

The Tesol Italy Val d'Adige Local Group-Etschtal

cordially invites you to the symposium

Teaching English as a third language

with a keynote address by Prof. Ulrike Jessner (Innsbruck University)

and hosted by the Language Centre (UNIBZ)

Abstracts

Learning an L3 differs from learning an L2. Based on this understanding our keynote speaker **Ulrike Jessner** (Innsbruck University) introduces the Dynamic Model of Multilingualism and speaks about the complex dynamics underlying third language and multilingual learning. She elaborates on new, emergent skills and abilities which multilingual learners develop as a function of their multilingualism, and on the so-called M(ultilingualism) Factor. The M-Factor is construed as a multi-componential construct and as comprising an enhanced meta-and cross-linguistic awareness, a heightened monitor function and special language learning, language management and language maintenance skills.

Barbara Hofer (unibz) presents new perspectives on English language teaching and discusses multilingual competences at the primary level from a dynamic systems theoretical perspective. She also reports on research into young emergent multilingual learners' linguistic and metacognitive skills in South Tyrol.

Birgit Spechtenhauser (unibz) focuses on multilingual awareness from a psycholinguistic perspective and presents first results from an empirical study carried out in South Tyrol. Her research concentrates on the development of multilingual awareness at the lower secondary level. The multilingual repertoire and a series of non-linguistic and cognitive skills that develop in multilingual users will be addressed.

Elisabeth Allgäuer-Hackl (Innsbruck University) presents the Common Plurilingual Curriculum (a whole school curriculum) as a framework for an integrated, holistic approach to language learning in institutional settings. Her focus is on the creation of synergies for language learning through cross-language and cross-curricular approaches.

Gisela Mayr (unibz) talks about Task Based Language Learning (TBLL) and the development of crosslinguistic awareness in secondary school students. She presents findings from a study carried out at the upper secondary level in South Tyrol and shows how students apply translanguaging, code-switching and code-mixing strategies and how, as a result, they gain increased crosslinguistic awareness.

Graham Burton's (unibz) talk focuses on the unintentional transfer of lexis between non-native languages. What kind of lexis is most commonly transferred between an L2 and L3, or vice versa? Are there circumstances that make it more likely to occur? These questions will be discussed with reference to findings from a study of L1 Italian secondary school children in Trentino preparing for both German and English examinations at CEFR levels A2 or B1.