

Philip Herdina, Elisabeth Allgäuer-Hackl, and Emese Malzer Papp (eds.) Mehrsprachensensibel? Monolinguale Sprachpolitik trifft auf mehrsprachige Praxis; Multilingual sensibility? Monolingual policies meet multilingual practice

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One of the most recent contributions to multilingualism research, presented in the current volume addresses the crucial questions of multilingualism and linguistic diversity along with other changes in the society, brought forward by migration. The title as well as the scientific papers included in the issue are presented in English or German, hereby contributing to the linguistic diversification of multilingualism research.

The layout of the book is quite appealing, featuring a pastel drawing depicting typical, coloured board-game figures with speech-bubbles reflecting the enormous human playground with its ethnic, social and linguistic diversity.

The volume, as an outcome of the 2018 conference of the Austrian Linguistics Society and the following workshop is aimed at providing a critical viewpoint on current shortcomings of monolingual policies and practices in a more and more diverse and multilingual society with the focal points of sensitisation towards multilingualism, language sensitisation, manifestations of and traits in multilingual teaching, as well as relevant dimensions of multilingual practice in institutional context from the perspective of language learners, teachers and policy makers.

Ulrike Jessner and Emese Malzer Papp argue in favour of a multilingual perspective concerning the assessment and development of language and literacy competences of Austrian kindergarten children, currently not taking the sociolinguistic situation in their homes into consideration. Arguing that multilingualism is a dynamic and complex phenomenon, the authors indicate a more holistic approach for literacy development in the transition phase from kindergarten to school.

In her empirical study conducted in South Tyrol, Barbara Hofer suggests broader implementations of multilingual methods at primary level. After an overview of the research field of bi- and multilingualism, multilingual competencies from the DMM perspective (Herdina and Jessner 2002, Jessner 2006) are discussed with focus on the elasticity and plasticity of the dynamic system. The concept of multicompetence is clearly outlined and discussed in alignment with the study presenting findings about the multilingual behaviour of learners at primary level.

Spoken and written multilingualism as well as the media usage behaviour are investigated in the article of Alexandra Wojnesitz, presenting the study conducted among young students of 15-24 years with a refugee background in a transitional class in Vienna. The results of the interviews reveal the slow process of German

language becoming the language of education, and providing evidence for the strong influence of individual multilingualism in the media usage as well as the private reading and writing activities.

Emphasizing heterogeneity in the language classroom resulting from the individual multilingualism of the students, Eva Meirer outlines the multifactorial nature of target language learning. In the survey conducted in Tyrol influential factors such as length of residence, educational background, and learning experience, are targeted and their correlation to target language performance is analysed along with their implications for the language classroom.

Language maintenance and management are the main focal points of Elisabeth Allgäuer-Hackl and Claudia Pellegrini's contribution to the current volume. The above notions are presented as an emergent set of abilities and skills in multilingual learners and language users and are linked to meta- and cross-linguistic awareness. Various teaching and learning techniques are presented, which enable a heightened level of meta- and cross-linguistic awareness, which thus contribute to the development of language learning and management strategies in the individual and institutional domain.

Individual aspects of bi- and multilingualism are observed in the still ongoing research of Judith Zangerle based on the framework of linguistic relativity hypothesis introduced by Whorf in 1956 (Werner 1997). The asserted bilingual verbal behaviour through data retrieved from the analysis of narratives underline the identity-shaping nature of languages.

The research of Jessica Lüth aims to raise awareness towards the (in)visibility and (in)audibility ethnolinguistic diversity as well as to shed light on the school staffs' attitude and beliefs underlying these concepts. By establishing the visual and audial linguistic landscape in six schools in three urban contexts, as well as by reporting findings from the analysed interviews the author argues that in the schools, as domains where ethnolinguistic diversity and multilingualism are de- and recurrently constructed by their participants, education should meet the linguistic needs of all students in order to eradicate the invisibility and inaudibility of their students' languages.

The article of Eva Vetter and Miroslav Janik represents a critical viewpoint of language policies at institutional level discussing plurality in school policies and uniformity in language reality. Data retrieved through national survey analysis, interviews, the analysis of school language policy documents and school observations reveal a simplified representation of language reality on institutional level. Argumentative strategy analysis provides insight into possible associations of linguistic performance and human rights.

Philip Herdina gives a critical overview on the monolingual norm dominating language policies in Austria in an era of increasing diversity resulting from migration. Analysing language policies concerning DaF and DaZ programmes, the author outlines the factors underlying the ineffectiveness of the standardized

programmes mentioned above. Erroneous monolingual assumptions along with the linguistic deficiencies of teachers of German as a foreign language contravene educational policies of the European Council and UNESCO. The author argues for the need of facing the educational challenges by introducing mediational languages and increase the awareness of languages in contact in order to meet the linguistic demand brought forward by migration.

The nine studies incorporated in the current volume provide insight into the dichotomy of monolingual policies lacking to meet the needs of diverse and multilingual societies. As a result of migration, ethnic and linguistic heterogeneity impose new challenges on educators, language learners and policy makers in institutional context.

References

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