

Preface

The globalized world has created a situation in which multilingual language competence is becoming the norm. Thus, the need for the development of research in the area of multilingualism, with study of its pragmatic and educational implications, is entirely understandable. Indeed, it is presently going on in the form of more and more studies being carried out and research networks formed.

This collection seeks to comment on and add to existing research on multilinguality. The chapters in this volume discuss the phenomenon of cross-linguistic influences in the specific context of multilingual language acquisition and learning. It consists of articles on various issues relating to the syntactic and lexical development of foreign language learners from different L1 backgrounds, in many cases involving languages which are typologically distant from English, such as Russian, Croatian, Greek, and Portuguese. Individual chapters highlight the different areas expected to be especially transfer-prone at the level of grammatical and lexical transfer in particular contexts of language contact, such as family, school, and sports team.

The majority of chapters report on cross-linguistic influences at the level of syntax. Éva Berkes and Susanne Flynn (Chap. 1) provide evidence for the *Cumulative Enhancement Model for Language Acquisition*, which suggests that any additional language acquired adds to ease of acquisition. This is assumed to be due to the fact that “syntactic knowledge accumulated through language learning experience in the course of L1...Ln rearranges the UG guided language development in a new and economical way”. Tanja Angelovska and Angela Huhn (Chap. 2) comment on the relations between L2 and L3 of their learners and discuss the phenomenon of negative transfer at the level of syntax and lexis in the subjects’ written productions. The main variables taken into consideration are the L1 background of the learners, L2 status, and proficiency levels in L3.

Sviatlana Karpava, Kleantes K. Grohmann, and Konstantinos Fokianos (Chap. 3) focus on the acquisition of aspectual marking in embedded clauses in learning Modern Greek by Russian and Georgian subjects. The authors point out the differences between acquisition processes in the case of early *versus* late acquirers (children *versus* adults).

Marijana Kresić and Tanja Gulan ([Chap. 4](#)) present the results of their study of interlingual identifications of modal particles and equivalent modal elements in Croatian, English, and German made by multilingual learners. Interlingual identifications are seen as facilitating the process of multilingual language learning; thus they can be treated as an effective learning strategy. The main interest of Terence Odlin ([Chap. 5](#)) lies in the acquisition of English in Finland by native speakers of Finnish and Swedish. He compares both groups and demonstrates inter-group tendencies but also points out individual variations observed in the acquisition processes. One of the factors discussed is the influence of the study of an L2 on L3 achievement, which may be either facilitative or impeding. By her longitudinal analysis of Catalan, Spanish, and English request modifiers in early third language learning, Maria Pilar Safont-Jordá ([Chap. 6](#)) adds to the still limited body of research reporting on the effects of successive acquisition of multiple languages in early childhood. The focus of the study is on pragmatic development in early language learning. The author compares pre-literate monolingual and multilingual request mitigation. Audrey Restorick Elordi ([Chap. 7](#)) discusses morphosyntactic transfer and its relation to the pragmatics of language use. This interface is demonstrated on the basis of the subjunctive in French and Spanish in contexts where mood can alternate without resulting in ungrammaticality. The results obtained demonstrate the superiority of multilingual learners over bilingual ones “due to their increased exposure to the subjunctive in more than one non native tongue”. In her study, Teresa Włosowicz ([Chap. 8](#)) reports on three studies that show examples of cross-linguistic interaction (CLIN) in multilingual reception in the production of L3 in different language constellations (Polish, English, French, German and Portuguese). The study gives evidence not only of erroneous forms as a result of transfer but also shows that CLIN may bring about under-production of certain structures (or avoidance) while at the same time being correct.

The next chapter starts the second part of the volume, in which the focus is on cross-linguistic influences at the lexical level. Maria Tymczyńska ([Chap. 9](#)) looks at the lexical level of multilingual language production, and more precisely, at trilingual lexical processing in online translation tasks. The main factor under investigation is the conference interpreting experience of the subjects. The study demonstrates that conference interpreting experience facilitates the accuracy and strategic processing of information, but does not always result in a higher speed of lexical retrieval in online translation. In their chapter, Maria da Graça Pinto and André Carvalhosa ([Chap. 10](#)) discuss L3 (Portuguese) acquisition in the formal context of language instruction, where dictation is used as a traditional classroom task but which can also serve as the basis for analysis of transfer errors in writing. The study shows the role of language typology, in this case the influence of Spanish on Portuguese acquisition by Serbian students. The closing chapter by Håkan Ringbom ([Chap. 11](#)) moves away from the typical learning/acquisition contexts of school and family to investigate language interactions in a multi-national/multi-ethnic football team (IFK Mariehamn). Analyzing questionnaire

data, Ringbom discusses variables involved in cross-language communication in the team and factors which either facilitate or inhibit this communication.

As the Editor of this volume I hope that the studies presented here will help to widen and enrich (with other contexts, language constellations, etc) ongoing research projects investigating what is variously categorized by scholars as cross-linguistic influences, language transfer, cross-linguistic interactions, or consultations. The present volume offers a variety of contexts in terms of subjects, places, and research focus, many of which still remain under-investigated.

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