



**unibz**  
Freie Universität Bozen  
Libera Università di Bolzano  
Università Lìedia de Bulsan



The Tesol Italy Val d'Adige-Etschtal Local Group  
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 enhanced meta- and cross-linguistic awareness, a heightened monitor function, and special language learning, language management and language maintenance skills.

Ulrike Jessner is Professor at Innsbruck University (Austria) and the University of Pannonia, Veszprem (Hungary) where she acts as founding member of the International Doctoral School of Multilingualism. She has published widely in the field of multilingualism with a special focus on the acquisition of English in multilingual contexts. She has been engaged in the development of the research area of third language acquisition/multilingualism as a founding member and president of the International Association of Multilingualism.

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

Barbara Hofer is a lecturer at the Free University of Bozen and teaches English at the upper secondary level. She is a member of the Dyme Research Group at Innsbruck University and has published on early multilingualism, metalinguistic awareness and whole school approaches to language learning. In her current research, she will look into multilingual competences at the primary school level.

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



After graduating from the University of Trento in German and English linguistics and literature, Birgit Spechtenhauser obtained a Master's degree and a teaching qualification at the Free University of Bozen-Bolzano. She has been teaching English at grammar schools for almost 20 years and, in recent years, has been mainly active in teacher training as an adjunct professor at the FUB. Currently, she is also part of a research group in Innsbruck and a PhD candidate in linguistics. Her scientific work focuses on observing the development of multilingual awareness.

**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.

Elisabeth Allgäuer-Hackl completed her teacher training in Vienna, has worked in adult education in Latin America and has taught young people and adults in Vorarlberg. In the program "mehr Sprache von okay zusammen leben", she linked multilingual theory with practice. She has also conducted research on metalinguistic awareness and multilingualism training with Ph.D. students. She currently runs workshops and a series of seminars for parents and educators and is a member of the Dyme research group at Innsbruck University.

**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.

Gisela Mayr has been a teacher of English language and culture in the secondary school system in South Tyrol and since 2015 she has worked as an adjunct professor for TEYL at the Free University of Bozen-Bolzano at the Faculty of Education. She obtained her Ph.D. from the University of Giessen in the field of Multilingualism and foreign language learning in 2019. Her research areas are Multilingualism and foreign language learning and assessment.

**Graham Burton's (unibz)** talk focuses on the unintentional transfer of lexis between nonnative 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.

Graham Burton (MA & PhD Applied Linguistics) has worked in English Language Teaching since 2000 in various roles, including teacher, teacher trainer, lecturer, materials writer and editor. He currently teaches at the Faculty of Education, Free University of Bozen-Bolzano and also writes teaching materials for a number of publishers; his 2012 title, *Collins Academic Skills Series: Presenting* won the British Council ELTon award for 'Innovation in Learner Resources'.