts such as public and private signs.

The linguistic behavior presented in messages of the public signs reveals patterns and regularities of the multiple aspects of written language use: languages-in-contact, orthographies-in-contact, and ideologies and discourses-in-contact. These include multiple variables, e.g., the types of the establishments, the languages used on the signs, and the patterns of the languages used across various public and private discourses.

These all demonstrate contesting and coexisting relationships between official 'top-down' monolingual language policy and 'bottom-up' multilingual language practices.

This research is a contribution to the field of multilingualism and language use in multilingual societies as an intersection of local and global discourses in ideological, social and linguistic domains. These include consideration of social, historical and linguistic factors of a given region; inventory of public signs in the particular area; linguistic analysis of collected data; and evaluation of the results to define levels of preference of a particular language use. My talk will present a number of public signs that exemplify these concepts.

Neurological variables and individual differences in learning foreign languages

Recent research suggests that the brain's right hemisphere is specifically involved in learning foreign language vocabulary: Thus, the differential learning of vocabulary and syntax of a foreign language has genetic and neurological foundations. This facilitates tailoring new language education to the learner's genetic and neurological structure.

(a) The right hemisphere is an "echo box" for words during L1 comprehension, prolonging the activation of lexical representations.

(b) Students with relatively active right hemispheres learn foreign words relatively fast.

(c) Clinical research shows that the right hemisphere of right handers from left handed families (FLH) has more representation of language than in those from right handed families (FRH).

The specific function of the right hemisphere in FLH people is lexical processing:

(d) FLH people process language with emphasis on separate lexical items

(e) The critical period for language learning cuts off at a younger age for FLH learners than FRH learners

I will report new research: brain imaging (fMRI) shows that the right hemisphere of FLH people is relatively more active during lexical tasks than for FRH people: the left hemisphere is active for syntactic tasks in everyone; FLH students earn lower grades in beginning and intermediate foreign language classes; FLH subjects learn artificial languages at different rates, and organize their initial learning around the lexicon. Finally, I will discuss the potential implications of differences in the neurological representation and learning of multiple languages.

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Phonological Awareness of Learners of English as an L3

The paper begins with the premise that learning an L3 or L4/L5 is not the same as learning an L2 simply because an adult L3 learner brings with him/her a wealth of knowledge or strategies that a learner of L2 (first foreign language) does not. That L3 learner has a broader range of language learning strategies as well as a greater metalinguistics knowledge of how languages are

structured in general. It is assumed that these strategies and capabilities clearly distinguish an adult L3 learner from first time learners of a foreign language.

The research focuses on the metalinguistic (here phonological) awareness of English in the learners of English as an L3 and compares it with the metalinguistic awareness of learners of English as an L2. The tasks focus on examining the phonological awareness of English syllable templates. In particular, the research focuses on three questions:

Will adult learners having an L2 (i.e. English is their L3) have greater task accuracy than those who are learning English as L2 or their first foreign language?

Will language distance affect task accuracy? In other words will adult learners whose L2 is similar to L3 (e.g.L2 German & L3 English) have greater task accuracy than learners whose L2 is very different from English (e.g. L2 Vietnamese/Chinese and L3 English)?

Will it be L2 structure (here phonological) or L1 structure that will be transferred (if at all) to L3? Which factors (such as proficiency, recency, language status, etc) decide/influence this transfer?

Data is collected from two groups of participants with the following as their L1, L2 and L3. All the participants were learning English as L2 or L3/L4.

Group A

L1-Russian, Polish, Spanish, Tajik, Usbeki, Afgani, Ukranian, Vietnamese, Chinese, Laotian, Combodian, Arabic, Mongolian, Hindi, Tamil, Telugu, Bengali, Malayalam, etc.

L2-German, French, Russian, English, Arabic, Hindi, Tamil, etc.

L3/L4-English

Group B

L1- Russian, Polish, Spanish, Tajik, Usbeki, Afgani, Ukranian, Vietnamese, Chinese, Laotian, Combodian, Arabic, Mongolian, Hindi, Tamil, Telugu, Bengali, Malayalam

L2- English

The research may be useful in better understanding of TLA especially in the less explored area of cross-linguistic influence at the level of phonology.

BIRO, ENIKO

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Dominant Bilingualism Influencing Direct Language Learning Strategies in Third Language Acquisition

Today's researches have shown that both the learner's native and non-native languages may play roles when acquiring a new language. It is becoming increasingly clear that being bilingual (Hungarian-Romanian) influences the additional third or fourth etc. language learning process.

Learning of a third language in Romania, especially in Transylvania has been favoured by various historical, social, cultural and educational factors strongly connected to the state of bilingualism.

My study tackles notable issues linked to language learning strategies of bilinguals from the point of view of their level of linguistic competence of L2 (Romanian). It is also shown that the more proficient learners are in L2 and the more exposure they have had to it, the greater influence L2 will have on L3 vocabulary production. Likewise, L2 will have very little influence, if any, on the L3 vocabulary production of learners who achieved a low level of L2 proficiency and have little exposure to it.

The results of a study investigating the lower boundaries of little L2 influence on L3 (English) are reported in this paper. Compensation learning strategies were studied within this group searching for the possible reasons of this little influence besides low level of L2 proficiency.

Overcoming difficulties in L3 can develop not just L3 vocabulary but at the same time may improve L2 language proficiency. The role of L2 plays much greater role than simply bridging the gaps between L1 and L3.

BJÖRKLUND, MIKAELA

Åbo Akademi University, Finland

Language Development in Linguistically Heterogeneous CLIL Classrooms

CLIL-programmes most commonly imply majority language students learning though a foreign or second language (SL/FL). These groups are often regarded as rather linguistically homogeneous. The application of CLIL in more linguistically heterogeneous settings, with minority language students and/or linguistically heterogeneous groups of pupils has sometimes been questioned. However, since the early 1990s Vaasa Teacher Training School in Finland runs a YL English CLIL-programme intended for language minority children (Swedish-speaking children in a Swedish-Finnish bilingual community) and also successfully integrates immigrant children with various language backgrounds in this programme.

The aim of this paper is to present and discuss evidence concerning the linguistic development of both national language minority students (L1, L2, L3) and of immigrant students (L2, L3) in this kind of CLIL-programme. The student data include written texts and language tests. The data have undergone qualitative analysis and preliminary results show positive trends in the development of all the languages included. The results are discussed in relation to the usefulness of CLIL-programmes for the pupil groups concerned.

BLEICHENBACHER, LUKAS

University of Teacher Education Thurgau/University of Zurich, Switzerland

Swiss media discourse on multilingualism in education

In my contribution, I contrast two major current metalinguistic debates in German-speaking Switzerland: the question of foreign language choice in obligatory schooling on the one hand, and the debate on the linguistic integration of immigrant children on the other.

For almost ten years, the first debate has accompanied the implementation of two foreign languages, a second national language as well as English, in primary schools across the country. There, the euro-compatible solution of early trilingualism has served to eschew potentially problematic debates about the status of English – an important but not a national language. In

the second debate, the focus is on the different measures to enable immigrant children of various social and linguistic backgrounds to acquire the German they need to succeed at school, but also to maintain their home languages.

Using a discourse-analytic approach informed by socio-pragmatic accounts of language choice, I focus on how the respective methods and aims of institutional language acquisition are commented on in letters to the editors of two major newspapers from Zurich, the country's largest city. In specific, I discuss to what extent languages of migration are constructed as inferior to the main languages taught in the curriculum.

I conclude by assessing how the debates on language acquisition planning reflect conflicting viewpoints on the nature of social cohesion in 21st century Switzerland.

BONO, MARIANA

Université Sorbonne Nouvelle and Birkbeck/University of London, UK

Multilingual competence, cross-linguistic interaction and metalinguistic activity in L3 learning

Multilingual competence (understood as enhanced language learning resources and skills) results from a combination of factors, among which cross-linguistic interaction and metalinguistic awareness are paramount. The specific nature of third or additional language acquisition is now well established in the literature and important research has been carried out in the last decade to account for the roles of second languages in the acquisition of a third one and the significance of metalinguistic awareness in this process (Williams and Hammarberg 1998, Hammarberg 2001, De Angelis 2005, Jessner 2005 & 2006 inter alia).

Our purpose will be to discuss the results of a research project whose primary aim is to provide further insight into cross-linguistic phenomena by studying language switches in L3 production. Data from 48 small-group sessions involving a total of 42 participants is analysed by means of a functional typology of language switches largely inspired by the categories identified by Hammarberg and Williams in their study of the roles of L1 and L2 in L3 production.

Our findings confirm the role of second languages as default suppliers in lexical insertions and the existence of a foreign language effect or L2 factor that reduces the perceived distance between non-native languages, even when L1 and L3 are typologically closer. However, a closer look at the language switches that fall within the metalinguistic category shows that even if metalinguistic sequences in L3 production (defined as form-focused speech as opposed to content-focused speech) systematically involve the participants' L1, many actually result from an implicit L2-L3 comparison.

We will therefore argue that accurately identifying L2-L3 interplay in L3 acquisition requires us to go beyond the analysis of language switches, most of whom are unintentional, and to investigate metalinguistic sequences that point towards different phenomena, namely, conscious cross-linguistic comparison based upon the L2 data available to L3 learners.

Negotiating the languages of communication in multilingual learning environments

Our contribution to the Fifth International Conference on Trilingual Acquisition and Multilingualism looked into contractual aspects in the management of multilingual verbal interactions in university settings (Bono & Melo-Pfeifer, 2008). The negotiation of contractual terms was analysed with regards to content and form, language choice, activity and participant status. The study focused on multilingual chats in Romance languages on the one hand, and on informal conversations in Spanish L3 on the other hand. Findings pointed towards the complexity and the fragility of the learning/communication contract in both situations, and to the significant amount of work required for the participants to collectively interpret and reformulate this contract and to accommodate contextual changes and constraints.

In our current project, a comparative analysis of similar corpora (i.e. multilingual chats and informal conversations in a third language) is carried out from a multilingual, interactionist perspective, in order to identify the terms along with languages are negotiated. Our main purpose is to investigate the impact of the negotiation process upon the ever-changing interactional patterns that characterise exolingual communication. More specifically, we will consider the ways in which different languages are activated, regardless of the learners' proficiency in those languages: what languages are welcome, what languages are tolerated or banned from these interactions? We will endeavour to account for: i) the communicative events that trigger a language change, leading to the selection of languages that are not part of the learning/communication contract, and ii) the negotiating sequences that ensue and that can either result in their inclusion and the subsequent modification of the contract, or in their exclusion. This qualitative study aims to throw light on the conditions that surround the creation and the maintenance of multilingual communicative spaces, as well as on the tensions and forces (both communicative and acquisitional) that influence language management in those spaces. The implications of our results with regards to the notions of multilingual competence and multilingual repertoire will also be addressed.

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"English would be kind of fun... if it wasn't for the teacher!" Transition from primary to secondary education in foreign language learning

The role of language in building personal identities of children is evident in the acquisition and elaboration of the first language and early literacy. Language competence in several languages

develops in an interplay with various facets of identities such as gender and ethnicity as well as family and peer-group relations.

The paper focuses on pupils' experiences in foreign language learning during the transition from the primary to the secondary level. This transition from rather informal and holistic to more formal and conscious ways of language learning is often experienced as a challenge by pupils and teachers alike. Whereas language learning at primary school is communicative, content-based and multi-sensory, rule-oriented learning and written language tend to prevail at the secondary level.

We will focus on the complexity of positionings emerging in the field of foreign language learning, which involve pupils as well as their teachers. How do pupils position themselves towards their language(s)? When and where do they use their resources and what are the consequences? How do they experience the transition from primary to secondary school? Do the linguistic resources in two or more languages that bilingual students bring towards the learning of school's foreign languages help or hamper them in learning new languages?

Based on long-term ethnographic work as researchers in a rural and an urban school in Switzerland, this paper explores the positioning and the representations of young language learners under changing political economic conditions in an urban, cosmopolitan milieu and a rural setting.

Findings are based on recorded observations in language classes, pupils' and teachers' language biographies and narrative interviews with pupils and teachers in grade 6 and grade 7. Sociolinguistic ethnography serves as theoretical backbone for our analysis (Heller, 1999; Heller & Martin-Jones, 2001).

BRAUN, ANDREAS

University of Hertfordshire, UK

The role of education in the language practices of trilingual families

Trilingual children and their parents face a particular linguistic challenge at the start of school or nursery. This is when the balance between community and home languages seems most likely to be undermined. The aim of this paper is to investigate the parents' perceptions of how the linguistic milieu in nurseries, schools and other communal establishments (formal/informal) affects the language practices of trilingual families. The content of this study has been informed by an analysis of 75 interviews of trilingual families with children residing in England and Germany. Furthermore, 416 Web-Forum and Email messages were analysed, posted by multilingual parents living in 32 different countries (www.trilingualism.org). The informants commented on their families' language practices in relation to the children's school settings, such as nurseries, pre-schools, primary schools or international schools, where applicable.

It was found that the majority of multilingual parents whose native language repertoire included the community language "dropped" at least one of their minority languages, partly because the beginning of school or nursery made it so difficult that they simply "gave up". An English/Greek/Finnish speaking father living in England commented: "When they [children] started going to school, I [father] started speaking a lot more English to them". In contrast, parents who did not speak the community language natively decided to concentrate on the home

languages, while schools and the general public provided the access to the community language for the children. It was also noticed that trilingual families who lived in non-English speaking countries tended to enrol their children in international English schools. Although these parents did not speak English natively, they often used it as a lingua franca between themselves, which in effect made English an important language for the children.

BRETXA I RIERA, VANESSA

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Multilingualism in Education in Catalonia

In the last ten years about one and a half million immigrants have come to Catalonia, which represents approximately 14% of the total population. The origin of such migration is fundamentally transcontinental (Africa and America mostly) Taking this into account, a rather heterogeneous picture of nationalities in Catalonia does not surprise. The legislation in Catalonia about immigration offers only education for the minors under 16 years. As a result, Catalonia faces the great challenge of integrating new immigrants no matter what age they are.

The school as an institution certainly is one of the most important strategic factors in order to offer immigrant pupils linguistic integration and equality conditions. In Catalonia, this idea is applied in their effort to develop numerous strategies in the educational area centered on immigration. Such effort, however, brings along great challenges such as a certain trend towards concentrating on foreign students in determined schools and the risk of a concentration of a large population of immigrant students in certain schools.

Catalonia in the Spanish and European context, as a nation without state, with a language and a culture of restricted market and with the new immigration, needs to elaborate a model of reception that protects the unstable equilibrium between the Catalan and the Spanish language.

On the basis of empirical data I analyze the importance of the first language for immigrant students when learning Catalan and their integration into the new society. In addition, I focus on the strategies that teachers use in class in order to teach such immigrant students. The following questions emerge: What is the most important challenge for them? Is the first language of students an important factor to be a good student? How can teachers avoid "overconcentrating" on immigrant students in the classroom?

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Institute of Technology Tralee, Ireland

The influence of L2 on L3 in proficiency and intercultural developments during the year abroad

This paper will present preliminary data on the influences of the L2 (Irish) on developments in learners' self-knowledge and in their linguistic and intercultural development during the

year/semester abroad in German-speaking countries. A possible combination/inter-relationship of factors (linguistic, inter-cultural, personal and socio-cultural) is considered following a quantitative and qualitative study carried with students from six universities in Ireland who undertook study or work placement in Germany in 2007 as part of their undergraduate studies in German. The role and influence that the Irish language which was studied by most informants had on the linguistic and intercultural development of informants will be systematically examined.

The paper will:

- 1) outline the research questions and their emergence from previous research in the area;
- 2) describe the methodologies deployed;
- 3) point to the significance of findings in relation to earlier studies in the area and compare to the preliminary findings of this study.

CATALANO, THERESA
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Cross-linguistic phonological transfer effects on L3 learners

Recent developments in the field of third language acquisition have pointed to a need for L3 acquisition to be studied specifically and independently of L2, while still taking into account theoretical models of L2 acquisition. This paper attempts to do so by investigating the phonological transfer effects present in three Italian/English early bilingual children learning Spanish. Data was collected in all three languages using word lists of 25-30 words per language based on literature of difficult and easy phonemes for each of the languages. In a simple repetition task, native speakers of each language said the word and the participants had to repeat it. The repeated words were then transcribed and compared to the original transcription, and errors were calculated and converted to percentages. Analysis of the data revealed interesting patterns of error demonstrating transfer from L1 and L2 to L3.

The data consisted of differing patterns of trill substitution for two of the participants, errors with the /β/ sound as well as other sounds, and lack of errors in some of the phonemes where errors were expected. Errors were also found in participants 2 and 3 regarding L1 and L2 and surprisingly the error rate for L2 (Italian) was higher than L3 (Spanish).

Participant 3 did not exhibit any errors in any of the languages although she began L3 acquisition at the same time as the other participants. This data not only provides some evidence for the application of the Bilingual Interactive Activation Model to L3 acquisition of phonology (as suggested by Dijkstra, T., 2003) but also gives insight into the possible abstract phonological representations of tri-linguals.

Do multilinguals process their L1 in a different way than monolinguals do?

The aim of several studies investigating the complexity of sentence processing is to find the source of the difficulty which causes the processing complexity. Among a number of factors which might have an effect on sentence processing, our purpose in the present study is to examine the differences in sentence processing in monolinguals and multilinguals. Existing studies on sentence processing in bi- and multilinguals are typically centered on the first language (L1) influence on second language (L2) sentence processing.

However, there is almost no evidence of influence in the other direction. In other words, the influence of second language (L2), third language (L3) and more than three languages (L3+) over L1 in terms of word order remains a less investigated topic.

The aim of this study is to investigate whether multilingual Turkish speakers perceive the word order in their L1 in a different way than Turkish monolinguals do. Focus is given to the question as to whether the human comprehension device in mono- and multilinguals exhibits word order preferences during ongoing sentence comprehension. Due to previous research, our initial assumption was that speakers of Turkish prefer to process finite verbs immediately after the subject (SVO order) rather than at the end of the clause (SVO order). However results in this study (using a self-paced reading task) reveal that this is not the case.

A further finding in this study is that there is an influence of non-native languages on L1 sentence processing, which are difficult to reconcile with the assumption of SVO preference in sentence processing.

Acquiring a third language in the school context and the age factor

This paper reports a research study on the influence of early foreign language teaching on the acquisition of English as a third language. The aim of the research is to analyze the effect of the age factor in the acquisition of English as a third language when it is introduced at different ages in a bilingual school program (Basque-Spanish) in the Basque Country.

The subjects of this study are 9-10 year-old Basque and Spanish bilinguals who are learning English as a foreign language in D-model schooling systems (curriculum instruction conducted in Basque). Approximately half of the sample started to study English at the age of 4 (Early Foreign Language Teaching), whereas the other half started to learn English at the age of 8 (Later Foreign Language Teaching). The tests included measures of reading comprehension, vocabulary, listening and speaking.

The results show that the early teaching of the foreign language in a formal context has no significant influence on the different measures of language proficiency analyzed in this research.

The results of this research study are explained as related to the effect of the age factor on the rate of acquisition in formal contexts and the development of multilingual competence. These results are discussed as compared to other results on the age factor in third language acquisition conducted in the Basque Country and elsewhere.

CHEUNG, ANNA SING CHI / MATTHEWS, STEPHEN / TSANG, WAI LAN
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Transfer from L3 German to L2 English in agreement and tense-aspect

In the field of third language acquisition, studies on the influence of the third language on the first/second language are rare. Following Griessler (2001), which explores the influence of L3 French on the L2 English of Austrian high school students, the present study examines transfer from L3 German to L2 English in L1 Chinese university students.

It is generally agreed that L1 Chinese would exert negative influence on agreement and tense in L2 English, as the two languages differ typologically in these two areas (e.g. Lardiere, 1998). But with the third language factor, the outcomes might change according to the typological and learner's psychotypological perception of the three languages. It is hypothesized that in the case of L1 Chinese, L2 English and L3 German, L3 may have both positive and negative influences in L2, as follows:

Hypothesis 1: Since German has more robust and extensive inflections for agreement than English, L2 English learners with German as L3 will be more likely to supply the inflectional endings in terms of agreement than those without German as L3.

Hypothesis 2: L2 English learners with German as L3 will be more likely to use the English present perfect tense to refer to the past, like the German perfect.

These hypotheses were tested on a class of undergraduates taking an intermediate 3rd Year German course. An essay (describing a past event) was collected from each participating student, and coded for agreement (subject-verb and number agreement) and tense (past and present perfect). As predicted, the students showed few problems in terms of agreement, but some showed negative transfer in the use of the present perfect tense as hypothesized.

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The influence of L1 (Romanian) in the acquisition of L2 (Catalan-Spanish). A migrant schoolchildren study

When we consider the linguistic singularity of Catalonia, where the educational system is bilingual (Catalan-Spanish), a large number of newcomers must learn these two languages with a similar level of competence (Huguet, 2007; Huguet, Lasagabaster & Vila, 2008).

In this study we investigate and analyse the influence of the L1 Romanian language in some aspects of morphology and syntax in the acquisition of the L2 (Catalan and Spanish) - more exactly the inflection of verbs and nouns in the Spanish and Catalan morph syntax which are considered to be the most severely impaired in Romanians students.

The linguistic parallelism of these languages - with the common trunk of Latin - which, at first, facilitates an element of understanding in the study of Catalan and Spanish can become a problem element and hindrance in learning, owing to the different structures of these three Romanic languages (Corder, 1967; Selinker, 1972; Gass, 1996; Galindo, 2004; Gracia & Serrat, 2003).

We are trying specifically to demonstrate the results of the analysis of the linguistic proficiency in Catalan and Spanish of a corpus of several subjects of 14 and 16 years (native students and immigrants students from different linguistic and cultural origins) in the second and fourth year of secondary school in Guissona (a province of Catalonia - Spain). Of this last group, we have selected all the students of mother tongue L1 Romanian.

The methodology was based on audio recording, transcriptions and some analysis of speech and written samples, using the tools provided by CHILDES Project and the CLAN computer programs and the coding system CHAT (Higginson & MacWhinney, 1990; MacWhinney & Snow, 1990; MacWhinney, 1995; Diez-Itza, Snow & MacWhinney, 1999). The tests planned by the Council of the government of Catalonia used successfully in other bilingual contexts (Huguet, Vila & Llorca, 2000), were administered to each subject in order to detect the morph syntax errors in a large number of categories: those of form and inflection, those of negative transference, over generalisation, confusion in the paradigm and those of interference of the L1. Once we have identified the interlingual errors, we classified them in some categories: substitution of nouns, pronouns, determinants and verbs, omission of pronouns, prepositions, and addition of pronouns, conjunctions and prepositions.

Results from the data obtained from the Romanian students who participated in this study demonstrate that L1 influence exists in L2 in all the levels, lexical, morphological and syntax, but with preponderance in the aspects analysed. In our study we confirm that the native language of these Romanian students plays an important role in the acquisition of Catalan and Spanish but we arrived at the conclusion that fossilized and in-built errors are those that are supported by structures in the mother tongue.

From crossing to multicompetence: eliciting multilingualism in a secondary school in Bolzano

Italy has progressively turned into the target of increasing waves of immigration, especially from Africa and Eastern Europe, after having experienced massive inner and outer migration. This major change is not without consequences on all levels of social life, among which schools, where bottom-up and top-down integration practices mostly take place (Membretti, 2004: 103).

In our research, which is part of a larger project on multilingualism in Europe (LINEE), we focus on multilingual adolescents with migratory background, their ability in making use of their complex linguistic repertoires, and their contribution to the multilingualism of the school they are part of and, in particular, to their social networks within and without school. One of the aims within this project is to provide the concept of multicompetence with a sociolinguistic background, stressing the fact that a multi-competent person is an individual with knowledge of an extended and integrated linguistic repertoire who is also able to make use of it in a sociolinguistically appropriate way.

Focusing on secondary school students, this paper will take a step forward investigating the multi-competent individual's ability to construct an image of his/herself mediated by the use of the languages that are part of his/her repertoire and of the community.

Data are drawn from 150 questionnaires conducted in a vocational school in Bolzano (Italy), where at least 30% of the students have migratory background. Although the questionnaire was designed to elicit students' linguistic repertoires and patterns of language use through direct questioning, a few sections of it were aimed at investigating more covert phenomena such as in-group prestige of languages, crossing and code-switching. Through these tasks we can confirm the presence within school of languages that are traditionally excluded from formal language teaching, be they allochthon (Urdu, Hindi, Arabic, Albanian), or be they autochthon (Italo-romance and German dialects), besides the more obvious high prestige languages (English, German, Spanish, French).

This paper provides a description of language contact phenomena that are part of active and creative language practices in use between adolescents experiencing a situation of everyday multilingualism (Rampton, 1995: 21). The attempts to classify and explain the data will discuss the potential relationship between language use and alternation practices and the concept of multicompetence.

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One? ¿Dos? Drei! Code switching in child trilingualism

Child multilingualism – a child’s ability to communicate in a number of languages - represents a multifaceted phenomenon not only because it involves more than one grammatical system but also because a language is inextricably tied to the cultural phenomena and models of behavior it represents. For the purposes of this project, I will concentrate on the phenomenon of code switching in trilingual children. Code switching (see Poplack 1980; Sankoff and Poplack 1981; Zentella 1997) is a combination of two languages and may occur either within one sentence or from one sentence to another within discourse.

This study will be centered on the language choices of two trilingual siblings who are acquiring one language from each of the parents and one from the environment. The main goal of the study is to investigate the social and pragmatic implications for the children’s switching between languages, either within one sentence or between sentences in one speech situation. Specifically, its main questions are:

- A. What are the main social functions of code switches present in the speech of the children? Do they account for the majority of switches, or is code-switching mostly caused by asymmetries in vocabulary?
- B. Does the amount and the range of code switches increase with the amount of language experience?
 - i. Are there more and more varied switches in the speech of the elder child?
 - ii. Do both children show an increase or decrease in the amount and range of switches throughout the study?

A study on trilingual code switching should provide implications for the emergent study of child trilingualism, in terms of parent and child linguistic strategies, the negotiation of language territory, and in terms of defining the children’s multilingual, multicultural identity.

Teachers’ attitudes towards home language maintenance and how these influence classroom practices

Teachers play an essential role in fostering multilingualism within the classroom and their actions can exert great influence on their students (Lasagabaster, 2007). Alongside pedagogical power, some argue that teachers also have much policy power as they can choose whether to integrate home languages into their teaching turning immigrant students’ multilingualism into a useful resource for the entire classroom (Hornberger and Cassels, 2007).

What teachers do and say in the classroom is informed by their beliefs about multilingualism and the extent to which they value home language maintenance. We currently have little knowledge of how such beliefs shape teachers’ actions, particularly in countries of recent immigration like

Italy, where efforts are traditionally directed towards the teaching of Italian as a non-native language rather than the maintenance of immigrants' home languages. Aiming to fill this void and assess the situation at national level, teachers' attitudes were examined closely. Teachers working in secondary schools in the North, Centre and South of Italy were administered a questionnaire designed to elicit information on the following: a. teachers' beliefs about the advantages or disadvantages of being multilingual; b. teachers' perceived parents' and students' attitudes towards home language maintenance; c. teachers' classroom practices in relation to home language maintenance. Teachers' answered using a 1 to 4 Likert scale. Results were examined in relation to a number of variables such as years of teaching experience, professional development, highest level of education, age, knowledge of foreign languages and frequency of contact with immigrants. Results show the existence of a number of patterns that require the attention of policy makers. Several recommendations' are made and possible areas of intervention are discussed.

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Multilingual interaction in EFL classroom settings

The last decade has witnessed a rapid increase in interest in multilingualism and its benefits have been advocated during this last period. In particular, findings that emerged from new research fields like TLA and inquiries that have been made around the notion of multicompetence have contributed to a better understanding of multilingual processes and use.

The aim of this study is a) to reflect upon the ways multilingualism is incorporated in the educational context under investigation and, in this way, b) contribute to the development of linguistic and metalinguistic awareness of teachers and learners.

Using multicompetence (c.f. Cook 1991, 2005) as a framework, the study tends to explore the behavior and language use of Hungarian minority students in an EFL classroom setting. To this end, it examines how teachers and students shift from one language to the other and what purposes are attached to these shifts. Adopting classroom observations, as the main method of data collection, the research focuses on codeswitchings and code choice during EFL classes.

Though, some schools and teachers are still in favor of separating the languages in the classroom and in the multilingual learner the analysis suggests that the 'multilingual mode' of language use cannot be ruled out thus providing evidence for the existence of an integrated linguistic repertoire (Edwards and Dewaele 2007:35) of the multicompetent language users (Cook 1991, 1992, 2002).

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Endangered Languages and Endangered Archives in the Russian Federation

This paper considers the study of endangered languages and cultures of the Russian Federation and the reconstruction technology for old sound recordings found in the archives of St. Petersburg. These sound recordings consist of spoken language, folksongs, fairy tales etc. in the languages of Russia.

At present, many old recordings still remain hidden in private archives and places where the quality of preservation is not guaranteed. In a research project on Endangered Archives, we re-record the material on sound carriers according to modern technology and store them in a safe place together with the metadata. The storage facility provided by the project will modernise the possible archiving activities in the Russian Federation and bring them up-to date with the present world standards.

During the symposium we shall pay attention to specific parts of the available sound collections, such as the recordings of languages of the Northern Peoples in the framework of the research programme Voices from Tundra and Taiga, like Nenets, Udeghe, Nivkh (Gilyak) and other ones, such as Krymchak and Jiddish which earlier in the twentieth century were recorded by Russian scholars.

The data are added to the existing archive material in Saint-Petersburg and part of it is presented on the Internet and/or CD-ROM.

This material thus becomes available for further analysis to researchers working in the field of phonetics, linguistics, anthropology, history, ethno-musicology and folklore. The information obtained is also important for the development of teaching methods for representatives of ethnic minority groups and for the documentation and teaching of their language and culture. In this way the use of these recordings for language revitalisation will contribute to the safeguarding of Russia's national heritage and to a policy which will stimulate the multilingual and multicultural situation in the Russian Federation.

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Assessing English L3 development in secondary schools: A two-year longitudinal study in a CLIL setting

Content and Language Integrated Learning (CLIL) is a teaching methodology with increasing acceptance in schools throughout Europe (Marsh and Wolf, 2007) and it is being implemented in the Basque Country too (ISEI-ISVEI, 2007). This paper analyzes the effects of CLIL instruction by presenting part of an investigation on the oral production of bilingual Basque-Spanish learners of English as a third language.

Specifically, we focus on the oral production of 15 high-school learners when narrating the well-known story 'Frog, where are you' (Mayer, 1969) at two different points in time: when they were 13 years old and two years later, when they were 15. These students received their regular English as a foreign language (EFL) class as well as different subjects through CLIL. Their oral production was analyzed considering both (i) the role of the first languages (Basque and Spanish) in their interaction with the researcher and their repair sequences, and (ii) the development of morphology and clause structure. The overall qualitative and quantitative results indicate that, as their use of the L3 increases, there is a decrease in the use of Spanish and Basque and of code-switching strategies. On the contrary, and as expected, their use of subordination and more complex clauses increases, as well as their overall accuracy in their use of morphology.

The data will be discussed within the general context of CLIL programs in Europe and in the Basque Country. We will argue for the need for micro-level accounts of interaction among learners in the classroom as a way to understand language learning (Mackey, 2007) and to inform wider discussions on pedagogy (Leung, 2005).

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Lexical Transfer in L3 Reading Comprehension: The role of psychotypology

Learning more than two foreign languages is not exceptional nowadays. Research on Third Language Acquisition (TLA) has experienced important developments in the last decades, and has mainly focused on cross-linguistic phenomena when more than two languages are in contact. The present study seeks to investigate the role of psychotypology in L3 Reading Comprehension. Bilingual and multilingual participants were asked to do a Reading Comprehension Test in an unknown L3 / L_x (x > 3).

Results obtained confirmed previous studies on cross-linguistic influence and indicate that it is 'psychotypology', students' perceptions of linguistic similarities between the languages they know, a main factor affecting transfer. Participants' scores suggest that transfer to an L3 in reading comprehension may be L1 or L2 based, as proposed by Ringbom (2001). A more detailed analysis of results showed that multilingual learners outperformed bilinguals in all tasks since they seem to be more metalinguistic aware of language similarities due to their knowledge of previous languages. These results confirmed the conclusion reached by Gibson and Hufeisen (2003), as regards multilingual learners' ability to exploit their previous foreign language

knowledge when approaching a 'new' foreign language, and that this exploitation was facilitated by the sheer number of previous languages the learners had.

Further research needs to be conducted on how bilingual learners differ from multilingual ones as regards metalinguistic awareness or knowledge of cognate relationships, and on the potential usefulness of training students on cognate identification as a valuable tool for enhancing L3 reading comprehension in the foreign language classroom.

DEWAELE, JEAN-MARC

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Multilingualism and affordances: Variation in self-perceived communicative competence and communicative anxiety in French L1, L2, L3 and L4

In this contribution, we investigate the effect of the knowledge of other languages on self-perceived communicative competence and communicative anxiety in the French of 953 users.

We tested the hypothesis that knowledge of more languages, specifically other Romance languages, create stronger or clearer affordances (Singleton & Aronin 2007), which may have a strengthening effect on self-perceived communicative competence in French and lead to less communicative anxiety using that language. Using the database collected through a web-based questionnaire (Dewaele & Pavlenko 2001-2003), we focused on participants who had French as an L1 (n =159), L2 (n =303), L3 (n =324) or L4 (n =167).

The results generally confirmed the hypothesis for French L2, L3 and to some extent French L4. The effects of multilingualism and affordances were particularly significant with respect to receptive skills and stressful situations. It thus seems that when a language is either very strong or very weak in an individual who uses that language, the knowledge of other languages does not play a major role. However, at intermediate levels of proficiency, multilingualism and affordances can serve as crutch in challenging communicative situations.

DOLE, ROBERT

Université du Québec à Chicoutimi, Canada

On the Blessings and Hazards of a Trilingual Childhood: a Case Study

Various linguists (Mackey 1967, Haugen 1972, Oksaar 1998 et al) have emphasized the intellectual and cultural wealth that often accompanies being bilingual. They observe the open-mindedness, the ability to recognize cultural differences, an advanced capacity for analytical thinking, and ease in learning new languages that often characterize bilingual children. On the other hand, certain psychologists (Spoerl 1943, Marcos 1977, Ervin 1964 et al) speak of the psychological hazards of being raised as a bilingual child. They mention social alienation,

emotional insecurity, split personalities, and family disharmony as being typical of those who have had a bilingual childhood.

Certainly both the positive and the negative aspects of being bilingual would be increased in those children who are raised as trilinguals. In this paper, the presenter will focus on the intellectual and psycho-social development of his son, who was born in 1978 and who grew up in a trilingual environment. His father, an American polyglot, spoke to him in English; his mother, a polyglot from Poland, spoke to him in Polish; and the language of his native environment in Chicoutimi, Québec, was French. Not only did he hear the three languages on a daily basis at home, but he also enjoyed frequent trips to his grandparents' homes in the United States and Poland. He attended both French-language and English-language schools in Quebec. Unlike so many immigrant children who want to dissociate themselves from their parents' original culture, he did as much as he could to develop his three languages by studying in the United States, France and Poland. However, his psycho-social development was not easy and recalled the warnings of psychologists who have studied bilingual children. This paper attempts to ask certain basic questions about the relationship between being raised as a polyglot and the development of a healthy sense of self.

DUKE ALBERT, JANET

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Intercomprehension in the Canadian context: Scandinavian languages after German L2

It is often forgotten that Canada is not only officially bilingual, but also officially multicultural. Although language is explicitly mentioned in official multicultural policy, Canada – unlike Europe – has never officially embraced the concept of multilingualism, let alone develop and support multilingual or plurilingual policies in an educational context. The notion of using intercomprehension methods as a means of capitalizing on the linguistic awareness and metalinguistic knowledge of its firmly bilingual or multilingual population to allow them to develop skills in other, genetically-related languages is still a novelty in Canada. Furthermore, Canada's notions of bilingualism and multilingualism are still strongly shaped by monolingual norms. This paper reports on plans to conduct a two to three week crash course in the Mainland Scandinavian languages (Danish, Norwegian, Swedish) for students with English L1 and German L2. The course is loosely structured on the principles of EuroComGerm, and a focus is on incorporating lessons learned from recent and current attempts at implementing the EuroComGerm method. An important aspect will be to ascertain whether or not German serves as a more useful "bridge" to the Scandinavian languages for learners with English L1 than English does for learners with German L1, the latter having been EuroComGerm's target audience to date.

Multilingual reading comprehension as an academic key competence

The term *multilingual reading comprehension* is used here to mean the ability to understand texts across a set of languages within a European language family.

For our purposes the simultaneous acquisition of all foreign language skills will remain unaddressed. It is understanding that is the real basis of every linguistic learning process—that of the acquisition of the first language as well as the learning of other languages. The receptive use of language forms the foundation for the productive use in linguistic statements.

This contribution focuses on the curriculum for a course of 6 academic hours per week for the concurrent parallel development of receptive multilingual ability in French, Italian and Spanish and its execution at the University of Potsdam. The following points will be dealt with:

1. The attainment of multilingual ability through the development of partial competence
2. cognitive use of knowledge of family relationships within language families
3. aspects of learning theory and processes of reading comprehension
4. curriculum for courses to develop reading comprehension in academic contexts:
 - a. general conditions and target group: students of the Master's programme "Comparative study of literature and theory of art "
 - b. aims: reading competence for academic purposes, construction of intercultural competence
 - c. criteria for text choice
 - d. teaching methods: "Intercomprehension" and systematic learning of "opaque" structures in three languages, e.g., verbal inflection, elements of a text grammar
 - e. the monitoring of success of learning
5. experience with the course

Do attitudes and motivations have an effect on metalinguistic awareness? An analysis of the issue in trilingual and in bilingual adults

Since attitudes and motivation are key factors in additional language learning (e.g. Dörnyei, 1998; Gardner, 2000; Masgoret & Gardner, 2003) and since the knowledge of more than one language supports the development of metalinguistic skills (e.g. Bialystok, 2006; Jessner, 1999; Pinto et al., 1999, 2004), it is then theoretically possible that attitudes and motivation have an effect on the development of metalinguistic awareness.

In order to explore this affective and cognitive issue, we carried out a study that involved both trilingual and bilingual French-speaking adult learners in order to see if trilingual learners outperform bilingual learners on the different variables under focus in the study and if the

influence (or absence of) of attitudes and motivation on metalinguistic awareness is the same in both groups of participants.

Thirty undergraduates (17 bilingual and 13 trilingual) took part in the study. They filled out a sociolinguistic questionnaire and a questionnaire on attitudes and motivations (adaptation of the Attitude/Motivation Test Battery, Gardner & Lambert, 1972) towards learning English as a second language and Spanish as a third/foreign language.

They also took a metalinguistic awareness test in their additional languages, i.e. Spanish and/or English (THAM-3 and/or MAT-3, Pinto et al. 1999, 2000). ANOVA, T tests and regression analyses were carried out on the data in order to compare the attitudes, motivations and metalinguistic awareness of trilingual and bilingual participants and to find out if attitudes and motivations may predict the level of development of metalinguistic awareness.

Results showed similarities and differences between the two groups of participants in the different affective and cognitive factors under study. They also showed no particular effect of attitudes and motivations on metalinguistic awareness. Our presentation will account for these different results and will suggest paths for future research.

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FENYVESI, ANNA/IRSARA, VERONICA

University of Szeged, Hungary - Free University Bolzano, Italy

Language attitudes in minority contexts: Minority Hungarian and Ladin students' attitudes to their languages

This presentation explores what attitudes minority Hungarian and Ladin students have towards and what values they attach to the various languages they use (i.e. the minority language(s) vs. the state language vs. English as a foreign language).

The presentation adopts the view of attitudes as responses made by people to social situations and to members of ethnic and social groups (i.e. the speakers of certain varieties and languages)

(Fasold 1984). The aim of this presentation is to describe the patterns existing among students in the Hungarian and Ladin minority research sites under investigation. The source of data for this study is an attitude survey along the lines of the matched guise technique (Lambert 1967, Giles and Coupland 1991, Milroy and Preston 1999). The languages tested for include, in addition to the minority language (Hungarian or Ladin and German) and majority language or state language (Romanian, Serbian, and Slovak, or Italian, respectively) (cf. the traditional matched guise technique studies), and the students' foreign language, English as well (cf. Gould 1977, Lasagabaster 2003), including native speaker (British vs. American English) vs. non-native, i.e. Hungarian- or Ladin-accented, English (cf. McKenzie 2008).

The study reported on is carried out among 7th-8th grade vs. 11th-12th grade students (n=1,200) in minority schools in the following minority regions: for Hungarian, (1) the Szekler region, Transylvania, Romania (where Hungarians are the local majority), (2) Maros County, Central Transylvania, Romania (where Hungarians are the local minority), (3) Vojvodina, Serbia, and (4) Southern Slovakia, and for Ladin, (5) South Tyrol.

The study provides an insight into the attitudes towards and values attached to minority students' languages that they use on a daily basis in . Differences between students' attitudes will be discussed as correlating with minority language, region, country, age, and gender.

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FRANCESCHINI, RITA

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Trilingualism as Potential

A brief historical overview of the area, from the Middle Ages onwards, shows us that it has not been uncommon for there to be contact in the Alpine border areas between Romance and Germanic languages; with contact levels that can be described as "bottom up contacts", that is contacts that follow natural rhythms: the migration of peoples and rural settlements, commerce between the north and the south etc. After a phase of co-habitation inside the "Danube Monarchy" ,however, in more recent times, there have been times where a great "top down" force has been seen to be at work, which means interventions by the Central Italian State, with the influx of a new Italian L1 population, before and after the Second World War.

Going on we can provide an outline of the current situation: the particular social trilingualism, with the three official languages in the Bolzano Province of German, Italian and Ladin. The population has been shown to possess very differing levels of knowledge of the three languages (the Ladin speakers being considered to be trilingual, the German speakers as having a greater competence in Italian whereas the Italian speakers are the ones who are the least bilingual). Tourism contributes to plurilingualism as do commercial relations which tend to increase the use of English. The Province includes approx. 6% whose L1 differs from the official languages.

We will then go on to illustrate the potential inherent in every "linguistically enriched" situation, for instance: mental flexibility, creativity, heightened linguistic sensibility (language awareness) etc. On the other hand, we have to deal with attitudes and accounts of language use which are not always positive.

The school system in the Autonomous Province of Bolzano follows the principle of linguistic separation, whereas the university trains students in three languages, by means of a "university-CLIL" teaching model (teaching is carried out in German, Italian and English, and in some cases in Ladin). Finally the results will be considered of competence in Ladin, German and Italian in a model for trilingual schools made up of the pupils of the fifth years in Ladin schools.

GABRYŚ-BARKER, DANUTA
University of Silesia, Poland

L2 versus L3 learning experience: the appraisal systems of a multilingual

In psychological research on emotions in humans, there is general agreement about the role of appraisal in cognition in creating responses to a stimulus and consequently activating the thinking part of the brain which "allocates attention and memory resources to various problems, and the variability in such allocations affects learning" (Schumann 1997: xix). It can be assumed that the appraisals activate some kind of response (either positive or negative) depending on the characteristics of the appraisals made. This presentation offers a commentary on the ways multilingual language users perceive their L2 and L3 learning experiences at the level of the appraisals they make.

In his comment on appraisals, Schumann (1997:2) states that

Organisms seem to determine value on the basis of certain criteria (...)

These appraisal systems assign value to current stimuli based on past experience (...)

The value mechanisms influence the cognition (perception, attention, memory, and action) that is devoted to learning.

This understanding of appraisal systems places value on the emotional perceptions of individual episodes recalled by people from their past experiences. When applied in the context of multiple language learning, they may allow us to observe the similarities and differences between the process of L2 and the process of L3 learning as seen by the subjects in respect of values, and perhaps as a consequence, the occurrence (or not) of learning transfer at the level of one's affectivity and thus also cognition at a later stage. This study is based on the *Geneva Appraisal Questionnaire* (GAQ) which has been constructed to "assess, as much as possible through recall and verbal report, the results of an individual's appraisal process in the case of a specific emotional episode" (Geneva Emotion Research Group). The episodes reported on are individually selected events in the L2 and L3 learning experiences of the subjects. Various

theories categorize criteria of appraisal differently. GAQ is based on Scherer's model of Stimulus Evaluation Checks (SECs), such as *novelty, intrinsic pleasantness, goal/need significance, coping potential and compatibility with standards* .(Scherer 2001). The questionnaire has been administered to a group of thirty multilinguals and analysed according to Scherer's SECs. The main focus is on comparing the appraisal systems used in two separate learning contexts, those of L2 and of L3.

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GARCÍA ZÚÑIGA, H. ANTONIO

National Institute of Anthropology and History, México

Individual and communitarian multilingualism in indigenous regions of Mexico: The case of the Chiapas highlands

Mexico is a country with a remarkable linguistic and cultural diversity. It is very common to find individuals and whole communities that dominate two, three or more languages, in addition to other codes of communication more closed or exclusives. In most cases the proximity between people, cultural contact and commerce were the main drivers of this multilingualism.

When we speak about multilingualism of Mexican indigenous we exclusively speak about the proficiency of indigenous language and Spanish, as a vehicular language (not official), or English, in the case of migrants in the United States of America. No doubt, studying multilingualism in Mexican indigenous communities is important to identify contexts and development conditions.

This paper presents a characterization of multilingualism in the Chiapas' Highlands (southeastern Mexico, at the border with Guatemala). For various reasons this is a particular region. First, nobody speaks about multilingualism in this region. Secondly, languages spoken in the region (Mocho', Mam and Tektitek) belong to the same family (Mayan). Thirdly, because of its historical situation (policies against pride and transmission of indigenous languages in the nineteenth century and half of the twentieth century) the languages of the region are critically endangered (few speakers and only older speakers). Fourthly, several inhabitants speak Tsel'tal or Tsotsil (also of the Mayan family), a language not spoken in the region. Finally, the vehicular language of Mexico, Spanish, it isn't necessarily the second language learned.

Research shows that exogamous marriages and work on coffee farms led to the development of multilingualism in the region, both individual and communitarian. The most attractive is that the linguistic community that is more critically endangered, Mocho', has the highest multilingualism.

Grammatical Judgements of Preposition Errors by advanced multilingual DaF and EFL learners

Our investigation is part of an on-going study of the relationship between learners' multilingualism, their metalinguistic ability, and their usage and perception of spatial prepositions cross-linguistically. The main underlying assumption comes from current

L3 acquisition and multilingualism evidence of enhanced levels of metalinguistic abilities in adult multilingual foreign language learners. These findings are in line with our previous research (Stirling L3 Conference Presentation, Gibson & Hufeisen, 2007) which has shown that 1) the more foreign languages that learners of German as a foreign language (DaF) has, the more accurate their scores on a translation task from an unknown language into German and, 2) a modest positive correlation between the number of foreign languages (FLs) - 2 or more- a multilingual learner of English &/or possesses and his/her judgements of grammatical error severity.

The present investigation narrows its focus to how multilingual German and English learners judge typical prepositional errors in terms of perceived severity. We asked advanced multilingual learners for scaled grammaticality judgements on specific spatial prepositional errors (of, in, at, on/von, in, an, auf) within a short text. Our goal was to measure the meta-grammatical/meta-linguistic sophistication of these learners as a function of their increased metalinguistic awareness for systematic similarities and differences across languages. We expected that the perceived overall severity of the errors would increase with number of FLs a learner has, and 2) that the more multilingual learners (i.e. more FLs) would discriminate more finely among error seriousness, as reflected by a wider use of the rating scale. These judgements are to then be compared to DaF and EFL instructor ratings.

Results will contribute to research whose aim is to characterize the specific and systematic metalinguistic skills that multilingual learners of foreign languages possess.

Three or more languages at school

This plenary lecture focuses on different forms of multilingual education in the context of minority languages in Europe. They have in common that an official state language, a minority language, English and sometimes other international languages and languages of immigrants may be in use. Multilingualism is all around us, also, or perhaps especially, in educational contexts. One, two, sometimes three or even four languages are taught to different degrees in the school and at different educational levels. Language policy statements at European level support language diversity and the learning of at least three languages at school. Efforts at

language revitalization result in a trend to use the minority language besides the dominant language as the main language of instruction in different stages of education.

Languages are usually still treated as separate compartments in schools because they are thought of as closed, finite and homogeneous. In real practice at school, however, languages come much closer together; languages are negotiated, are more fluid, dynamic and open than is usually assumed by teachers, students and speakers. Teachers and students in multilingual schools use languages as a resource. In contrast to this real practice, languages are placed on the curriculum as single units and they are evaluated separately. Multilingual speakers are still compared to monolingual standards without taking into account that they have developed a different type of multilingual competence.

Data will be used from several European minority languages in the school context, in particular the paradigmatic cases of Basque and Frisian where an in-depth study of multilingual teaching practices and multicompetence is being carried out. One of the main issues is how languages are allocated in multilingual education in the different contexts. Looking at them as continua leads to fruitful analysis.

The last part of the lecture will focus on the challenges that multilingual teaching faces. These challenges include new uses of the minority language, innovations in teacher education, evaluation of multicompetence and increasing linguistic diversity resulting from recent migration.

HAENNI HOTI, ANDREA/MÜLLER, MARIANNE/HEINZMANN, SYBILLE/OLIVEIRA, MARTA
University for Teacher Education of Central Switzerland, Lucerne

Reforming Foreign Language Education in Swiss Primary Schools: Does the Acquisition of English (L2) have a facilitating effect on the Acquisition of French (L3)?

In 2004 the Swiss conference of cantonal educational ministers issued a new series of guidelines for foreign language (FL) instruction throughout Switzerland (EDK 2004). One of the recommended innovations was to introduce instruction of a second FL in primary schools.

While one of the FLs taught at primary schools should be a national language, the other should be either English or another national language. The fact that different cantons have implemented the new policy guidelines at different rates has resulted in a quasi-experimental research design, including a randomised test group (children learning English (L2) from 3rd grade onwards and French (L3) from 5th grade onwards) and control group (children learning French (L2) from 5th grade onwards). The present study is a three-year longitudinal study (2006-2008) tracking the development of 1008 primary school pupils from 3rd grade to 5th grade (Haenni Hoti 2006a; 2006b).

In this paper the main focus is on the possible effects of English language skills and strategic skills on the acquisition of French (L3). Based on quantitative measures of the children's listening, reading and speaking skills we will illustrate if the previously acquired language skills and strategic skills have an effect on the acquisition of French (L3) in 5th grade.

Taking into consideration previous studies (Bono 2007; Ender 2007; Marx & Hufeisen 2004; Neuner 2003; Missler 1999) we hypothesize that the language skills and strategic skills acquired in the process of learning English will have a positive effect on the children's language skills in French.

Furthermore, we will demonstrate which other learner-related, teacher-related and socio-demographic factors have an impact on the French (L3) skills of these young learners apart from previously acquired linguistic and strategic skills.

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HAIM, ORLY

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Factors Predicting Academic Success in Second and Third Languages Among Immigrant Students

The question of cross-lingual transfer of academic proficiency (AP), reading and writing abilities, has intrigued researchers over the last three decades (Cummins, 2000). While some studies investigated factors influencing academic performance in bilingual versus trilingual contexts (Cenoz, 2003), little research has examined the specific factors predicting AP in L2 and L3 among immigrants. This study investigated the contribution of five sets of variables: demographic (age of immigration, SES, gender), linguistic (exposure, perceived multilingual functioning, studying L1 at school), social-psychological (perceived parental aspirations attitudes and motivation), AP in L1, and AP in L2 and L3, to the prediction of AP in L2 and L3.

The sample included 274 eleventh grade Russian (L1) speaking immigrants, currently studying Hebrew (L2) as a second language and English (L3) as a foreign language. The instruments for assessing AP included a writing task in L1, AP tests in L2 and L3. Questionnaires were administered to collect information about the participants' demographic, linguistic and social-psychological variables. Hierarchical regression analyses were utilized to examine the relative contribution of the variables to the prediction of AP performance in L2 and L3.

The results indicated that gender, age of immigration, current language use, perceived parental aspirations, L3 writing ability and studying L1 at school significantly predicted AP in L2 while only age at onset, current language use and L2 writing ability predicted L3. Writing ability was a significant predictor of reading and writing abilities in either language, even after all background variables were controlled for. Yet, studying L1 at school additionally contributed to the prediction of only L2 reading ability, holding all other variables constant.

These findings support research suggesting that Cummins' interdependence hypothesis transpires in the context of trilingualism and the factors predicting AP in general and those that play a language-specific role. Educational implications will be discussed.

HAMMARBERG, BJÖRN
Stockholm University, Sweden

The languages of the multilingual: Some conceptual and terminological issues

Research on individual multilingualism and third language acquisition has expanded greatly in recent years. A theoretical correlate of this is the recognition of the fact that humans are potentially multilingual by nature, that multilingualism is the normal state of language competence, and that this in turn has implications for an adequate theory of language competence, use and acquisition. The distinction between L2 and L3 acquisition research means that language learners are being differentiated according to the complexity of their language background. Among other things, this gives rise to reflection about some of the currently used basic terminology in the field.

In this paper I will consider some conceptual problems in connection particularly with the notion *third language (L3)*. The common practice of labelling a multilingual's languages along a chronological scale as L1, L2, L3, L4 etc. is shown to be untenable. Trying to define the notion of L3 in relation to current conventional use of the terms L1 and L2 leads to a different conception, but it also raises some empirical issues which need to be resolved. I will finally discuss some attested, but less widely spread alternative notions and consider whether it would be a viable option to adopt them on a more regular basis.

HANS-BIANCHI, BARBARA/KATELHÖN, PEGGY
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Orthografieerwerb in der L3

Erst in jüngster Zeit wurde der eigenständige Systemcharakter der schriftlichen Sprache aufgedeckt und somit einer linguistisch fundierten Schreiberwerbsforschung und -praxis der Weg geebnet. Studien zum Rechtschreiberwerb einer Fremdsprache sind sehr selten und liegen für das Sprachenpaar Deutsch-Italienisch bislang nicht vor. Nur die wenigsten DaF-Lehrwerke bieten

Material zum Orthografieerwerb an. Gleichzeitig aber gehören auf orthografisches Wissen ausgerichtete Textsorten zum festen Prüfungskanon italienischer Universitäten. Es scheint, als ob orthografische Kompetenz sich von allein einstelle, zumindest wenn es sich - wie in unserem Falle - um gleich geartete alphabetische Orthografien in der L1 und L3 handelt.

Deutsch und Italienisch werden in der Literatur gemeinhin verschiedenen orthografischen Typen zugeordnet. Das Italienische wird typologisch als „phonologisch flach“ klassifiziert, während die deutsche Sprache eine größere „phonologische Tiefe“ aufweise. Vermutlich erfordert die deutsche Orthografie dank der für sie typischen Überformtheit der einfachen Phonem-Graphem-Zuordnungen – bspw. durch das Morphemkonstanzprinzip - ein anderes Regelwissen, als eine Orthografie, die vorwiegend phonographisch, d.h. relativ lautgetreu ist. Dass Rechtschreiben ein kognitiv gesteuerter, vom Vorwissen abhängiger Prozess ist und einen bestimmten Bewusstseitsgrad seitens der Lerner/innen erfordert, wurde im Fremdsprachenunterricht mit Erwachsenen, die nicht erst alphabetisiert werden müssen, bislang vernachlässigt.

Wir möchten daher auf der Grundlage konkreter Korpora Erwerbsverläufe im fremdsprachlichen Rechtschreiberwerb mit denen in der Erstsprache vergleichen. Besonderes Augenmerk soll dabei auf die Interferenzerscheinungen aus bereits erworbenen Fremdsprachen (Englisch, Französisch) und aus der Muttersprache (Italienisch, Dialekt) gelegt werden. In dem Beitrag soll eine Analyse schriftlicher Texte italienischer Studierender im Deutsch-als-Fremdsprache-Erwerb hinsichtlich ihrer orthografischen Struktur dargestellt werden. Dabei handelte es sich immer um gesteuerten Fremdspracherwerb in einem universitären Kontext. Die Textproduzenten/innen sind italienische Studierende, die Deutsch fast ausschließlich als Tertiärsprache erwerben. Das Korpus wurde in Bergamo und L’Aquila zusammengestellt.

In unserem Beitrag werden wir insbesondere folgenden Fragestellungen nachgehen:

- Verläuft der fremdsprachliche Rechtschreiberwerb unkomplizierter als der des Erstorthografieerwerbs, weil die Lernenden bereits alphabetisiert sind?
- Welchen Einfluss spielt das interne Regelwissen der Muttersprache (Dialekt, Italienisch) und das früher erworbener Fremdsprachen?
- Sind verschiedene Erwerbsphasen wie im Erstschrifterwerb festzustellen oder verläuft der fremdsprachliche Schrifterwerb nach anderen Gesetzen?
- Welchen Einfluss nehmen die unterschiedlichen Architekturen (flach–tief) der beteiligten Orthografien O1, O2 und evtl. O3?
- Inwieweit sind die aus dem O1-Erwerb bekannten Fehlerkategorien in der O3 wieder zu finden?

HEINZMANN, SYBILLE/OLIVEIRA, MARTA

University for Teacher Education of Central Switzerland, Switzerland

L3 Acquisition in Primary Schools: Using Previously Acquired Language Skills while Speaking French

In 2004 the Swiss conference of cantonal educational ministers (EDK 1998; 2004) stipulated that all primary school children should be taught at least two foreign languages (FLs). Due to the diverse linguistic situations in different cantons of Switzerland, different models have been introduced in different parts of Switzerland.

In the Germanspeaking cantons of Central Switzerland, in which the present study is conducted, the so-called "3/5 model" has been established with the primary school children learning English (L2) from 3rd grade onwards and French (L3) from 5th grade onwards.

The conceptual innovation of FL teaching in primary schools consists mainly in the explicitness with which teaching is oriented towards a communicative approach and towards the goal of functional plurilingualism. Thus, the FL curricula for primary schools put the emphasis on the ability to functionally communicate with an interlocutor rather than on matters of grammatical and phonetic correctness. In accordance with this, the development of interaction and learning strategies is considered to be of paramount importance (see Haenni Hoti and Werlen 2007: 141). This contribution focuses on the French (L3) interaction skills of 5th graders who have been learning English as an L2. The database consists of 120 French speaking tests conducted with four children out of thirty classes. In a first part we will outline the method of data collection and data analysis. We will then proceed to illustrate what sort of interaction strategies are employed by the children while speaking French and to what extent they make use of previous language knowledge. We will then discuss if or rather how pupils with English (L2) instruction and bi- and multilingual children with a migration background benefit from their previous (foreign) language knowledge while speaking French. By way of illustration, video extracts from the speaking tests will be shown to the audience.

HERMAS, ABDELKADER

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Verb movement parameter in English L3

A topic that attracts an increasing interest in adult language acquisition is the influence of L1 and/or L2 on the acquisition of a third language. This study investigates the acquisition of sentential negation and adverb placement in English L3 by Arabic-French bilinguals. The theoretical framework is the minimalist program. The research objectives are of two types. For third language acquisition: (1) to determine the source language of transfer (Arabic L1 versus French L2) in the initial state of English L3 in the scenario $L1 \neq L2 \neq L3$; and (2) to specify the nature of the L3 final state. For the theory of language acquisition: (3) to describe the involvement of the syntactic component in checking the verbal feature of the functional head T and of the morpho-phonological mechanisms in inflecting the lexical verb in English L3. The experimental groups are two groups of bilingual beginners and advanced learners of English L3 in a formal context. Two groups of French and English natives serve as controls. The experiment includes an acceptability judgement task and a preference task in French and English. Both tasks are computer-administered to control for stimuli display time. The dependent variable is the accuracy on grammatical and ungrammatical targets. The results show (1) that the initial state of English L3 is exclusively influenced by the final state of the L1 Arabic. L3 acquisition is a repetition of L2 acquisition in so far as both share the same source of transfer. (2) The final state of the L3 is native-like. (3) The mechanisms of the syntactic component C_{HL} and the morpho-phonological component PF operate according to the specifications/representations of the L1, resulting in the misanalysis of the L3 input.

Thus the concept of parameter resetting is redefined to involve all the modules of the language faculty.

HOSKYN, MAUREEN/MOORE, DANIELÉ/DAGENAIS, DIANE
Simon Fraser University, Canada

Learning French as a Third Language: First Grade Chinese Children Enrolled in French Immersion Programs in Canada.

This contribution will present and discuss findings from a study of multilingual Chinese children's early literacy development that was carried out in Vancouver, British Columbia. Vancouver is a multilingual and multicultural city in Western Canada, where Chinese is currently the most spoken language after English. In the context of official bilingualism in Canada, parents have the option of enrolling their children in either English or French language programs at school entry. Over the last 40 years, enrollment of children in French immersion programs has increased dramatically, in part because immigrant parents, including those of Chinese ancestry, choose to enroll their children in French immersion rather than in English language programs. Most Chinese children in French immersion programs are multilingual and speak and read in Mandarin and/or Cantonese, English and French.

To understand patterns of multilingual practices in children's three languages and writing systems in this complex context of language contact, we used a mixed methods design using quantitative and qualitative research approaches. On one hand, we compared average performance of 120 Chinese multilingual children in French Immersion and English primary programs on measures of Chinese, English and French linguistic awareness, memory and reading. Using hierarchical regression analysis, we investigated the factors that best predict early academic success in French and English language programs. We will discuss, in particular, findings regarding language discrimination capacities and metacognitive understanding of multiple language use during literacy activities.

Alternatively, we employed qualitative methods to focus on 12 participating Chinese families. Through semi-directed interviews with the parents and children, and ethnographic observations at their homes, we documented Chinese language children's multilingual literacy activities and examined the views of their parents on issues related to identity, language affiliations, practices, statuses, and access to social and material resources in society.

HSIEN-JEN CHIN, DIANA
Wenzao Ursuline College of Languages, Taiwa

Cumulative or Non-cumulative? Investigating language transfer in L3 Acquisition from the perspective of language processing

The present study aims to investigate the Cumulative Enhancement Model (CEM) proposed by Flynn et al. (2004) from the perspective of language processing. It examined the source for language transfer in acquiring the semantic contrast between Preterit and Imperfect in L3 Spanish. Thirty-five Chinese (L1)-English (L2)-Spanish (L3) trilinguals, 11 English native speakers, and 11 Spanish natives participated in the experiment.

Two test packets were implemented, one in English and the other in Spanish. Each packet consisted of a proficiency test, a verb morphology test, and an on-line semantic acceptability test.

The L3 learners' responses in the semantic acceptability tests showed that they were sensitive to the semantic contrast between the perfective and imperfective aspect in the L2 English, regardless the differences in the aspectual systems between Chinese(L1) and English(L2). On the other hand, despite of the similarity in the semantic interpretation for the perfective and imperfective aspect between English and Spanish, the learners did not transfer the semantic interpretation in English to the L3 Spanish. However, the learners' responses in the Spanish test still revealed some influence of the L2 English.

As for the reaction time(RT), it is hypothesized that if the L3 learners transferred directly from L1 to the non-native languages, RT in both English and Spanish semantic acceptability tests would be close. On the other hand, if L3 learners transferred from L1 to the L2, then from the L2 to the L3, as claimed by Flynn et al. (2004), then RT in Spanish should be longer than in English. The results indicated that the Chinese(L1)-English(L2)-Spanish(L3) participants' RT in Spanish was significantly longer than in English. This suggests that all languages that learners have acquired are sources for transfer, which supports CEM.

HUGUET, ANGEL/CHIREAC, SILVIA-MARIA/SANSÓ, CLARA

Department of Pedagogy and Psychology/University of Lleida, Spain

Linguistic Interdependence and Educational Practice. A Study with Immigrant Students in Catalonia.

The increasing arrival of immigrant children in our country has obviously transformed our schools. As a consequence, ethnic, cultural and linguistics diversity is ever more evident. This is the situation all over Spain, but it acquires a special relevance in the case of Catalonia, where the Educational System is organised under the parameters of bilingual education.

The most important theoretical framework sustaining this educational model is the Linguistic Interdependence Hypothesis, developed by Jim Cummins almost three decades ago.

The author purports that under certain favourable conditions abilities acquired in a certain language (Lx) can be transferred to another (Ly). Based on this framework, a sample of 121 students (93 autochthonous 28 of immigrant origin) was evaluated with various parallel tests to assess students' proficiency in Catalan and Spanish.

The paper attests the validity of the Linguistic Interdependence Hypothesis in its application to immigrant schoolchildren. In addition, we present data that allows us to elucidate which linguistic abilities are transferred from Lx to Ly.

JANÉS, JUDIT/LAPRESTA, CECILIO/NAVARRO, JOSÉ L./CHIREAC, SILVIA-MARIA
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Immigrant Children in Catalonia – Language Attitudes towards Catalan, Spanish, English and Mother Tongue.

Massive immigration in Catalonia has contributed to increase the historical linguistic diversity in the region, forcing recently arrived students to learn new languages. Within this general framework, we must bear in mind that language attitudes play a central role in the acquisition of a new language (L2-L3-Lx) as well as in the integration process in a given host society.

In this paper we describe and analyse the language attitudes toward Catalan, Spanish, English and various mother tongues in a group of 681 students (immigrant or not) from different Catalan areas (the province of Lleida and Barcelona). Globally, the results show: i) positive attitudes towards Catalan and Spanish (lower in the case of immigrants) and English (similar level in autochthonous and immigrant students); and ii) positive attitudes towards the newcomers' different L1s (lower in the case of autochthonous students).

JESSNER, ULRIKE
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Why research on metalinguistic awareness needs a multilingual perspective

An increasing number of studies have concentrated on metalinguistic awareness in multilingual learning and use. Metalinguistic awareness has been discussed as one of the key factors of multilingual proficiency. According to a dynamic-systems perspective of multilingualism it has been argued that metalinguistic awareness presents an emergent property of a multilingual system (Jessner 2008). Following this line of argumentation in this paper I will present a plea for a multilingual perspective for multilingual research thereby focusing on the study of metalinguistic awareness as a crucial factor.

KÄRCHNER-OBER, RENATE
University Putra Malaysia

Effects of National Language Policies and Linguistic Reorganizations - Long-term Issues in Society Divers in Cultures and Languages. A sociolinguistic Sketch of Malaysia

This paper addresses the relationships between multilingualism, national language policy, educational reform processes and related aspects necessary to understand the fundamental

linguistic challenges multiethnic and multilingual Malaysia faces in the first decade of the 21st century.

Despite apparent attempts and profound changes in language policies and language education, controversies and problems with regard to languages still exist, as language policy reforms are perceived as disappointing for the respectively effected population segment.

Sociological and socio-economic factors affect the use and learning of languages, as well as multilingual education strongly, as an egalitarian multilingual education policy is not really advocated by any of the ethnic groups.

Issues of language and identity are reflected in language policy making, in particular with regard to the relevancies of English and Bahasa Malaysia (BM), the national language. Bearing in mind, that over a hundred languages and dialects are actively spoken, issues about language choice and language learning arise constantly in formal and informal domains. The majority of Malaysians have two or more languages and dialects at their disposal; however, language shift, language maintenance; bi- and trilingual code-switching and decline of language skills can be documented as a result of a language policy, which on one side stresses a monolingual habitus to forge national identity while English has been given the status of the second most important language.

In spite of attempts of language policy makers to promote multilingualism, the realization is marred by political issues. A symbolic political power not always in favor of a heterogeneous society once too often overshadows the ambitions to project the country as a melting pot of cultures and languages.

KAZZAZI, KERSTIN

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Trilingual communication: Four uses of three languages by two people in one conversation

A characteristic of the communication of multilinguals is the use of more than one language within one conversation. Various terms are used for this phenomenon. A basic distinction is between intersentential *code-switching* and intra-sentential *code-mixing* (e.g., Muysken 2000). Going beyond bilingual communication, the present paper will look at the way three different languages may enter into a speech event by using data from a case study of a child growing up with the languages German, English and Farsi. As in other respects, the presence of a third language produces a more complex situation. If there are three interlocutors present, the three languages may be distributed evenly among them, as in a trilingual family with the father speaking Farsi, the mother English and the child answering both parents in German.

If there are only two interlocutors, each using one language, making the conversation basically bilingual, the third language may also appear in the form of intrasentential code-mixing, insertions or mentioning, all with different communicative functions. I will focus on cases in which it is introduced by the child interlocutor:

- a. quotes of something said in or about the third language: "Baba says Farsi talking."
- b. "literary" use: nursery rhymes, songs etc. (often elicited);

- c. lexical insertion, often "family words" (internal loans) used by both interlocutors: e.g., Farsi *gerdu* 'walnut';
- d. metalinguistic comments, e.g., asking in German for Farsi equivalents of English words used by the preceding speaker: "Wie heißt das persisch? *Dar* [Farsi 'door'] weiß ich, aber nicht *crack*."

Such different types of introducing a third language will be analysed in their communicative context, drawing on a ten-dimensional typology of crosslinguistic influence developed by Jarvis & Pavlenko (2008), which includes categories such as intentionality or overt vs. covert influence.

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KEMP, CHARLOTTE

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Learning, transfer, and creativity in multilingual language learning: A dynamic systems approach

Adult learners acquiring another language use all the processes and knowledge available to them, but some learners have more resources available to them than others. Research into multilinguals' acquisition of additional languages shows that they are able to use a number of processes to speed their acquisition of another language within the system, viewed here as a dynamic system with catalytic and emergentist properties. In the last 10 years, much research has been carried out into multilinguals' acquisition of additional languages, particularly into metalinguistic awareness, and there has been much work on metalinguistic development, but few studies attempt to integrate their findings into an overall theory of metalinguistic awareness.

In this paper I explore metalinguistic awareness with regard to three processes - learning, transfer, and creativity - using the metaphor of the dynamic model of multilingualism (Herdina and Jessner 2002). Learning is a change in processing based on input derived from the external environment. Crosslinguistic transfer is a change in processing based on internal psycholinguistic processes within multilinguals that enables them to use the linguistic knowledge from the languages already in their system.

Lastly, creativity is a change in processing that, using prior knowledge of language and how language functions as a basis, enables multilinguals to invent language to fill the communicative gap. Multilinguals appear to use their metalinguistic awareness on input from learning, transfer and creativity, together with metacognitive awareness (ie, strategic knowledge of how to learn languages) to speed their acquisition of new languages.

Integrating these different layers of processing within the dynamic model gives rise to further complexity within the multilingual system such that explicit awareness may become an emergent property of the system. I conclude that it is difficult to test this hypothesis.

Ireland and its Young Polish Newcomers: Investigating Attitudes and Language Encounters in Multicultural Ireland

Under the general auspices of the IRCHSS funded project "Second Language Acquisition and Native Language Maintenance in the Polish Diaspora in Ireland and France", this paper will draw on quantitative as well as qualitative data from background questionnaires and sociolinguistic interviews completed by 65 Polish children and adolescents living in Dublin city area. The aim of this paper is to explore attitudes among these participants towards acquiring English and Irish as their second and third languages. It will also discuss the perceptions of their host country, and investigate whether relationships can be established between the attitudes and perceptions evinced by the participants and their age, length of residence, and self-assessed English language proficiency. Finally, the paper will speculate on the future life trajectories of this young migrant group with multicultural Irish experience.

LANGEGGER-NOAKES, URSULA
Bangor University, UK

German as a Third Language: The stage of L3 learning as an indicator for CLI

This paper examines cross-linguistic influence (CLI) in third language acquisition in British university students. In common with other students of German in Great Britain, the majority of students at the School of Modern Languages in Bangor, studying German, have English as L1, French as their L2 and German as their L3.

The purpose of this paper is to report on findings of a study carried out with first and fourth year students of German at Bangor University. The written and oral work collected for the purpose of this study is, as one might call it, "authentic academic data" and consists of essays, short texts, presentations and interviews. The aim of the study is to investigate if the stage of acquisition of the third language i.e. beginners, intermediate or advanced should be added as a key variable in CLI. The present study investigates beginners and intermediate students.

First the framework (an adapted version of Hufeisen's, 1998) used for the analysis of the oral and written L3 German productions will briefly be explained, then the results of the study will be presented: the extent and the type of L1 and L2 influence on the L3 of beginners and intermediate students, which areas are affected (syntax, lexis, pragmatics) and evidence of transfer of form and meaning.

The paper will conclude with a discussion of these results.

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Multicultural and Multilingual Identity and Integration among Immigrant and Autochthonous Schoolchildren in Catalonia. A Discursive Analysis.

In order to gain a deeper insight into pluriliteracy and language attitudes, in this paper we examine the process of construction of students' identity in Catalonia and its relationship with language attitudes and language proficiency.

The analysis of the data collected by means of 35 semi-structured interviews shows that students of immigrant origin who feel integrated and positively valued in the host society develop more favourable attitudes towards Spanish and Catalan, and display higher proficiency in these languages. At the same time, the construction of autochthonous students' identity many times correlates with monolingual and monocultural ideologies; that is, students feel exclusively either Spanish or Catalan. This favours the development of favourable attitudes towards (and better proficiency in) Spanish, and exactly the reverse situation in the case of Catalan.

LETICA KREVELJ, STELA
Zagreb University, Croatia

Use of compensatory strategies by trilingual speakers of typologically unrelated languages

The present paper aims to explore the type and pattern of compensatory strategy use in the L3 production of multilingual speakers of three typologically unrelated languages. Preliminary results in this study corroborate the finding that previously acquired language systems in the multilingual speaker can be simultaneously activated during lexical search in the compensatory strategies (Jessner, 2006). However, none of factors discussed within the general context of conditioning cross-linguistic interaction seems to be able to account alone for the variation in the types of strategies used and language systems these strategies are based on. We propose that an interplay of a whole array of learner-, learning-, and word- based factors attribute to the patterns found in the type of strategy used, but also that the pattern is severely restricted by the level of multilinguals' metalinguistic awareness. The participants in the study were 30 Croatian L1 speakers studying English and Italian at Zagreb University who had fairly high levels of proficiency and fluency in both non-native languages as measured by an oral picture description task. Information on participants' language learning background was obtained through a questionnaire which also elicited participants' perceived distance between the three languages. In order to get access to the use of compensatory strategies we used an oral translation task from L1 to L3 and, for a better insight into the impact of metalinguistic awareness, a stimulated recall interview was performed with a part of the sample to gauge the level of consciousness employed and the intentions underlying particular strategic behaviour.

LI-JUNG HUANG, DAPHNE
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Language contact at the level of language and at the level of writing system on the Internet in Taiwan

The study describes how Mandarin-Taiwanese-English multilinguals in Taiwan use their languages in asynchronous computer-mediated communication, (CMC), specifically, via Bulletin Board System (BBS), focusing on a language contact phenomenon – codes-switching (CS). The main data includes postings collected from two university BBS websites in Taiwan. A total of 1040 postings were collected from two BBS systems – PTT and NTC. Previous studies in the field of CS (e.g. Gumperz 1983; Myers-Scotton 1993; Muysken 1997) focused mainly on conversational data. By examining the language patterns and language use in an online environment, the aim of this research is to investigate how CS is realized via different writing systems in online environment.

The data reveals that, contrary to previous studies in the field of CS, there are two levels of CS. At the level of language, three patterns are found: CS between Mandarin and Taiwanese, CS between Mandarin and English, CS between Mandarin, Taiwanese and English. At the level writing system, three patterns are identified: CS between SWC and Zhuyin, CS between SWC and English alphabets, and CS between SWC, Zhuyin and English alphabets. This paper will present the two levels of CS by using the examples found in the data and describes the complex relationship between different writing systems and different languages in relation to the examples.

CS is found to be a common phenomenon on asynchronous CMC, where it fosters multilingualism and multi-orthography. Special attention will be paid on how online environment is perceived as an informal medium, thus facilitating linguistic creativity.

LOGUE, MARK
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Multilingualism in a Multinational Organisation: the Austro-Hungarian Empire and the European Union Compared

Created in 1867 as a successor to the Austrian Empire, the Austro-Hungarian Empire was a multilingual, multinational state.

The Empire officially recognized twelve languages and there were others spoken in this state. All peoples of the Empire had equal rights. According to Article 19 of the Austro-Hungarian constitution: "All races of the empire have equal rights, and every race has an inviolable right to the preservation and use of its own nationality and language." (from the Wikipedia article, "Austria-Hungary") In spite of this, there were tensions between the various ethnic groups. German speakers demanded the recognition of their language as customary in all parts of the

Empire. Italian was regarded as an old cultural language. Slavic languages were regarded by many German speakers as inferior.

The European Union has currently twenty-three official languages. All of these languages are equal in theory, but in practice some languages, such as English and French, tend to dominate. There is concern in some quarters that English will supplant all the other languages to become the only official language of the EU. (see Phillipson, Robert, *English-only Europe?*, 2003).

I propose to compare multilingualism in the European Union with multilingualism in the Austro-Hungarian Empire.

How can one balance the linguistic rights of individuals in a multilingual organization? My communication will focus on multilingual education and government policy regarding multilingualism.

LÓPEZ-GOPAR, MARIO E.
University of Toronto, Canada

The Co-construction of Multilingual Classrooms with Indigenous Children in Mexico

Oaxaca is the most culturally and linguistically diverse state in Mexico with more than fifty indigenous languages spoken and Spanish as the de facto official language.

The Mexican government, following the world trend of "English for success," is bringing English into elementary school classrooms in a generic approach without considering the different localities and the impact that this language may have on Mexican children, especially on indigenous children.

In order to assess this impact and to show that English can be taught in a local and critical way, a critical-ethnographic-action-research project was conducted in two low-SES elementary schools where indigenous children from different ethnic groups and mestizo children came together.

The main goal of the project was not to bring English into these schools per se, but to promote the existing multilingualism inherent in indigenous children and develop positive linguistic identities among the participating children.

The purpose of this paper is to present qualitative results of this project through ethnographic portraits of indigenous children and the discussion of emergent themes.

This project utilized the Multiliteracies Framework developed by Early et al. (2004) and critical pedagogies (Norton & Toohey, 2004) as its theoretical framework.

The data collection consisted of classroom observations, analysis of teachers' materials and children's work samples, and three semi-structured interviews with 93 children.

Based on the triangulation and iterative analysis of the data, this presentation will focus on indigenous children's journey through monolingualism, shameful bilingualism and unexpected multilingualism called upon by their English teachers. It also addresses three emergent themes: (1) English as a multilingual trigger; (2) English as linguistic imperialism if taught uncritically; and (3) Spanish as a lingua franca.

This presentation will speak to people interested in teaching English to children in a critically responsive manner.

Lexical transfer in the Italian oral production of bilingual Spanish-Catalan learners

The research in the second language acquisition has confirmed the important role played by the L1 as a constant reference point in making hypothesis in the L2 production. This action, though, is actually more evident in the acquisition of the lexicon. This area of the language is more subject to the transfer phenomenon specially because the bridge between the concept and the word aimed passes inevitably through the L1.

In this work I'm interested in the second language acquisition of Italian - specially in the lexical area- in a bilingual context, where the learners' reference languages are Spanish and Catalan. The strong affinity between the three languages gives rise, in the learners production, to many transfers, not always easily comprehensible . For this reason, in this work based on a limited but remarkable corpus made of class oral production, I first tried to identify the learners language profile, (id est: preference and frequency of use between the two mother tongue languages) and in second place I tried to identify their perceptions of Italian in comparison with their two L1s (learner perception of language distance). At the same time I meant to verify if between the two L1s there's a predominant one in the transfer process, to see later if this one coincides with the one considered by the participants as the closest and intuitively more transferable.

The outcome of this analysis shows a higher number of transfers from Spanish, which was firstly considered by the participants more distant and less related to Italian then Catalan.

This result, although provisional and to be verified in a broader corpus, brings into question the hypothesis according to which the main source language of transfer is the one considered as the most related or closer to the L2 or the L3

La ricerca nel campo dell'apprendimento ha confermato l'importante ruolo della L1 come punto di riferimento per la formulazione di ipotesi nella L2. Ma quest'azione è particolarmente visibile nell'acquisizione del lessico, area della lingua più soggetta al fenomeno del transfer in quanto il passaggio tra il concetto e la parola ricercata nella L2 passa inevitabilmente attraverso la L1.

Canada's linguistic ideal: Allophone immigrant perspectives

The Canadian Government's ideal of strengthening national identity through official bilingualism is examined from the perspective of recently arrived allophone students and their parents vis-à-vis learning French as an additional language in an English dominant community. Such an ideal, the imagining of a nation, includes the privileging of certain languages (Heller, 1999) — in this case, English and French, which in turn gives rise to the questions of who forms part of the dominant group, who does not (Blackledge & Pavlenko, 2001), and what advantages accrue to those in the dominant group. Such questions are of particular pertinence to Canada's growing

immigrant population as it constructs and reconstructs its identity in a new community. We report on the findings of semi-structured interviews with allophone, immigrant students and parents that were conducted in order to explore their perceptions of learning their second official language and the benefits they hoped to achieve. The interview findings reveal that the participants view French language learning as an investment not only in their pursuit of belonging to a new community but also in their economic advancement and multilingual identity.

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MARKEY, MICHAEL
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Investigating strategy deployment and the development of language learning skills in learning French as a third language in Ireland

This paper presents recent research on learning French as a third language in Ireland, along with an on-going study focusing on whether differing levels of proficiency in Irish as a second language may enhance or hinder subsequent foreign language learning.

We begin by looking at the area of third language learning in general, presenting results and highlighting trends from research in this field. We subsequently focus on third language learning in Ireland, looking at how exposure to Irish as a second language, through immersion education or as a school subject, may enhance or hinder subsequent foreign language learning. Findings from this line of investigation are subsequently compared with results from our own research. Our initial focus was on the following questions:

Do pupils see learning Irish as an aid in subsequent foreign language learning?

How do pupils perceive the linguistic distance between English, Irish and French?

What are the roles of motivation and attitudes when learning French?

Our results show that, surprisingly, learning Irish is sometimes seen as a hindrance when learning French as a third language and that individual perceptions of language distance are not necessarily related to language typology.

These initial findings have prompted us to broaden the scope of our investigation, focusing on specific language learning skills and their deployment in third language learning. This work investigates whether proficient bilinguals (pupils exposed to the Irish language through immersion education) have an advantage when listening, reading and speaking in a foreign language (in this case French) when compared to less proficient learners of the Irish language (pupils learning Irish as a school subject). These results will in turn be correlated with motivation and attitudes to language learning in general, as well as language usage outside school by pupils.

L3 English transfer errors in phonetics and syntax

Error Analysis is still a very productive area in the second language acquisition field. This paper focuses on a variety of transfer errors at the levels of phonetics and syntax in the interlanguage of Basque-Spanish bilinguals learning L3 English in a formal context. We have collected data from 10 fourteen year-old Basque/Spanish bilinguals who have been learning English for 7 years in a formal school context in the Basque Country. Participants were recorded while telling a story in English and their oral productions were analysed so as to discover phonetic and syntactic transfer errors. Four different phenomena were examined at the level of phonetics – (i) replacement of novel phonemes by L1 sounds, (ii) lack of aspiration in stop sounds, (iii) spirantisation of stop sounds, and (iv) closure of fricative sounds. At the level of syntax three different features were covered – (i) use of null subjects, (ii) existence of null objects, and (iii) production of null determiners. Analyses showed that learners display L1 effects in the acquisition of both L3 English phonetics and syntax, though phonetic transfer errors were more frequent than syntactic ones (69.26% vs. 16.67%). This finding seems to indicate that 7 years of exposure to English are not sufficient to eradicate the influence of the L1/s over the phonetic and syntactic interlanguage systems.

A special emphasis is placed on the pedagogical implications of the results. It is suggested that negative L1 transfer would be minimised if certain educational measures were adopted, such as (1) the enhancement of both teachers' and learners' linguistic awareness towards some of the interlanguage processes examined in the paper, (2) the inclusion and in-depth analysis of contrastive linguistics and language acquisition topics in teacher training programmes, and (3) learners' participation in courses where the target language is used in a more natural, communicative way.

MARX, NICOLE
WWU – Münster University, Germany

Seven at one blow: An empirical study on learning processes and results of a reading course in the Germanic languages

Receptive multilingualism shows promise in being one possibility to achieve both political (acceptance of all languages as equals) and academic (i.e. learning more than one foreign language) goals, while emphasising the importance of all (even lesser represented) languages. The present study tracks the progress and results of students with a solid grounding in two Germanic languages (German as L1 and English as L2) as they learn to read texts in five further ones through a course based on the EuroCom pedagogical concept, which highlights similarities and differences amongst related languages, and encourages the development of intercomprehensive strategies. Specific to this concept is the idea that learners can focus not only

on one, but on multiple languages concurrently, while reducing their effort to concentrate primarily on reading competencies.

Results of the accompanying course study showed that success at reading texts in new Germanic languages depended on various factors, including the language tested and the intercomprehensive style of the learning, while other individual factors appeared to play little or no role in intercomprehensive success. Finally, consequences of the M-factor (Herdina/Jessner) for the development of receptive competencies will be considered.

MEHOTCHEVA, TEODORA H.
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Lexical access in adult multilingual attriters

Multilingual language acquisition and the need to develop new educational materials for multilinguals have recently received quite a lot of attention. Still, little is done to see what happens once the active use of a language, or exposure to it, ceases. Theories such as the Dynamic Model of Multilingualism (Herdina & Jessner 2002), the Decay theory and the Interference theory (Ecke 2004) claim that multilinguals are prone to “loosing” some of their languages (language attrition) due to the impossibility to actively maintain a large number of languages. But is this really the case or there are some factors that may counteract this process? This presentation gives a report on work in progress on a project which investigates different factors that might slow down or even neutralize the process of L2 attrition. The project is one of the first to investigate L2 attrition from a psycholinguistic perspective. It employs a Picture Naming (PN) task in addition to a number of sociolinguistic and personal background questionnaires as well as elicited free speech samples. The participants are L1 Dutch university students who have completed a stay abroad period in Spain. The length of time elapsed since their return varies across the sample, which combines a cross-sectional and a longitudinal set of data. A number of questionnaires, based on Schmid (2005) allows us to assess the participants’ level of proficiency before the onset of attrition and a year later, and their attitude and motivation to the language in question.

Participants’ response times and validities on the PN task will be correlated with the results from the attitude and motivation test and the self-reported proficiency levels. It is expected that high proficiency before the onset of attrition as well as high motivation and positive attitude will impact positively the performance on the PN task.

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MITCHELL, ROSAMOND/HILMARSSON-DUNN, AMANDA
University of Southampton, UK

Language practices of multilingual students: interactions between language use and language values in two educational settings

This study is part of an EU funded research network, Languages in a Network of European Excellence (LINEE: www.linee.info). The aim of the study is to explore how multilingual immigrant students, who are competent in a number of linguistic varieties, experience (and make use of) their multilingualism and express their linguistic identities in educational settings in England, with a view to later cross-European comparisons.

The researchers have investigated:

- which languages multilingual students use with their teachers and friends in school/college, in formal and informal settings;
- how multilingualism contributes to interactions with monolingual English speakers and other multilingual students;
- student attitudes towards the different languages they know;
- what role multilingualism plays in their learning.

The researchers carried out qualitative case studies of a number of individual learners. Data regarding students' language practices were collected through: 1) observations of multilingual students during lessons in an 11-16 school and 6th form college; 2) focus groups and individual interviews with these students.

The research findings suggest that educational networks play a part in the maintenance of students' L1, e.g. through friendship networks at school. However, the use of languages other than English for classroom interaction and study purposes is marginal and inconsistent (e.g. with some teachers operating 'English only' policies in class). The interactions between these language experiences and practices, and students' attitudes towards the different languages they know, are considered in conclusion, and preliminary comparisons are made with parallel data from European contexts.

MÖLLER, ROBERT
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What makes cognate relations (in)transparent?

The comparative ease of receptive multilingualism within a language family is above all due to cognate words, and a sufficient amount of cognates with the L1 and/or other related languages in an unknown text is necessary for the text's intercomprehensibility. However, "etymologically related to a familiar word" does not automatically mean "easily decodable".

The paper presents the results of a study in which the transparency of the relations between cognate words was investigated. Although only written language was focussed the results confirm the supposition that readers' impressions of similarity largely depend on phonological

aspects, based on the grapheme-phoneme relations in their L1. Data to investigate readers' intuitions concerning cognate relationships was collected amongst German-speaking subjects in two tasks: subjects' spontaneous association of German words to a set of words from different unknown Germanic languages and their choice of possible cognate relations in multiple choice tasks. Of interest were both the subjects' concepts of phonological similarity revealed by the supposed sound correspondences, as well as other aspects of perceived similarity between words, such as the different importance of consonants and vowels, intuitions based on familiarity with regional varieties or with assimilation and reduction processes in colloquial speech. Furthermore, the impact of factors which also play a role in "normal" word retrieval were examined, such as word onset, characteristic (= infrequent) letters and letter combinations, easier access to frequent words etc. Whereas the adequacy of similarity impressions will probably improve through training, it is questionable how far the (partially counterproductive) effects of these latter factors can be made controllable in the practice of intercomprehension.

MONJANE HENRIKSEN, SARITA
Roskilde University, Denmark

The Effectiveness of Foreign Language Learning at Tertiary Level – The Case of Mozambique

More than ever before, multilingualism is a key resource that opens the doors to globalization and to the knowledge society. As such, it is of utmost importance that governments consider language learning as an educational priority.

Mozambique is no exception to this rule, as it has also already acknowledged the need not only to teach languages of wider communication such as English, French and Portuguese, but also the local vernaculars.

The present paper discusses the importance and value that is attached to multilingualism in Mozambique and reports specifically on data collected through a questionnaire given to first year university students at the Pedagogical University in Maputo, in June 2008. In addition, it reflects on some of the challenges that affect the development of productive and receptive multilingualism and suggests ways of making foreign language learning more effective.

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Language Proficiency and Attitudes among Schoolchildren in Multilingual and Multicultural Settings - The Catalan Case.

Drawing on previous research in the field the aim of this paper is to compare the language proficiency and language attitudes towards Spanish and Catalan in a sample of 1206 students from Catalonia.

The main results show that language proficiency and attitudes when dealing with Spanish and Catalan are narrowly intertwined, particularly when dealing with students of immigrant origin. On the other hand, we see that, in order to understand the different attitudes towards Spanish and Catalan among native students, we have to consider the process of construction of their own linguistic identity.

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Does early foreign language learning lead to a higher level of metalinguistic awareness?

More children are now learning foreign languages at a younger age in elementary school or even before. Since the process of learning a second foreign language is quite different from learning a first, this phenomenon is bound have a strong and long-term impact on future second and third language learning and teaching. This paper explores this phenomenon in detail, focusing specifically on the cognitive changes that early foreign language learning may cause.

A large body of research shows that native bi/multilingual children process and store language differently from their monolingual peers: they demonstrate a more abstract understanding of language(s) in areas such as word-meaning connection, as well as a higher degree of control over cognitive processing. The PhD research project presented here examines whether children who learn a foreign language at a young age (pre-school) show similar advantages. 41 kindergarten-age children from Innsbruck and Salzburg, 25 of whom attend English-language kindergartens, were given German-language tests of metalinguistic ability. Both groups also included children who were already natively bi- and trilingual. Overall, the test group demonstrated a more abstract understanding of language and a higher degree of control in their cognitive processing.

Due to the shift in our educational system towards an earlier introduction of FLL, new generations will enter middle school not only with knowledge of a first foreign language, but also with unprecedented levels of metalinguistic awareness. I conclude with the implications of this for future second and third language learning/teaching.

Ó LAOIRE, MUIRIS/SINHA, SMITHA
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The challenge of diversity: Implementing a language education policy in multilingual contexts

The processes of implementing language education policies are a frequent source of frustration and contention for many of the agents involved (e.g. government agencies, speech communities, education authorities and schools). Research on language-in-education policies, particularly in endangered and minoritised language contexts, points to frustrations for policy architects when operationalisation diverts from its intended course. Studies show that the blame for implementation failure has frequently been placed on a perceived policy-practice gap, with the centrality of human agency often overlooked. This paper looking at case studies in Europe and India will offer a lens from which to view a policy-to-practice trajectory and diagnose the problems and challenges involved. Implications for linguistic rights will be discussed.

ORTEGA, MIREIA/LUZ CELAYA, M.
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The acquisition of L3 Catalan by L1 English learners: A study on CLI

The present study deals with the acquisition of L3 Catalan by English-speaking learners with Spanish as the first foreign language on a stay-abroad programme in Barcelona. It aims at analysing the types of CLI that appear in the learners' oral production in Catalan, the source language of influence and, finally, the different factors that seem to favour the appearance of CLI. Data were obtained from an oral description of a series of pictures, a test that had already been used successfully in a previous project in our university. A total of 12 learners participated in the study. All of them had had a four-week course of Catalan at the beginning of the stay-abroad programme. However, not all learners were enrolled in a formal language course at the time of data collection.

The analysis of the types of CLI shows that borrowings are the most frequent type of CLI in oral production. The results also show that both the L1 (English) and the L2 (Spanish) are the source language of influence in L3 Catalan oral production. However, CLI from L2 Spanish has been found to be more frequent than CLI from the L1 English in our data, contradicting thus those studies that suggest that transfer is more likely from the L1 than from later-learned languages. As previous studies have demonstrated, language distance and proficiency have proved to be good predictors of CLI.

However, others factors have been found to have an important role in the appearance of CLI in L3 Catalan: formal instruction in the L3, use of L3 and, finally, L2 onset age.

Multilingualism and democracy

The dissolution of the USSR in 1991 has created conditions for a unique sociolinguistic experiment, in which fourteen countries previously united by the same language and political system could renegotiate the linguistic imbalance, strengthen the status of the titular languages and snatch the safety net from under the feet of monolingual Russian speakers, imposing new linguistic regimes in the process of building new nation-states. The policies implemented in some of the countries have raised difficult questions for members of the European Union and the language policy community at large regarding the nature of democracy and language rights of speakers of a former majority language. The ongoing debate deserves a close attention from sociolinguists because it has great potential to transform our understanding of language rights.

My goal in this talk is to illustrate these issues with an example of one country, post-Soviet Ukraine, which is currently *de jure* monolingual (Ukrainian), *de facto* bilingual (Ukrainian and Russian) and aspires to become either trilingual by adding English or bilingual by replacing Russian with English. I will first demonstrate how policies of language replacement were implemented in linguistic landscapes, official paperwork and communication, educational curricula and the state-sponsored media. The logical question to ask next is whether these policies have succeeded in changing linguistic repertoires of the members of the youngest generation, who received their schooling after the break-up of the USSR. To answer this question I will present the results of a recently completed study that examined participants' self-assessment and performance in Ukrainian, Russian, and English.

Polyglots, Multilinguals, Trilinguals, Bilinguals... What Is The Difference?

The term 'polyglot' is frequently used with related notions, such as 'bilingual', 'trilingual' and 'multilingual', all of which can be defined in numerous ways (Kemp 2005; Li Wei 2007; Sia & Dewaele, 2006). For 'bilingual' and 'trilingual', the number of languages (i.e. two and three respectively) does not appear to be a major issue. However, things are more difficult in relation to quantifying the 'multi' in 'multilingual' and the 'poly' in 'polyglot', as well as in establishing when exactly someone qualifies as a multilingual and/or a polyglot (Alkire 2008).

To this end, the paper addresses the following research questions:

How do the notions of 'polyglot' and 'multilingual', 'trilingual' and 'bilingual' relate to one another, in particular, 'polyglot' and 'multilingual'? Is there any overlap? How do they differ? How to conceptualise or graphically represent this relationship? The following hypothesis is formulated:

There is no clear distinction between the notions of 'polyglot' and 'multilingual' when using the number of languages as a criterion. Two sets of findings are used to test the hypothesis. The

first, theoretically-based set stems from a critical analysis of a wide range of definitions of 'polyglot', 'multilingual', 'trilingual', 'bilingual' and related terms, as used in the academic literature and in various online and paper dictionaries. The second, empirically-based set are those from a mini-survey (N=13) carried out by the author on an online forum, specifically aimed at polyglots and people interested in polyglots, so as to identify key issues in defining 'polyglot'. A 'rich' or 'thick description' (Mackey & Gass, 2005) and narrative analysis were used to identify key issues, one of which was the number of languages needed to qualify as a polyglot.

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Cross-Language Interaction and Cognitive Control in Russian-German-English Trilinguals and German-English Bilinguals

This study focuses on cross-language interaction in Russian-English-German trilinguals and German-English bilinguals and builds empirically on the emerging data on cross-language interaction during lexical access in bilinguals (e.g., Costa et al. 2000; Festman, 2004; Kroll et al., 2006). Specifically, we examined lexical retrieval in word production in trilingual adults whose first language (Russian) differs in script from their other two languages (English, German) to address the question whether nontarget language knowledge is co-activated during word production and whether this "survives" the change of script even if the written word form is not present (see Hoschino & Kroll, 2008). Second, we asked whether the control mechanism that allows speakers to successfully access and produce the target language is the same for these two groups, with the assumed mechanism for such language control being Green's inhibitory control model (1998). To address these questions, multilinguals and bilinguals named pictures in the target languages German and English. The pictures were cognates in two of the three languages (German-English/German-Russian/English-Russian), in all three of the languages (Russian/German/ English), and noncognates. Of particular interest was whether the cognate manipulation would show its effects in both groups (assuming a cognate effect to be an indicator of nontarget language activation), whether such effects also arise across languages with different scripts, and whether the participants' number of languages is reflected in naming latencies and accuracy. Participants also performed a Simon Task, aimed at tapping into the participant's executive functions and speed of processing when overriding a specific response in order to perform the target response.

Preliminary results of the RT data suggest a cross-script activation of L1 phonology in both L2 and L3 item naming of trilinguals. Both picture naming latencies and accuracy data will be discussed against the backdrop of models of lexical retrieval.

PUTKARADZE, TARIEL
Kutaisi State University, Georgia

Linguistic-Ethnic Description of the Modern Georgians according to the "Linguarium Register" (Linguarium.iling-ran.ru) and Reality

According to the data concerning the Georgians, found in the world's basic encyclopedias and directories (<http://www.ethnologue.com>; (<http://vlib.iue.it/history/asia/georgia.html>), without any scientific arguments more than a half of the Georgians are not considered as the Georgians. In the present study a well-known project "Linguarium Register" is discussed, on the basis of the theoretical preconditions of which, "the classification of peoples should be made according to the languages, and not vice versa". The main author of the ethnolinguistic qualifications and the Atlas is Yuri Koryakov, Professor of Moscow State University; the Atlas is published under the grifi of the Institute of Linguistics of the Russian Academy of Sciences.

In the network of scientific information, there are three different maps of Georgia created by Yuri Koriakov; all three are used actively. Two maps by Y.Koriakov are also used without alternative for the description of the modern Kartvelian linguistic world in the Georgian-language Wikipedia too (on the basis of the evidence of October-November, 2008: (<http://linguarium.iling-ran.ru/maps/1-all.gif>; <http://linguarium.iling-ran.ru/maps/14-kartv.gif>).

According to these maps and their explanations woo, the single Kartvelian linguistic world (one native language and dozens of dialects) is divided into five living and one dead languages; respectively, the present-day Georgian nation (ethnos) is represented as 5 peoples (ethnoses); in particular, in the view of our colleagues from Moscow: Megrelian, Laz, Georgian, Upper Svan (the Bal language) and Lower Svan are independent languages; accordingly, Megrel, Laz, Georgian, Balian (Upper Svan) and Lower Svan are independent ethnoses (EG). In addition, Old Georgian is regarded as a dead language.

The third map is inadequate too, the essential "novelty" of which is that the terms Samegrelo and historical Colchis (Colchis) are equaled to each other; in particular, according to Y.Koryakov's map it follows that linguistically, culturally and ethnically the Megrels have been separated from other Georgians for at least 3000 years.

In reality, the boundaries of Colchian archeological culture and ancient Greek-Urartian historical evidence attest to the fact that the Georgians' historical state Colchis as well as Colchian culture, created on the basis of the common Kartvelian language, in fact covered entire historical Georgia.

It seems more reliable that the ethnonym Colchian at that period covered the ancestors of the present-day Megrels, Taoans, Laz, Meskhs, Acharans, Svans or Gurians, who formed a single Georgian (/Kartvelian) ethnos. Y. Koryakov's qualifications are not based on scientific foundations and are made by inertia of soviet, politicized science (the purpose: "Divide and rule").

Similar anti-scientific maps and qualifications, existing without alternative in the international network, entail that international experts do not consider as Georgia not only Abkhazia and the so-called South Ossetia, but other old regions of Georgia as well.

Teaching in different languages (when one language is a minority language): Teachers' competencies

Teaching in a multilingual area where a minority language is spoken implies the use of a multiplicity of competencies on the part of the teachers, aimed at promoting an educational and didactic approach where the content can be offered in more than one language. In these contexts, the languages used can represent for the pupils: 1) the mother tongue/s, 2) the family or/and the social language, and 3) in a school context, also the so-called foreign languages. When teaching in such a complex system, language competences are only the basis of a specific set of professional competences which allow the teacher to teach successfully, which encompass not only pedagogical, didactic, methodological, organisational, evaluational and self-evaluational competences, but also legal and sociolinguistic ones. This paper suggests a Portfolio of Teachers' Competences which considers both the different linguistic, social and political factors, and the teachers' training needs in a multilingual area. The different status of the languages and their distribution in the area influence the roles that the languages play in the school system. Therefore, an additional competence is needed, which will seek to balance the roles of all the languages, whilst at the same time reinforcing the status of the minority language. To do this, the teaching practice might start from the minority language, and encompass the others, so that the context may continue to be plurilingual and multicultural.

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Metalinguistic Awareness in Multilinguals with Different Cognitive Styles

It is argued that since multilinguals have the experience of learning a language previously, metalinguistic awareness is one of the crucial factors and the most distinctive advantage of multilinguals over monolinguals. However, there is not much research done on the factors affecting metalinguistic awareness in the multilinguals. One of the important factors which affect the process of language acquisition is learners' cognitive styles. Therefore, this study focuses on the effect of cognitive styles as an individual factor on the multilinguals' metalinguistic awareness of different listening micro- skills.

Data was collected through a questionnaire designed and developed based on the listening micro skills used in the EFL context.

The result revealed significant difference between the metalinguistic awareness of the multilinguals with different cognitive styles i.e. impulsive learners VS reflective learners. It seems that higher metalinguistic advantage that multilinguals have over monolinguals depends on the kind of the cognitive style they have. The results and implication are discussed in detail.

Trilingual Schooling in Fryslân: results and challenges

As from 1997, in the province of Fryslân, a bilingual region in the Netherlands, the model of trilingual schooling of Dutch, Frisian and English was introduced at about 10 primary schools as an experiment. As a result of the success of this experiment, which was monitored by research of the Fryske Akademy, the number of trilingual schools has doubled and according to the ambitions of the provincial authorities this number will increase till 50 primary schools (= 10% of all primary schools) by the year 2012.

So far, trilingual education in Fryslân is carried out according to the following model: 1st-6th form (4-10 year-olds): 50% Dutch, 50% Frisian; 7th and 8th form (10-12 year-olds): 40% Dutch, 40% Frisian, and 20% English. All languages involved are taught as a subject as well as being used as a medium of instruction. The results of the experiment over the years 1997-2005 have been studied in terms of the pupils' language competence: vocabulary, technical reading, reading comprehension, and spelling; for English listening skills were tested too. The results have been compared to those of control schools in Fryslân. The conclusion is that all pupils, Frisian L1 as well as Frisian L2 speakers, at the trilingual primary schools in Fryslân gain in three ways: they have mastered Dutch equally well as other pupils, Frisian much better, and they speak English more easily.

The presentation will focus on the challenges related to the future elaboration of the model of trilingual schooling: Firstly the early introduction of English as a third language (5th form), secondly the continuity to secondary education with both Frisian and English as a medium of instruction for 20% of teaching time, and thirdly to teacher training, both initial schooling and in-service training.

Perceived redundancy or transfer? What L3 learners' material can tell us about the causes of errors

While the concept of transfer has been the subject of much recent investigation, the concept of redundancy (George 1972) has not been much discussed. Yet opposition to what is perceived as redundancy in the target language (TL) is an important feature underlying FL learning strategies. Learners have a natural subconscious tendency to conserve effort, in order to facilitate the complexities of the learning task. A TL grammatical category not existing in L1 or in another non-native language is often perceived as redundant and consequently such TL items are often omitted at early stages of learning.

Where L1 and L2 differ both from each other and from L3, the apparent opposition between perceived redundancy within L3 and cross-linguistic influence may be clarified.

Material analysed for such a comparison can be found in the production of Swedish noun phrases by Finnish learners who already have a fairly good knowledge of English (Heikkilä 2008). The noun phrase in Swedish is more complex than in English, but less complex than in Finnish. An analysis of this material shows that opposition to the redundancy perceived in Swedish, on the basis of English L2, is an important underlying feature of Finnish beginning learners.

The learner's opposition to TL redundancy can be regarded as a subset of (covert) cross-linguistic influence, functioning in a way similar to the general avoidance of certain constructions and words. When L2 and L3 are perceived to have many lexical and grammatical similarities the learner tends to assume even more cross-linguistic similarities than there actually are.

SABATIER, CÉCILE

Simon Fraser University, Canada

Multilingualism and the local linguistic landscape in and out of school

Anchored in an educational and sociolinguistic perspective on multi-/plurilingualism and multi-/pluriculturalism, this longitudinal research investigates language awareness activities in relation to children's understanding of multilingualism and language diversity in the linguistic landscape of Vancouver, Canada, through the use of photographed public, commercial, personal and topographical signage in their communities.

This teacher-researcher study was informed by recent scholarship in critical and innovative pedagogies relating to the study of language awareness, linguistic landscape and pluriliteracies (García, Skutnabb-Kangas, & Torres-Guzmán, 2006; Hornberger, 2003; Jones & Martin-Jones, 2000; Lotherington & Dagenais, 2008; Lyster & Lapkin, 2007). While the linguistic landscape refers to the presence of languages in the visual space of a community (Gorter, 2006; Cenoz et al., 2004; Shohamy & Gorter, 2008), our perspective is educational: it focuses on how young children negotiate multilingual literacy practices and language diversity in their communities and aims to promote the development of individual plurilingualism.

In this contribution, we analyze interactions between students and teachers during a series of pedagogical activities on multilingualism in the print environment of the linguistic landscape (LL) to examine a) how elementary school children made sense of their multilingual cities as they observed and discussed language contact and literacy practices, and b) how they negotiated multiple identities as they interacted with diverse forms of mono/bi/multilingual script in their communities.

This contribution will discuss how the linguistic landscape not only provides descriptive information on the contexts in which children become literate citizens in multilingual and multicultural Canadian cities, but also how attention to the linguistic landscape can serve to raise their critical awareness about language, multilingualism and linguistic diversity.

This action-research study, funded by a Social Sciences and Humanities Research Council grant, takes the form of a longitudinal teacher-researcher partnership to develop Language Awareness activities promoting multilingualism and diversity.

Trilingualism, Masculinity and Politeness in Lebanon

Masculinity has been a popular focus for analysis since the 1970s in the social sciences; however, it has been relatively neglected in the field of language and gender. Researchers from different disciplines such as anthropology (Cornwall and Lindisfarne 1994), sociology (Connel 1995), linguistics (Johnson and Meinhof 1997), and cultural studies (Berger 1995) argued that masculinity and gender more generally is constructed in and through discourse. Although much has been written about gender identity in a multilingual setting (Burton et al. 1994; Ehrlich 1997; Woolard 1997; Pavlenko et al. 2001), many of the researches have studied femininity rather than masculinity.

The present study explores the relationship between trilingualism (Arabic, English and French), masculinity and politeness among young Lebanese males. The Lebanese society is unique in its identity due to the constant interaction with foreign languages (especially English and French) and cultures that are part of the daily life.

When people use a foreign language in the mother country, they may chart differences in the way in which the two languages construct gender discursively (Safiyiddeen, 2008).

The paper will address the following questions: Do trilingual males perform politeness according to the cultural norms of the language they are speaking? How do the concepts of politeness in the three languages (Arabic, English and French) affect the construction of masculinity of trilingual Lebanese males? Eight trilingual Lebanese males whose ages range between 19 and 25 with an average of 23 participated in the study. The participants belong to different subcultures and backgrounds. Three methods of collecting data are used: (1) a situational closed-ended questionnaire; (2) a semi-structured individual interview; (3) a questionnaire that is administered in Arabic, English and French after watching sketches from an Arabic TV series, an American TV series and French movies respectively. To analyze the data, I will refer to the three analytic concepts of discourse psychology: interpretive repertoires, ideological dilemmas and subject positions. The paper will discuss the findings of the study.

“Interlanguage transfer and activation of prior language knowledge in TLA: L2 Status vs. Typology”

In the last decade, the interest for the occurrence of language transfer during the acquisition of a third or additional language (TLA, DeAngelis, 2007) has increased dramatically. The recognition that the acquisition of a tertiary language is fundamentally different from that of a second language (e.g. Cenoz, 2000; DeAngelis and Selinker, 2001; Hufeisen, 2003) has turned the

attention of researchers to the occurrence of transfer phenomena that involve the activation of non-native languages in multilinguals.

Accordingly, a current issue at stake in contemporary research on transfer is the role played by the factors "L2 Status" and "Typology", the effects of which have often been discussed together on the basis of the empirical evidence reported in the literature. Hence, it is difficult to tease apart the specific contribution of each factor (Leung, 2005), and this blurs the interpretation of the evidence. The study presented here attempts to shed light on this yet unresolved issue by analyzing the influence of an L2 on ab initio L3 primary school learners who were native speakers of a Romance language.

The methodological design of the study allowed to look at each factor separately, because the L2 (but not the L1) and the L3 were typologically distant in the linguistic level selected for analysis, i.e. syntax. Two hypotheses were put to test. The first one proposed that typology would be determining, and predicted that typological closeness between the L1 and the L3 would prevent the activation of the L2 during L3 production. The second hypothesis predicted the opposite, namely, that the effects of L2 Status would override those of typology and promote L2 activation. The results lent support to the latter hypothesis, suggesting that in TLA (at least at low proficiency levels) non-native languages may be activated more straightforwardly than the mother tongue irrespective of typology.

SCHLABACH, JOACHIM/BOSTRÖM EEVA
Turku School of Economics, Finland

Genuine Plurilingualism as a Challenge for Language Courses: A Report of a German-French Pilot Course at the Turku School of Economics/Finland

There is a clear need for multilingualism in international business life. The capability to speak several languages is an important skill in our graduates' working life. In Finnish Business Schools the students are required to study four languages. Two of these are the national languages – Finnish and Swedish, of which one is their mother tongue and the other is the second official state language – and two are foreign languages. If a language course has individual plurilingual competence as an integral objective, what kind of course will it be? The concept of combining two languages in one course is still under development. How can two foreign languages be combined in one course? What are the didactic and linguistic challenges of such a course? In what way can the language portfolio be used as a tool for research? A pilot project of a plurilingual study trip will be presented. During the course two foreign languages from two different language families (German and French) were taught and learned with the objective of plurilingual competence.

The results were collected from questionnaires and portfolio analysis with a focus on the students' attitudes towards languages, language learning and multilingualism and on strategies for coping with plurilingual communication. How does plurilingual communication really work and which strategies are used? How do the students experience this type of language course?

SHI, JIE/OSHITA, YASUHIRO
University of Electro-Communications, Japan

Parental Awareness of Family Bilingualism and Home Language Policies for Young Bilingual/Trilingual Children of Foreign Students and Scholars at Japanese Universities

In the recently years, the number of foreign students and scholars is increasing steadily in Japan. The unfavorable tendency of less Japanese nationals advancing to graduate studies than before seems to be one of the reasons why Japanese government is providing more national scholarships for foreign, especially Asian, graduate students and scholars to study at Japanese universities. Amongst such students and scholars, some bring their spouses and children to Japan. Thus, language education of their children becomes an important concern as most of their mother tongues are minority languages and not the prestigious foreign/western languages that are taught at schools in Japan. Since the parents themselves are highly educated and usually trilingual in mother tongue, Japanese and English, many parents want to raise their children to be bilingual or trilingual, too. Home education becomes an important or the only option. This presentation reports an investigation on the parental awareness of family bilingualism and the language policies for the young bilingual/trilingual children of foreign graduate school students and scholars at national universities in Japan. Nine families who live in the same dormitory sponsored by the Japanese Ministry of Education (MEXT) have been chosen to be the informants of this study. A written extensive survey was conducted followed by two rounds of interviews. Both quantitative and qualitative results will be presented. The main findings indicate a strong parental awareness of the necessity of home bilingual and trilingual education, especially in mother tongue education. Seven out of nine families are raising children trilingually with pragmatic reasons for including English. With regards to prioritizing languages, various patterns have been found, influenced by home country education. The fact that many of the families are short-term residents in Japan also has a direct relationship with the language policies of each family.

SJÖHOLM, KAJ/BJÖRKLUND, MIKAELA
Åbo Akademi University, Finland

International English in conversational and academic language?

Current trends in the use of English among Finnish- and Swedish-speaking students in bilingual Finland.

This study starts out from a situation of an ever more increasing international use of English (i.e. as a lingua franca) in bilingual Finland. This new situation implies that young learners encounter English, not only in the classroom, but increasingly via global flows of mass media and frequent use of various electronic devices (TV, film, computers, e-mails), as well as via flows of people in migration and tourism. It is assumed that the increasing international use of English may well

have created new kinds of 'Englishes' in which the norms are not necessarily the same as those among native speakers or those in the school syllabuses.

It has been argued that in Cummins' fundamental distinction between conversational (e.g. BICS) and academic (e.g. CALP) aspects of English proficiency, the former is believed to depend more heavily on an Anglo-Saxon vocabulary and the latter more on Graeco-Latin words among native speakers. The aim of this study is to find out whether the same kind of distinction, i.e. that of conversational and academic English is displayed also among Finnish- and Swedish-speaking learners in Finland. Or is it rather the case that the register, the variety, or the genre of English developed in the plurality of Englishes in today's world differs markedly from the English used by native speakers.

In order to describe the nature of the learners' use of conversational versus academic English, two simple writing tasks (an informal and a formal text) were given to comparable Finnish- and Swedish-speaking learners of English as well as to native speakers of English. Preliminary results show that the English used by Finnish- and Swedish-speaking learners displays features slightly different from what is typical of the language used by native speakers. The explanation of this may well be that the plurilingual and intercultural practices in Finland require more than one platform of reference.

SPOLSKY, BERNARD/ARONIN, LARISSA

Bar-Ilan University - University of Haifa, Israel

Current Multilingualism: Language Ecologies, Constellations and Policies.

Not so long ago most studies of language policy have tended to focus on the level of the nation-state. The issue of language revival was dominating the language policy research and practice efforts. In many cases a particular language or language variety from among those used within a nation's borders was selected to play a unifying role. The problems largely were seen as dichotomous as a simple conflict between two possibilities: English or Irish in Ireland, Hebrew or German in Jewish Palestine, French or Dutch in Belgium. In fact the situation is much more complex than it seemed in much of the 20th century.

Nowadays, we are starting to realize that much more is involved in national language policy than the choice of official language. Mobility and flows of people through all kinds of borders as well as other shifts caused by globalization have resulted in the evolution of the sociolinguistic dispensation into what we now call 'current multilingualism'. In modern times, a group of two or more languages rather than one single language often meets a society's and an individual's fundamental needs in respect of communication, cognition, and identity. We are growing aware of the increasing number and diversity language ecologies in the world.

Recognizing complexity and fluidity of language constellations used in diverse locations across the world goes in hand with deploying apposite language policies conceptualized through the lens of complexity and broadly understood ecological approaches.

These approaches allow for going beyond dichotomic thinking and taking into account all languages and varieties that represent the future needs of a functioning and effective society and economy.

The aim of this paper is twofold: to situate the metaphor of language ecology and the notion of the Dominant Language Constellation within the reality of current multilingualism and to reconsider the nature of language policy in the changed environment of globalization.

SPREAFICO, LORENZO

Free University of Bozen-Bolzano, Italy

Corpora multimodali plurilingue: aspetti teorici e metodologici

Nella presentazione si discuteranno alcuni aspetti teorici e metodologici connessi con la costruzione di un corpus multimodale plurilingue. L'etichetta plurilingue -invero estranea alla tradizione della linguistica dei corpora- verrà utilizzata in opposizione alla più diffusa multilingue per fare riferimento a una raccolta strutturata e informatizzata di dati linguistici contenete produzioni di parlanti bi- e plurilingue e/o di produzioni elicitate in contesti multilingue in cui frequenti siano i fenomeni di cambiamento di codice.

In particolare si tratterà dello spinoso problema della trascrizione e annotazione di sequenze di parlato spontaneo caratterizzate dalla compresenza di codici nell'interazione. Per quanto riguarda la trascrizione si discuteranno le diverse opzioni in termini di leggibilità, chiarezza e computabilità delle informazioni mettendole in relazione con i due parametri dell'organizzazione della forma: la presa dei turni (in partitura, in colonne o lineare) e l'inserimento delle annotazioni (multilineare, segmento più specificazione).

Per quanto concerne le annotazioni, poi, verrà illustrato quali soluzioni sia preferibile adottare per estrarre facilmente informazioni spendibili sia al fine di investigare da un punto di vista conversazionale la natura del plurilinguismo così come posto in essere dai parlanti coinvolti, sia allo scopo di studiare la struttura dei sistemi linguistici impiegati e, soprattutto, di indagarne il livello morfologico e quello lessicale.

Infine si mostrerà il risultato dell'applicazione di alcune scelte a una base di dati relativa a interazioni pedagogiche in un contesto accademico multilingue.

STAVANS, ANAT/HOFFMANN, CHARLOTTE

Hebrew University of Jerusalem – University of Salford, Manchester, UK

Language Education Policy of the Jewish Community in Mexico: when the ideal meets the real in a trilingual context

Language is the most immediate tool of inclusion into a social group and as such it is pivotal in every single instance and institution of that group. A language policy serves as an organizing element for the establishment of these institutions, their organization, their functions and the assurance that they are maintained and implemented for posterity. Language policy in education is the venue on which a group builds and maintains its past, present and future.

This paper discusses the particular making of a trilingual language policy in the Jewish Educational Network of Mexico City in the reality of its daily management. More specifically, this paper will address: a) how to bridge and adjust a minority's language policy practices and its ideologies to the minority's reality; b) whether the Hebrew language in this community is a burden or a benefit in pacesetting language education; and c) whether the language policy "by proxy" currently implemented in the schools has rendered felicitous or fallacious outcomes.

STICKEL, GERHARD

EFNIL (European Federation of National Institutions for Language)

For multilingual Europe and plurilingual Europeans

A survey will be given on the motivation, aims, and activities of EFNIL, the European Federation of National Institutions for Language (see www.efnil.org). It is a network founded in Stockholm in 2003 by the language academies and central language institutions of the countries of the European Union with the task to contribute to the preservation and further development of the European linguistic diversity and to the spread of individual pluri-lingualism among Europeans. Other than the various organizations for the support of regional and minority languages, EFNIL concentrates its attention and activities on the official standard languages of the EU states. The reason for this will be discussed as well as the question why the national language institutions, most of which are monolingual, have started to propagate plurilingualism in their respective countries.

STRATILAKI, SOFIA/KUNKEL, MELANIE

Université de la Sorbonne Nouvelle, France – J. W. Goethe-Universität Frankfurt, Germany

The role of linguistic representations in language acquisition: Two-way immersion as a starting point for multilingual competence

Various curricula for plurilinguistic education have been implemented around the world in recent decades in order to meet the growing demand for multilingualism. Key questions are concerned with the ways in which multilingual skills and discourse strategies are related to communication and acquisition of the language registers in L3. More particularly, in the school education model of two-way immersion, two languages are given equal status as target and languages of instruction, with each half of the class being fluent in at least one of these languages prior to schooling.

This contribution compares data from two sociolinguistic studies located in three French-German schools in France/Germany and one German-Italian school section in Frankfurt/M. It seeks to ascertain whether the learners' representations of languages, including their features and status,

shape the strategies they develop and implement for language learning and use, both of the “partner languages” within the two-way immersion framework and of any further languages (L3) being learnt.

According to our hypothesis, representations of languages are linked to the learner’s life experience, motivation in learning and linguistic practices. Assuming that early exposure to at least two languages in the context of two-way immersion constitutes a strategic resource that can be reinvestigated in further language learning, we will address two questions: within a school setting, what are the dominant representations regarding multilingualism as a strategic advantage in language learning? What is the influence of these representations on the discourse strategies that learners apply in language use in and outside school?

This study is based on qualitative analysis of oral data with middle and upper school students from each of the school contexts.

The findings support the connexion between the development of multilingual competence and learners’ awareness of intersections of languages. Implications are drawn on the influence of sociocultural and linguistic settings on the implementation of what are still innovative education models such as two-way immersion.

STRICKER , SABINE

University of Innsbruck and Trento, Austria and Italy

The European Language Portfolio and the concept of plurilingualism in everyday teaching and learning

The European Language Portfolio and the concept of plurilingualism in everyday teaching and learning. In its functions as an instrument of documentation and a study companion, the European Language Portfolio (ESP) is an ideal instrument for making plurilingualism visible and raising language awareness and it meets the criteria of the concept of plurilingualism.

The work presented here has the aim to discuss the results of my dissertation (doctorate – applied linguistics of the University of Innsbruck - supervisor: Prof. Manfred Kienpointner) on this topic. In several practical projects the ESP has been used with Foreign Language Students at the University of Trento and in advanced training projects with Foreign Language Teachers from Trento and the school district of Tione. These different implementation projects permitted an insight into working with the ESP but also into the difficulties of its realization in everyday teaching and learning.

The content of my lecture is to examine to which extent the ESP can be considered an ideal instrument to be used to perceive, acknowledge and capitalize individual plurilingualism and which criteria must be taken into account regarding the realization of implementation projects.

Comparing the Perceptual Abilities of Monolinguals, Bilinguals and Multilinguals: Methodological Issues

Since the process of recovering sensitivity to a non-native contrast implies developing new memory traces in the auditory cortex, learning to perceive new phonetic contrasts requires brain plasticity (Nätäänen, 2001). Thanks to their extensive language learning experience, multilinguals develop superior learning and processing skills (Tremblay, under review). Does language learning experience also affect brain plasticity and perceptual flexibility? To date, studies investigating the impact of language learning experience on perceptual abilities relied solely on behavioural data. Moreover, the limited research provides mixed results, some showing advantages for bilinguals/multilinguals over monolinguals (Enomoto, 1994), others finding no difference (Gallardo del Puerto, 2007).

The aim of this paper is to discuss the use of different methodologies when studying the effect of language learning on speech perception. We will discuss the advantages and disadvantages associated with behavioural and neurological tests of speech perception and argue for the use of event-related brain potential (ERP) data. ERP studies have identified a component (Mismatch Negativity – MMN) that indicates the discrimination of phonetic contrasts (Nätäänen, 2001) and the effect of training on the MMN has been documented (Tremblay et al., 1998). Further, there is evidence that the MMN provides a more sensitive measure of discrimination during infancy than behavioural measures alone (Sabourin et al., in prep).

Since changes in neurophysiological responses may transpire before or in the absence of changes in behavioural responses (Tremblay et al., 1998), ERPs may allow us to reliably track the effect of learning experience on perceptual sensitivity. To support our claims, we will provide evidence from a longitudinal study that combines behavioural (i.e. AX discrimination task) and electrophysiological (i.e. ERP experiment using an oddball paradigm) methods in order to determine whether monolinguals, bilinguals and multilinguals differ in their ability to discriminate the non-native Hindi dental vs. retroflex stop contrast before and after training.

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Role of L2 in elicited narratives by japanese learners of french L3

This cross-sectional study treats the acquisition of french as a third language in an isolated educational setting (university in Japan) and the use of three languages in learners' oral productions. 3 level groups of japanese learners (elementary, intermediate, advanced) were asked to view a short film and retell the second part of the story to a "naive" french native speaker who knew only the first part. We investigated the way learners built their narratives and referred to the 3 main domains implicated in this type of discourse: entities (protagonists and characters), time and space. While looking at the development of referenciation mode to these 3 domains and the grammaticalization process through the data, we tried to analyse the way english L2 was activated and how it influenced the learners' processing in L3. As we adopted Levelt's (1989) and de Bot's (2004) models of the speaking process, we postulated a L2 influence on the formulation level: L2 could be activated along with L3 to retrieve lexical items, according to several factors such as competence, recent use, (psycho)typology, L2 status, as well as the speaker's "language mode" (Grosjean 2001). The results show that english L2 does play a role whose importance differs relatively to the learner's competence in L2 and L3. The more he knows about L2 and L3 use, the more he is able to transfer L2 knowledge (as long as he has access to it) in order to carry out the task. This influence appears on the lexical level (loans, transfers) as well as the syntactic level (canonical word order SVO) and can neutralize L1 impact. The grammatical means adopted by the learners are rather neutral and most of the time compatible with at least 2 out of the 3 involved linguistic systems (exs: perfective past, perspective of subject/agent, directional verbs), which is in line with the idea of a "prototypical treatment" of the task (Klein & Perdue 1997, Watorek 1998).

TYMCZYŃSKA, MARIA
Adam Mickiewicz University, Poland

Lexical access and cross-linguistic interaction in trilinguals performing translation tasks

This project compares the performance of Polish second year translation course students with English (B) and German (C) to a control group (trilinguals with a similar language combination and proficiency level but no formal translation training) in a translation recognition and a translation production task.

For the language combination in question, stronger interlingual connections are proposed between languages B and C than A and C (access to the conceptual store in the weakest language often granted indirectly via language B) (cf. Weinreich 1953; Herwig 2001; Hall and Ecke 2003).

It is thus assumed that:

(1) C to B translation is more prone to formal and semantic interference and facilitation than C to A translation;

(2) translation from language A to C is especially susceptible to interference or facilitation from language B in both form and meaning.

The above claims are supported by the following effects present in multilingual research: *psychotypology* (Kellerman 1979), *recency* and *last language effect* (Williams and Hammarberg 1998; Murphy 2003). They are also bolstered by the current views on the organisation of the multilingual mental lexicon and processing (De Angelis 2007; De Bot 2004; Cenoz et al. 2003).

The hypotheses were tested in two main experiments: a *translation recognition task* (from C to B and from C to A) in which subjects were asked to decide whether the second of the two words was a correct translation of the first (and discard any formal or semantic distractors), and a *translation production task* in which subjects were asked to translate (verbalise and write down) a chosen language A word given in an otherwise language C sentence. Response times and error rates were measured to ascertain the speed of lexical access and the nature and extent of cross-linguistic interaction.

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VAN DE CRAEN, PIET/MONDT, KATRIEN/ALLAIN, LAURE/CEULEERS, EVY
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Comprehensive CLIL Research in Brussels, Belgium. How Learning in a Foreign Language Influences Cognitional Development and the Brain

Brussels is an official bilingual city situated in an official trilingual country, Belgium, which is a near-federal state. Since 2001 a number of Dutch-speaking primary schools have participated in a content and language integrated learning (CLIL) approach in an attempt to (i) overcome linguistic tensions in a linguistically, highly sensitive area and (ii) to come to grips with the

European language political approach aiming at knowledge of three languages at the end of secondary school.

In an attempt to follow up on the development of the pupils six aspects related to development of learners in multilingual education were studied, namely (i) the level of the target language, (ii) the level of the mother tongue, (iii) the level of subject matter knowledge, (iv) the way attitudes and motivation develop, (v) cognitional aspects and (vi) brain related aspects. While aspects (i) to (iv) will be briefly discussed in this paper cognitional and brain development will be focussed upon as we feel they have the more important theoretical implications for learning in general and multilingual learning in particular.

In the first part the way CLIL education takes place as well as the pupils' population will be discussed. It will be illustrated how CLIL might be beneficial for speakers of different languages including migrants' ones. In the second part results related to cognitional factors will be examined. Since cognition is one of the most controversial aspects related to multilingualism and learning a definition will be provided as to the exact conception we adhere to. In this respect we found it safe following Jäppinen (2005) to adopt the term cognitional instead of cognition.

In the third part the results of an fMRI research are examined. The brain of bilingual and trilingual speakers is different from that of monolingual speakers and this will be illustrated. Learning in two and/or three language might indeed lead to different brain functioning. Finally, a comprehensive view on multilingual education will be presented.

VARCASIA, CECILIA

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Service encounters in a multilingual institution

This paper will present some results of study on face-to-face service encounters in a multilingual university. The data are part of a European research project on multilingualism and especially on multilingual institutions. The service encounters under consideration were recorded at the information desk of the university and their participants are speakers of at least three languages each including English, German and Italian. The paper will aim at looking at what pragmatic resources multilingual speakers make use of when offering the service requested. The focus of the analysis will be on request-response sequences. The study draws on interactional linguistics and the methodology employed is primarily qualitative, that is the different conversational strategies will be described, by outlining the use, sequential order and typology of moves displayed by the participants at the interaction. Results will be compared to those found in the literature on both face-to-face and telephone service encounters by monolingual speakers.

Multilingual higher education between institutional and individual perspectives: insights from professors' and students' language biographies

The use of more than two languages for academic purposes is a reality involving a number of professors and students across Europe, where bilingual universities have extended their programs to English, and newly established institutions have opted for trilingualism from their very beginning.

New challenges to successful learning and teaching are being confronted by these institutions (see Van Leuwen & Wilkinson 2003, Veronesi & Nickenig in press); new forms of academic multilingual communication are emerging, going from the 'simple' alternation of languages across courses to more complex practices of functional code-switching within the same communicative event (see for instance Miecznikowski & Mondada 2001, Gilardoni 2001, Dooly & Moore in press, Veronesi & Spreafico in press).

Within investigations currently being carried out in this area, an important aspect is that of representations and discourse: against the background of declared institutional policies on the one hand and of actual practices on the other, how do social actors view languages and multilingualism? How do they position themselves with respect to the official language policy, and how do they make sense of their own communicative practices in a multilingual university?

The presented study, which was carried out under the umbrella of the European project DYLAN, tackles such issues by examining students' and professors' discourse as gathered through narrative interviews focussing on their linguistic repertoires and their experiences at a trilingual (German, Italian, English) university in Italy. Drawing on language biography research (Fix & Barth 2000, Adamzik & Roos 2002, Franceschini 2003, Franceschini & Miecznikowski 2004), the analysis explores 8 interviewees' conceptualizations of languages, multilingualism, linguistic diversity and language policy, as well as of their own communicative practices, as these are constructed in discourse; a comparison with actual practices, observed in the classroom, is also provided.

The study thus aims at exploring the interplay between institutional language policy, individuals' discourse and actual practices of language use in the context under examination, shedding lights on the role that social actors' representations can have in the construction of multilingualism in higher education.

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VETTER, EVA
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Training experts for languages: implication for teaching Italian in Austria

This contribution will investigate in how far the multilingual context challenges the teaching of Italian in Austrian schools, and suggest that multilingualism should be explicitly integrated into teacher training.

The author's research in teachers' language awareness forms the basis for identifying specific processes and factors which appear to hinder a paradigm shift towards the explicit integration of the multilingual contexts in foreign language teaching at school (e.g. the lack of positive experiences and of emotions related to multilingualism). Moreover, the paper will discuss which suggestions have already been made at the European level (Council of Europe and European Union) with regard to training language teachers as 'experts of multilingualism'. In a second step, the European Portfolio of Student Teachers of Languages will be assessed against the background of these recommendations and the implications of the above-mentioned empirical study. Finally, the case of Italian will serve as an example for developing guidelines for training language teachers as multilingualism experts.

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Multilingual awareness in everyday multilingual learners of French

Foreign language teaching in schools plays a key role in the promotion of multilingualism in Europe, since the majority of European citizens acquire their foreign language competences in an institutional context (cf. European Commission 2006). Due to migration processes, foreign language teachers are increasingly confronted with linguistically and culturally heterogeneous classes; nevertheless, the everyday multilingualism (Gogolin 2004) conditioned by migration is predominantly ignored as a resource for further institutional foreign language learning by research on multilingualism relating to foreign language teaching methodology (cf. Krumm 1994; Hu 2003).

In the paper, these two forms of multilingualism (institutional foreign language learning and everyday multilingualism) will be brought together, and the results of a PhD dissertation written within the framework of the European network of excellence "LINEE – Languages In a Network of European Excellence" (6th Framework Programme) will be presented. The study investigates multilingual awareness in learners of French who are everyday multilingual due to a migrational background.

In this context, the following questions will be at the focus: how can we describe the subjective theories of everyday multilingual learners of French as a tertiary language concerning the role of their own multilingualism within their tertiary language learning process? In what way are these tertiary language learners aware of their multilingualism? How do they perceive different aspects of their multilingualism and how do they evaluate these?

What significance do they attach to their multilingualism for their own tertiary language learning? What consequences evolve from these factors for tertiary language learning and teaching at school in a heterogeneous learning environment?

In the study, a participant-centred approach was chosen, setting out from the micro-level of the population sample under investigation and analysing foreign language learning from the perspective of the participant. The research project is thus methodologically situated in the framework of the research programme Subjective Theories (Groeben et al. 1988), which comprises a two-phase research process, grasping people's inside view of concrete objects of investigation.

The paper traces the role of multilingual awareness in tertiary language learning at school by means of detailed single case studies, and presents selected subjective theories of everyday multilingual tertiary language learners.

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Sprachreflexion im L 3-Unterricht bei Schülern mit Migrationshintergrund

Die aktuelle deutsche Diskussion um die unterrichtliche Förderung von migrationsbedingt und/oder lebensweltlich bedingt mehrsprachigen Schülern und Schülerinnen setzt verstärkt auf eine Didaktik der Sprachaufmerksamkeit und Sprachreflexion („language awareness“).

Deren Ziele und die damit verknüpften Erwartungen sind pädagogischer und didaktischer Art: die größere öffentliche Wertschätzung der Herkunftssprachen dieser Schüler und die Implementierung einer interkulturellen, sprachlichkulturell pluralen Sichtweise bei allen Schülern einerseits, die Steigerung von Qualität und Effizienz beim Zweit- und Drittspracherwerb andererseits. Letzteres soll vor allem durch ein bewusst gemachtes Vergleichen zwischen den Sprachstrukturen und der Sprachpraxis der Erstsprache und der weiteren Sprachen, durch Übersetzung von Fachbegriffen der Zweit- oder Drittsprache in die Erstsprache sowie durch die Bildung von Begriffsnetzwerken in den beteiligten Sprachen erreicht werden.

Zu diesen pädagogischen und didaktischen Erwartungen liegen bislang wenig gesicherte Erkenntnisse vor. Bei eigenen ersten Untersuchungen zu Schülern mit Türkisch bzw. Russisch als Erstsprache, Deutsch als Zweitsprache und Englisch als Drittsprache ergab sich hinsichtlich der didaktischen Erwartungen:

1. Ob language awareness als Lehrstrategie für das Lernen der Schüler nützlich ist, entscheidet sich an der Art der Fehler, die der Schüler gemacht hat; nicht alle Fehler eignen sich dafür.
2. Language awareness als Lernerstrategie ist für das Erreichen von Kompetenzen wie „an Gesprächen teilnehmen“ oder „zusammenhängendes Sprechen“ eher hinderlich.
3. Language awareness durch Vergleichen der Drittsprache mit der Erstsprache ist nur dann hilfreich, wenn beide Sprachen strukturelle Ähnlichkeiten aufweisen.
4. Der Vergleich der Erst- mit der Zweit-/Drittsprache setzt Schriftsprachlichkeit der Erstsprache voraus und auf Seiten des Schülers das Kennen und Verfügen über die „Hochsprache“ seines sprachlich-kulturellen Raumes.
5. Der Einsatz von language awareness ist vom Alter des Lerners, seiner Lernweise und seiner Lerneinstellung abhängig.
6. Language awareness kann zu einer Intensivierung von code switching führen.

Cross-linguistic Influence in L3/Ln-Phonology

Cross-linguistic influence (CLI) in Third or Additional Language Acquisition from a non-native language is a well-documented phenomenon especially in the area of lexis, but also in morphosyntax. With regard to non-native CLI on the acquisition of an L3/Ln phonological system, however, only very few studies have been conducted so far (Hammarberg and Williams 1993,

Pyun 2005, Tremblay 2007, Gut to appear, Llama et al. to appear, Wrembel to appear). This paper tries to help fill this gap by investigating the acquisition of aspiration patterns of voiceless stops. Eight L3/Ln learners of Spanish with L1 German and L2 English were recorded performing a Spanish and English read-on-your-own task. The recordings were analysed for degree of aspiration of the voiceless stops in stressed onset position (operationalised as VOT measurements). Subsequently, the L3/Ln VOT values were attributed either to L1 (low VOTs) or L2 influence (high VOTs). The mixed results point to the existence of non-native CLI on L3/Ln phonology, but also to an underlying L1 effect, as well as influence in the form of combined CLI from L1 and L2.

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Chinese University of Hong Kong, China

Trilingual children have a distinctive linguistic profile: Relative Clauses in Cantonese, Mandarin and English

The processing of Chinese versus English relative clauses (RCs) in trilingual children presents an interesting case for cross-linguistic comparison in a multilingual acquisition context. It is well-known that in English and other European languages, subject relatives are acquired before object relatives. In Cantonese, however, monolingual children's experimental performance on object relatives has been found to be superior to that on subject relatives (authors, forthcoming). Similarly, in a longitudinal study of bilingual children's Cantonese, (authors, 2007) found that object RCs emerged earlier than or simultaneously with subject RCs; while in their English, Cantonese-based object relatives emerged first, as in *Where's you buy that one the motorbike?* (i.e. 'Where's the motorbike that you bought?') We investigated Hong Kong children's comprehension of subject and object RCs in Cantonese, Mandarin and English.

A group of children (N=22, aged 5;9-6;5) with Cantonese as their L1, and Mandarin and English acquired as L2s in kindergarten, performed a pointing task in response to similar stimuli in all three languages. English subject RCs such as *Where's the cat that's feeding the duck?* showed the highest score in all pair-wise comparisons, even though English is their L2.

A significant subject advantage is shown in the English RCs, while a non-significant subject advantage is seen in both their L1 Cantonese and L2 Mandarin.

Error analysis revealed cross-linguistic similarities between children's L1 Cantonese and L2 Mandarin, but differences between their English and Chinese. These results suggest that the trilingual children have a distinct linguistic profile different from either monolingual or bilingual children, particularly with respect to their L1 Cantonese. To account for these differences, possible interactions between the children's knowledge of English and Mandarin/Cantonese are discussed.

Multilingual Education In The Context Of Multilingual India

In a multilingual country like India it is quite common for people to be bilingual. Despite the multilingual setting, the importance of the first language prevails in most part of the country. But within the diverse cultural and linguistic scenario, a lot of issues arises and especially regarding the importance of one's native language as a mark of identity. And especially in certain parts of the country, some states are inhabited by various communities. In such a situation the issues concerning language always affects the educational status of the people. It is inevitable for educational centres and institutes not to get affected as sometime more than six or seven communities reside within a society. These issues are often regarding the overriding condition of the major languages over the minority languages.

The paper will discuss the effects of multilingual and multicultural setting on education in the Indian context. The paper will focus on the North-Eastern part of the country as an example. The whole region is comprised of eight states with various communities, culture and languages. These areas have the highest intensity for people to speak more than four or five other languages besides Hindi, the national language and English, the official language.

The paper will highlight the condition of the languages which are endangered due to the intense influence of the major languages on the minority languages and it will also deal with the problems and issues raised by the amalgamation of various languages in the educational level.

The presence of language as criteria for nation building, the dilemma in the adoption of mother tongue as a means of education, and the role of language as power in the multilingual society in the educational level will be discussed as well.