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Multilingualism and Sociolinguistic Environment Influence Rear-Burden Usage in Basque: a Study on Bilingual and Trilingual University Students; Julian Maia-Larretxea, Garbiñe Bereziartua -- PART III: LANGUAGE LEARNING STRATEGIES -- Interlingual Learning of Romance Languages at Austrian Schools; Michaela Rückl -- Extending Oxford's (1990) Taxonomy for Multilingual Learners; Violetta Dmitrenko -- Sustaining Long-Term L2 and L3 Learning Motivation in a Monolingual Environment; Csilla Sárdi -- Tense and Aspect in L3 Interlanguage. The Effect of Lexical Aspect and Discourse Grounding on the Development of Tense and Aspect Marking in L3 Italian; Zuzana Toth. .

Sommario/riassunto

This volume contributes to a better understanding of both psycho- and sociolinguistic levels of multilingualism and their interplay in development and use. The chapters stem from an international group of specialists in multilingualism with chapters from Austria, Canada, Germany, Hungary, Israel, Italy, Slovakia, South Africa, Spain and the United States. The chapters provide an update on research on third language acquisition and multilingualism, and pay particular attention to new research concepts and the exploration of contact phenomena such as transfer and language learning strategies in diverse language contact scenarios. Concepts covered include dominant language constellations, mother tongue, germination factors and communicative competence in national contexts. Multilingual use as described and applied in the volume aims at demonstrating and identifying current and future challenges for research on third language acquisition and multilingualism. The third languages in focus include widely and less widely used official, minority and migrant languages in instructed and/or natural contexts, including Albanian, Arabic, Basque, English, French, German, Hungarian, Italian, Romanian, Spanish, Punjabi, Russian, Turkish, and Vietnamese, thereby mapping a high variety of language constellations.
