

***Mehrsprachensensibel? Monolinguale Sprachenpolitik trifft auf mehrsprachige Praxis / Multilingual sensibility? Monolingual policies meet multilingual practice.* – Philip Herdina, Elisabeth Allgäuer-Hackl & Emese Malzer-Papp (Hg.) – 2019**

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*Mehrsprachensensibel* is intended to provide an outline of the one-day workshop on governmental and institutional language policy in terms of migration and multilingualism that was organized by the Austrian Linguistics Society in autumn 2018. The volume is edited by members of the DyME (Dynamics of Multilingualism with English) research group, namely Philip Herdina, Elisabeth Allgäuer-Hackl, and Emese Malzer-Papp. The book consists of 12 chapters which additionally include an introduction and conclusion part besides 10 chapters. Each chapter stands for one topic which manifested in the form of a written article in this volume.

Ulrike Jessner and Eva Vetter describe the importance of multilingualism in the introductory paragraph of the book, due to the fact that German is still the dominant language in the context of Austria. Most of the chapters are based on the Dynamic Model of Multilingualism authored by Philip Herdina and Ulrike Jessner which aspires to change people's thinking about the language systems. DMM creates a possibility for us to view our languages from a more dynamic and holistic perspective (Herdina and Jessner 2002). In the Dynamic Model of Multilingualism, a so-called Multilingualism or M-factor unfolds as a property which comprises "a set

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of skills and abilities that the multilingual user develops owing to her/his prior linguistic and metacognitive knowledge” (Jessner 2008, 275).

The 1<sup>st</sup> chapter that is written by *Ulrike Jessner and Emese Malzer-Papp* focuses on multilingualism in Tyrolean kindergarten where children are assessed on the basis of their linguistic performance in German and other languages are not taken into consideration. Several observation tools called BESK Kompakt (Breit 2011a) and BESK DaZ Kompakt (Breit 2011b) were used to evaluate the German proficiency of children. The Dynamic Model of Multilingualism (DMM) highlights that the assessment and the development of language and literacy competences should be seen from a multilingual point of view.

The 2<sup>nd</sup> chapter by *Barbara Hofer* introduces multilingual competencies in the primary school context. The objective of the study is to employ a metalinguistic competence test in case of 9-year-old children who acquire three languages. The experimental study contains 2 schools which have got parallel classes. During the research, pupils were asked to fill in the MAT-2 test in three languages, Italian (L1), German (L2) and English (L3). The results showed that children visiting normal classes accomplished poorer results in the metalinguistic test than their peers learning with multilingual instructions in the school context.

The 3<sup>rd</sup> chapter is written by *Alexandra Wojnesitz* whose field is German as a foreign or second language at the University of Vienna. The major objective of this study was to investigate the media use of multilingual youth people with refugee backgrounds in a transitional class in Vienna. The study was conducted in the form of a questionnaire with data being gathered via a project called “Ecoles plurilinguales, migration”. Students were asked to describe their written and spoken multilingualism and their habits of media use. The majority of the subjects came from Syria, Afghanistan, and Iran. The results showed that German is only slowly becoming the language of education to refugee students since their private reading and writing are influenced by their multilingualism.

*Eva Maria-Meirer* seeks answers for questions related to the relationship between language and identity, ethnicity and multiculturalism from the dynamic point of view in the 4<sup>th</sup> chapter. The questions reflected upon the number of languages of the individuals and 40 adults took part in German classes in Innsbruck. Findings indicated that the more multilingual the participants the higher the target language performance level. Results showed that age of arrival and length of stay do not play an integrative role in target language level performance.

Chapter 5 focuses on the language maintenance and management of multilingual learners from a dynamic point of view. *Allgäuer-Hackl and Pellegrini* present learning and teaching modes that empower the learner to exploit their possibilities in language learning and to strengthen the effect of metalinguistic

awareness in the learning process. The results showed that participants outperformed the non-participants in tasks related to metalinguistic awareness.

The 6<sup>th</sup> chapter by Judith Zangerle is based on a case study which aims to prove that people from different linguistic and social backgrounds have a diverse linguistic repertoire. Bi- and multilingual people were asked to talk about their feelings while speaking in different languages. Preliminary results show a positive correlation between personality and being bi- or multilingual.

The 7<sup>th</sup> chapter by Jessica Lüth examines the magnitude of ethnolinguistic diversity and multilingualism in the rise of inaudibility or invisibility of languages. This study aims to clarify the differences between inaudibility and invisibility in 6 chosen primary schools in the urban European context: Hamburg, London, Madrid. The results of the interview revealed that ethnolinguistic diversity and multilingualism play a role in the school context.

The 8<sup>th</sup> chapter by *Mirosław Janik* and *Eva Vetter* deals with the language education policy in two chosen cities, namely in Brno and in Vienna. The data was collected in the framework of the AKTION project and the given data was analyzed through the transition between plurality and uniformity. The results suggested that national surveys could simplify the language reality and the interpretations of the language.

*Philip Herdina* discusses the question of monolingual policy related to the multilingual reality in Chapter 9. However, Austria was claimed to be a monolingual country, multilingual policies tend to be not so popular even in our 21<sup>st</sup> century, for example in the educational context. The idea of isolating migrants and giving them extra foreign language classes in German can lead to serious consequences like segregation, which might lead to isolation and not to integration.

The reader becomes aware of the evolution of bi- and multilingualism research in the concluding chapter written by *Philip Herdina* and *Elisabeth Allgäuer-Hackl*. Taken together, multilingualism research has been started with the book by Grosjean 1982: *Life with two languages*. This work was based on bilingualism studies and it referred to the changing paradigm in language acquisition and code-mixing between language systems. As multilingualism studies are becoming more and more popular year by year, various monographs and studies were published in 2019.

This volume is highly recommended to language teachers, language instructors, professors, specialists and for everyone who is working in- and outside of academia. 5 out of 11 chapters approach the term multilingualism from dynamic systems theory. This book extends our knowledge of multilingual sensibility in those contexts where we need to use multilingual practices instead of monolingual

perspectives. The present volume makes some noteworthy contributions to language policy and migration from a multilingual point of view.

## References

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