



COURSE DATASHEET

Semester:	2025/26/2
Course:	Multilingual learning and teaching: the development of multilingual awareness
Code:	PEDITNY101
Responsible department:	
Department code:	DITNY
Responsible instructor:	Rabeb Ghanmi

Course objectives:

This course provides an overarching, thorough examination of multilingual learning with a special focus on the development of multilingual awareness, comprising metalinguistic and crosslinguistic awareness, in educational contexts. Drawing on psycholinguistic and cognitive frameworks, the course explores how multilingual individuals leverage their linguistic repertoire in foreign language learning, how these two essential properties of multilingual learning develop through multilingual teaching approaches, and what role they play in third and additional language learning.

This course is designed to:

- familiarize students with the concept of multilingual awareness from cognitive and educational perspectives
- enhance understanding of how multilingual individuals draw on their previously learned languages to decode novel linguistic systems
- encourage the development of metalinguistic thinking and crosslinguistic reasoning as cognitive and strategic bridges in L_n learning
- promote multilingual pedagogical approaches in educational settings

Course content:

This course will cover the following topics:

- Theoretical models of multiple language learning: a special focus on the Dynamic Model of Multilingualism by Herdina and Jessner (2002)
- Multilingualism factor, metalinguistic and crosslinguistic awareness, & multiple language learning and use
- Crosslinguistic influence, multilingual transfer, and language (psycho)typology
- Multilingual awareness in the classroom: multicompetence approach to language learning and teaching;



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Course content:

- educational approaches for fostering multilingual awareness
- Methods of measuring metalinguistic abilities
- Decoding unfamiliar language structures: the role of prior linguistic knowledge

Requirements, evaluation and grading:

Course requirements

- Attendance
- Active participation throughout the entire course
- Completion of tasks
- A final assignment (writing a paper) at the end of the course

Required and recommended readings:

Compulsory reading list

Allgäuer-Hackl, E. & Jessner, U. (2019). 15. Cross-linguistic Interaction and Multilingual Awareness. In S. Montanari & S. Quay (Ed.), *Multidisciplinary Perspectives on Multilingualism: The Fundamentals* (pp. 325-350). Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9781501507984-015>

Ghanmi, R. (2024). The role of metalinguistic abilities in decoding an unknown language in trilingual learners. *Alkalmazott Nyelvtudomány*, (2), 60-85. <http://doi.org/10.18460/ANY.K.2024.2.004>

Haukås, Å. (2016). Teachers' Beliefs About Multilingualism and a Multilingual Pedagogical Approach. *International Journal of Multilingualism* 13 (1), pp. 1-18. Doi: 10.1080/14790718.2015.1041960

Hofer, B. K., & Allgäuer-Hackl, E. (2018). A dynamic view of multilingual learning: the common



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Required and recommended readings:

plurilingual curriculum from a DMM perspective. *Zeitschrift für Fremdsprachenforschung: ZFF*, 29(2), 245-269.

Hufeisen, B. & Jessner, U. (2019). Lecture 3: The Psycholinguistics of Multiple Language Learning and Teaching. In D. Singleton & L. Aronin (Ed.), *Twelve Lectures on Multilingualism* (pp. 65-100). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781788922074-005>

Spechtenhauser, B. & Jessner, U. (2024). Complex interactions in the multilingual mind: Assessing metalinguistic abilities and their effects on decoding a new language system in trilingual learners. *Lingua*, 301, 103678.

Swarte, F., Schüppert, A., & Gooskens, C. (2015). Does German help speakers of Dutch to understand written and spoken Danish words? The role of non-native language knowledge in decoding an unknown but related language. In G. De Angelis, M. Kresic, & U. Jessner (Eds.), *Crosslinguistic influence and crosslinguistic interaction in multilingual language learning*, 173-197. London: Bloomsbury Academic.

Optional reading list

Angelis, G. & Selinker, L. (2001). Chapter 3. Interlanguage Transfer and Competing Linguistic Systems in the Multilingual Mind. In J. Cenoz, B. Hufeisen & U. Jessner (Ed.), *Cross-Linguistic Influence in Third Language Acquisition: Psycholinguistic Perspectives* (pp. 42-58). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781853595509-004>

Angelis, G. (2019). Lecture 6: Cross-linguistic Influence and Multiple Language Acquisition and Use. In D. Singleton & L. Aronin (Ed.), *Twelve Lectures on Multilingualism* (pp. 163-177). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781788922074-008>

Angelovska, T. (2018). Cross-linguistic awareness of adult L3 learners of English: a focus on metalinguistic



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Required and recommended readings:

reflections and proficiency. *Language Awareness*, 27(1-2), 136–152. doi:10.1080/09658416.2018.1431243

Aronin, L. (2019). Lecture 1: What is Multilingualism? In D. Singleton & L. Aronin (Ed.), *Twelve Lectures on Multilingualism* (pp. 3-34). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781788922074-003>

Bardel, C., & Sánchez, L. (2017). The L2 status factor hypothesis revisited: The role of metalinguistic knowledge, working memory, attention and noticing in third language learning. In T. Angelovska & A. Hahn (Eds.), *L3 Syntactic Transfer* (pp. 85-101). John Benjamins.

Ghanmi, R., & Navracsics, J. (2025). Metalinguistic awareness, writing competence and lexical diversity in bilingual and multilingual adults in Hungary learning English as an additional language. *International Journal of Multilingualism*, 1–25. <https://doi.org/10.1080/14790718.2025.2517337>

Learning outcome:

By the end of this course, students will be able to:

- define key concepts related to multilingualism and multilingual awareness
- understand core psycholinguistic and educational features of multilingualism
- critically evaluate educational contexts and pedagogical practices through a multilingual lens
- examine and integrate multilingual pedagogical approaches in Ln teaching practice
- reflect on their own linguistic repertoire and Ln learning experience(s)
- Evaluate educational policies and ideologies related to Ln teaching and learning