Contents

Preface —— V

Acknowledgements —— VII

Disclaimer: Gender neutral language —— XIII

List of tables —— XV

List of figures —— XVII

Part I: **Theoretical background**

1 Overview of the book —— 3

2 Terminological discussion of bi-and multilingualism —— 7
2.1 Definitions of bi- and multilingualism —— **8**
2.2 Multilingualism —— **14**
2.2.1 Psycholinguistic aspects —— **14**
2.2.2 Sociolinguistic aspects —— **16**
2.2.3 Multilingualism in the European context —— **19**

3 Mutual intelligibility of languages —— 22
3.1 Lexical similarities between languages —— **24**
3.2 Structural similarities of the involved languages —— **26**

4 Theories of multiple language acquisition —— 28
4.1 The Foreign Language Acquisition Model —— **28**
4.2 The Multilingual Processing Model —— **29**
4.3 The Factor Model —— **29**
4.4 The Dynamic Model of Multilingualism —— **30**
4.4.1 Implications of the DMM for language education —— **33**
4.4.2 Research on multilingual awareness —— **34**
4.4.3 Interactions between the language systems —— **36**

5 Linguistic transfer as emergent property of learning multiple languages — 38
5.1 Terminology — **38**
5.2 Transfer from the CDST perspective — **40**
5.3 Transfer in writing — **43**

6 Theories of motivation and individual behaviour — 45
6.1 The Time Perspective Model — **45**
6.2 The Self-Determination Theory — **46**
6.3 The Socioeducational Model — **47**
6.4 The Theory of Mental Self-Imagery — **48**
6.5 The Theory of Planned Behaviour — **49**
6.6 The Goal-Setting Theory — **50**
6.7 The Flow Theory — **50**
6.8 Dörnyei's (1994) motivational framework — **51**
6.9 The Directed Motivational Current — **52**

Part II: **The project**

7 The situation of foreign language education in Hungary — 57
7.1 Language policy of the EU — **57**
7.2 The role of language education in the Hungarian National Core Curriculum — **58**
7.3 The influence of L2 English on L3 German acquisition — **60**
7.4 The gap between policy and classroom practices — **61**
7.5 Enhancing foreign language learning in Hungary — **64**

8 Research design of the empirical study — 66
8.1 The teaching methods in the intervention and the control group — **67**
8.2 Participants — **69**
8.3 Instructional intervention — **71**
8.4 Multilingual awareness intervention — **74**

9 Methodology — 79
9.1 Hypotheses and research questions — **80**
9.2 Instruments of data collection — **82**
9.2.1 The multilingual proficiency test — **82**
9.2.2 Motivational questionnaire — **93**

9.2.3 Questionnaire about the classroom setting — **98**
9.2.4 Competence tests — **99**

10 Findings — 103
10.1 Pilot year — **104**
10.1.1 Results — **105**
10.1.2 Discussion — **120**
10.1.3 Conclusion — **121**
10.2 Research year — **125**
10.2.1 Analysis and results — **127**
10.2.2 Discussion — **165**
10.2.3 Limitations — **176**

11 Conclusions and outlook — 178

Appendix — 185

References — 197

Index — 211