

4th International Conference on Multilingual and Multicultural Learning: Policies and Practices



University of Las Palmas de Gran Canaria
Faculty of Philology
16–17 October 2025



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Welcome to MMLPP4

Welcome to the 4th International Conference on Multilingual and Multicultural Learning: Policies and Practices (MMLPP4) hosted by the Faculty of Philology, the University of Las Palmas de Gran Canaria.

This conference has attracted research-active scholars from different institutions around the world who have keen interests in multilingualism, as well as multilingual and multicultural education. The focus of the presentations will broadly be on all aspects and practices of bi-/multilingual speakers who cross existing social and linguistic boundaries, adopting or adapting their investigation to new and overlapping linguistic spaces.

MMLPP4 promises to be a very exciting event. The different sections of the conference, including the plenary keynotes, the oral and poster presentations cover the most salient topics of research. These are multiple language acquisition and learning (L3, L4, Lx); psycholinguistics of multilingualism; CLIL, EMI and translanguaging; early childhood bi-/multilingual education; multicultural education and intercultural competence; language policies, pluriliteracy, multilingualism and multiculturalism in literature and translation, as well as issues of globalisation.

MultiLingNet would like to thank the University of Las Palmas de Gran Canaria for their hospitality. On behalf of our association, I would like to express my special gratitude to the Organising Committee for facilitating the organisation of this event.

I wish you all an inspiring conference and an enriching experience in Gran Canaria.

Prof. Piotr Romanowski, PhD
Founder of MultiLingNet

Welcome to the University of Las Palmas de Gran Canaria

The University of Las Palmas, Gran Canaria is honoured and delighted to host MMLPP, the fourth in a series of conferences promoting exciting new approaches to multilingualism, language variation and educational linguistics. The research presented in the conference reflects the complex links between language, identities and education; these have been long acknowledged, but many questions relating to the place of diversity in language pedagogy, and pluri- or multilingualism, linguistic variation, translanguaging and alternative literacy practices, are as crucial as ever in the context of (forced) migration and the emergence of novel learner communities.

Current research in sociolinguistics and educational linguistics, informed by new epistemologies in the post- or de-colonial period, coupled with social and linguistic changes brought about by the new realities of globalization and migration, have changed the way we think not only about language teaching but also about language as a theoretical construct, leading to more nuanced theoretical approaches to the dynamic relationship between languages, varieties (or even codes and modes of representation), but also to 'language' as an aggregate of performances. The conference programme reflects the richness and diversity of the research presented as well as the meaningful traffic among theoretical assumptions and premises emerging from the lived realities of diversity, educational inclusion or exclusion, and the quest for equal and transformative literacy opportunities and educational and social justice.

We extend our gratitude to our plenary speakers for their epistemological vigilance, social engagement and educational commitment; for all of the above reasons, warmest thanks are due to our numerous participants, whose presence will make MMLPP4 an exciting forum of intellectual exchange. It goes without saying that this would not have been possible without MultiLingNet, whose invaluable contribution is most gratefully acknowledged.

We would like to welcome you most warmly and wish you a fruitful conference and a very pleasant stay in this linguistically and culturally diverse island.

MMLPP4 Conference Co-chairs

Prof. Dolores Fernández Martínez, PhD (Dean, Faculty of Philology)

Prof. Gina Oxbrow, PhD (Vice-Dean for International Relations, Faculty of Philology)

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KEYNOTE SPEAKERS

Elizabeth Lanza is Professor Emerita of Linguistics at the University of Oslo. She was the founding and former Director of MultiLing – Center for Multilingualism in Society across the Lifespan, a Centre of Excellence funded by the Research Council of Norway (2013 – 2024). Lanza is a member of The Norwegian Academy of Science and Letters. She has published widely on multilingualism and bilingualism, addressing issues of language socialization, family language policies and practices, migrant narratives, language ideology, language policy, linguistic landscape, and research methodology. Her book titled *Language Mixing in Infant Bilingualism: A Sociolinguistic Perspective* (1997/2004, Oxford University Press) is highly cited in studies of FLP.



Ofelia García is Professor Emerita of Urban Education at the Graduate Center, City University of New York. She has been co-principal investigator of the CUNY-New York State Initiative on Emergent Bilinguals. She has published widely on issues of multilingualism, language in society, language education and Spanish in the U.S. García's publications in applied linguistics are mainly in the areas of bilingual education and language education policy and practice.

Zhu Hua is Professor of Language Learning and Intercultural Communication and Director of International Centre for Intercultural Studies at the Institute of Education, University College London, UK. She is a Fellow of Academia Europaea, the Academy of Social Sciences, UK and Fellow and Elected Board member of the International Academy for Intercultural Research. She has been Chair of the British Association for Applied Linguistics (BAAL) since 2021. Her main research interests span across multilingual and intercultural communication and child language. She is book series co-editor for Routledge Studies in Language and Intercultural Communication; Cambridge Key Topics in Applied Linguistics; and Cambridge Elements in Applied Linguistics.



Ricardo Otheguy is Professor Emeritus of Linguistics at the CUNY Graduate Center. His work in theoretical and applied linguistics has appeared in major international journals such as *Language*, *Language in Society*, *Spanish in Context*, *Studies in Hispanic and Lusophone Linguistics*, the *Modern Language Journal*, and the *Harvard Educational Review*. He has given keynote addresses at major international conferences, e.g., NWAV, ALFAL. He was the founding editor of the journal *Spanish in Context* and the co-author, with Ana Celia Zentella, of *Spanish in New York: Language contact, dialectal leveling and structural continuity* (Oxford University Press, 2012). Otheguy has developed textbook materials for the teaching of Spanish to Latino students in the U.S., including *Tu Mundo: Curso para hispanohablantes*. He has also written Spanish materials for English-speaking students and is a co-author of the high school textbook *Avancemos*.

**INTERNATIONAL CONFERENCE ON MULTILINGUAL AND MULTICULTURAL
LEARNING: POLICIES AND PRACTICES**
University of Las Palmas de Gran Canaria, Faculty of Philology

CONFERENCE PROGRAMME

Day 1

Thursday, 16th October 2025

from 8.30	Registration Faculty Hall		
9.00-9.30	Opening Conference Hall		
9.30-10.30	Keynote: Elizabeth Lanza Famylscapes: Family language policy meets linguistic landscapes Conference Hall		
10.30-11.00	Coffee break Back Patio		
Session chair	Mila Schwartz	Marta Kaliska	Hadrian Lankiewicz
Room name	Conference Hall	Sala de Grados	Aula tercer ciclo Geografía e Historia
11.00-11.30	Giacomo Iazzetta Arabic Language and Educational Integration: Linguistic Practices, Identity, and School Policies in Northeastern Italy	Josephine Araba Duncan Ofori Multilingualism in Action: How Linguistic Backgrounds Shape Spanish Learning Among First-Year Ghanaian Students	Henna Jousmäki & Ulla Paukkunen Enhancing future nurses' (socio)linguistic competence through bilingual teaching in Finnish higher education
11.30-12.00	Farida Alhahmed Libyan Migrant Families Experiences in the UK: Their Family Language Policies and Heritage Language Maintenance	Susan Price Wordplay, puns and winks in Chinatown landscapes: What's so funny?	Mark Logue The Acquisition of Idioms by L2 Learners
12.00-12.30	Sviatlana Karpava Material Culture of Multilingualism in Migrant and Minority Settings of Cyprus	Monika Kowalonek- Janczarek & Michael M. Kretzer Geographical and thematic patterns of comparative schoolscape studies in Europe	Minna Intke-Hernandez Embedding multilingualism in everyday life: a grandparent's historical body in language socialization
12.30-13.30	Lunch break Campus Café		

13.30-14.30	Keynote: Ofelia García Family translanguaging policy and transliteracies Conference Hall		
Session chair	Sviatlana Karpava	Anoush Ayunts	Shushanik Paronyan
Room name	Conference Hall	Sala de Grados	Aula tercer ciclo Geografía e Historia
14.30-15.00	Denisa-Maria Bâlc Enhancing Intercultural Competence in Language Learning through Identity Texts	Hadrian Lankiewicz & Tatiana Kananowicz Teacher agency in promoting multilingual and multicultural diversity in early education in Poland	Agnieszka Lijewska & Hanka Błaszowska The role of trilinguals' foreign language proficiency in the processing of non-identical cognates
15.00-15.30	Victoria Legkikh "Mama, which language is my mother tongue?": what does the concept "mother tongue" mean for the modern young people with heritage Russian before and after 2022?	Shawn M. Clankie Long-term immigrant reactions to being 'Englished' in Japan	Gabriella Kovács Studying Multiple Languages: A Challenge for Hungarian Minority Students in Transylvania
15.30-16.00	Gevorg Barseghyan Promoting Intercultural Communicative Competence Through Multilingual Education: From Language to Culture	Mila Schwartz Getting closer to a multilingual child through teacher agency enactment	Sophie Babault How billboard advertising reveals multilingual dynamics
16.00-16.30	Coffee break Back Patio		
Session chair	Paula Lisson Hernandez	Victoriia Kishchak	Carmen Céspedes Suárez
Room name	Conference Hall	Sala de Grados	Aula tercer ciclo Geografía e Historia
16.30-17.00	Annie Kangasniemi Student perspectives on feedback: writing processes in L2 Swedish lower secondary classrooms	Birgit Strotmann EMI Faculty at the Crossroads of Englishisation and Multilingual Practice: Identity, Awareness, and Institutional Responsibility	Tanja Angelovska ADHD and English Language Learning: Multilingualism is Not a Confounding Factor

17.00-17.30	Adriana Biedroń & Marta Gierczyńska The Influence of Phonological Short-Term Memory and Working Memory Capacity on L2 Writing Development in Advanced English Learners: A Longitudinal Study	Peter Launonen Comparing CLIL and non-CLIL students' L1 self-concept and attitudes towards L1 in Finland	Ane Lamarka Etxeberria & Olatz Lucas Zubiaurre Enhancing Multilingual Writing Competence through Pedagogical Translanguaging: An Analysis of Connectors in Basque, Spanish and English
17.30-18.00	Shushanik Paronyan & Anoush Ayunts Cross-Cultural Pragmatic Perspective of Gratitude in English and Armenian	Anastasia Sorokina Misguided Equity: The Unintended Consequences of Well-Intentioned Postsecondary Policies for English Learners	Sunhee Yae On the Korean word sipang 'now' in comparison with the Chinese source shífāng
DINNER (extra paid) 20.00 <i>Restaurante Bodegón del Pueblo Canario</i>			

Day 2
Friday, 17th October 2025

9.15-10.00	<p style="text-align: center;">Poster session</p> <p>Lina Kalnaitytė - The motivation to learn the heritage language and to maintain the ethnic identity: the pilot study</p> <p>Victor Manteiga - Cross-linguistic influence in the conceptual framing of emotions</p> <p>Goranka Blagus Bartolec, Gorana Duplančić Rogošić & Antonia Ordulj - Collocational Competence in Croatian: Problems and Challenges for Non-native Speakers</p> <p>Ivana Matas Ivanković & Darko Matovac - Croatian prepositions database as a source for learning Croatian</p> <p>Soraya García Sánchez, María Esther Rodríguez Gil, Bianca Manuela Sandu, Carmen Luján García - Inclusive Language Policies for English as a Medium of Education, Interculturality and Multilingualism (ILaP-EMEIM)</p>		
10.00-10.30	<p style="text-align: center;">Coffee break Back Patio</p>		
Session chair	Bianca Manuela Sandu	Maria Esther Rodriguez Gil	Gina Oxbrow
Room name	Conference Hall	Sala de Grados	Aula tercer ciclo Geografía e Historia
10.30-11.00	<p>Victoriia Kishchak, Marcin Szczerbiński & Anna Ewert</p> <p>Assessing early literacy in a multilingual context: Ukrainian and Polish adaptations of the Multilanguage Assessment Battery of Early Literacy (MABEL)</p>	<p>Irene Guzmán Alcón</p> <p>Multilingual Writing in Primary Education: The Influence of Language Programmes and Home Language</p>	<p>Alicia Cipria & Erin O'Rourke</p> <p>Discourse in action: Tracking change in the emerging Linguistic Landscape of a Spanish-speaking minority community</p>
11.00-11.30	<p>Anna K. Woźniczka & Aneta Figlarska</p> <p>Strengthening the connection between homes and schools: Practical Icelandic course for parents of children with multicultural backgrounds</p>	<p>Heike Wiese, Fatih Özcan & Marius Keller</p> <p>How can pupils' experiences inform multilingual policies in education? A report from a focus group study in Berlin</p>	<p>Ivana Brač & Matea Birtić</p> <p>The role of verb's valency tools in mastering L2 (and more): from e-Glava to Verbion</p>

11.30-12.00	Barbara Hofer Multilingual classroom practice and assessment	Eirini Akavalou Multilingual Study Mentoring in Greek in Primary School: A Linguistic Ethnographic Study	Laura Castañe Bassa Language Policies and Ideologies in a Catalan Primary School: Impact on Learning Environments and Language Practices
12.00-12.30	Olatz Lucas & Ane Lamarka Integrating Academic Literacy in Science Education: Teachers' Beliefs, Practices, and Responsibilities in Multilingual Contexts	Anahit Galstyan Facing Historical Trauma in Literature (on Elif Shafak's Novel "The Bastard of Istanbul")	Karin Vogt Aligning multilingual language teaching and assessment
12.30-13.30	Lunch break Campus Café		
13.30-14.30	Keynote: Zhu Hua Promise and priorities of intercultural research Conference Hall		
Session chair	Adriana Biedroń	Anastasia Sorokina	Susan Price
Room name	Conference Hall	Sala de Grados	Aula tercer ciclo Geografía e Historia
14.30-15.00	Rachele Antonini & Alice Galli Inclusive Practices Through Collaboration: Evaluating Children's and Parents' Perspectives on plurilingualism in the NEW ABC project	Emmanuelle Richez & Vincent Raynauld Engaging Latino Voters: The Role of Language in Targeting during Elections	Mary Jo Lubrano Exploring Instructors' Perceptions of 21st-Century College Language Learning
15.00-15.30	Berrak Pinar Uluer Multilingual High School Students in English Classrooms: A Case Study of Language Attitudes and Practices	Marta Kaliska Multicultural dimensions of environmental education: a multimodal analysis of teaching activities in Romance language textbooks	Roberto Arias-Hermoso, Ainara Imaz Agirre & Eneritz Garro Larrañaga Revisiting multiliteracies: a cross-sectional study of multilingual writing in Basque, Spanish and English

15.30-16.00	Dorien Van De Mieroop, Kaat De Guedre & Melina De Dijn Misunderstandings in Belgian job interviews with candidates with migrant roots	Miłosz Marcjanik Dual Perspectives on EMI in Higher Education: Motivation, Challenges and Policy Implications	Monika Stapor Perspectives and Practices of Pedagogical Leaders in Norwegian Early Childhood Education and Care for Supporting Multilingual Children's Home Languages Use
16.00-16.30	Sabrina Alessandrini Support teachers in French as a foreign language classes in Italy. Communication and inclusion dynamics in the subject learning process	Santiago Betancor Falcón Learning from online minority language autodidacts: Self-study, cultural revitalisation and language activism	Nthatsi Bulane The Myth of English – from the British Empire to the contemporary universalism
16.30-17.00	Coffee break Back Patio		
16.30-17.30	Keynote: Ricardo Otheguy Translanguaging and linguistic competence in bilinguals Conference Hall		
17.30	Closing Conference Hall		
18.00	<i>A walking tour of the old town of Las Palmas</i>		

KEYNOTE SPEECHES

Elizabeth Lanza

Multiling, University of Oslo, NORWAY

Familyscapes: Family language policy meets linguistic landscapes

Bridging across sociolinguistic fields of study can reveal new insights, new methodologies and indeed contribute to theory-building. In this talk, I will discuss how family multilingualism, particularly the field of family language policy, can be enriched by engaging with linguistic landscape research and methodologies, and also how linguistic landscape studies can be enhanced by work on family language policy. Family language policy research and studies of linguistic landscapes currently address critical debates and understandings of the impact of the digital dimension on communication that can efface the distinction between public and private, as well as Southern understandings of family and language.

Ofelia García

City University in New York, USA

Family translanguaging policy and transliteracies

This presentation focuses on how a bilingual Latinx family in the US navigate their language and literacy practices to love and nurture each other in ways that bear little resemblance to how language and literacy are used in school. I focus on how translanguaging, and not simply the separate use of one language or the other, is the modus operandi of this family at home. Centering the practices of the bilingual children in the family, I show how they leverage their entire semiotic repertoire, including the linguistic, as well as other multiple modes to communicate. I also argue that the children's transliteracy practices advance their biliteracies, even when bilingual schooling is not available. I end with implications for the education of bilingual children.

Zhu Hua

University College London, UK

Promise and priorities of intercultural research

Why do we need intercultural research? Back in the 1990s, Martin and Nakayama identify the six imperatives which have historically shaped the field of intercultural research. These are: technology, demographic diversity, economic competitiveness, peace, self-awareness, and ethics. In this talk, I will reflect on the promise of these imperatives and new priorities that have emerged in today's ever-evolving social, cultural, and political

conditions. I argue that, now more than ever, understanding politics of cultural differences -- how cultural differences are polarised and talked into being -- should be a priority for scholars in intercultural research. We need to interrogate what culture does and how culture accentuates differences and boundaries between different groups. I will discuss the implications of this new priority for our workplace discourse and practices about culture.

Ricardo Otheguy
City University in New York, USA

Translanguaging and linguistic competence in bilinguals

This paper addresses the question of the mental representation of the grammatical units underlying the languaging of bilinguals. Considerations in anthropology, sociolinguistics, and psycholinguistics suggest that the default position remains the correct one: bilinguals, like monolinguals, possess a single grammatical capacity. There is no evidence for dual representation mirroring the social duality. A named language is a sociocultural invention that can be characterized by, but is not established or maintained on the basis of, grammatical features alone. Still, named languages are endowed with an indisputable ontology; their existence is real. They are objects of personal and social relevance, and of sustained political struggle. But in bilinguals, there is no evidence that the dual social ontology is matched by a dual biocognitive ontology. The most explicit arguments for a dual biocognitive representation have come from the behavior called code switching, incorrectly interpreted as grammar switching. The arguments for the psycholinguistic reality of grammar switching fail on both empirical and theoretical grounds. Utterances that are labeled as non-occurring or ungrammatical switches do occur. And the research project rests circularly on the assumption of its conclusions, first labeling forms as belonging to one or the other named languages and then using this pre-labeling to argue for duality of grammatical representation. Code switching is not grammar switching, but the socially conditioned perception of duality regarding the products of what, until evidence to the contrary appears, should be regarded as a unitary grammar.



Multilingualism is one of the most intensely investigated areas of applied linguistics today because of academic interest in globalisation and multilingual work environments. The ubiquity of multilingualism in private and public interaction is unprecedented worldwide. Multilingualism has become key to communicating effectively and functioning professionally in a global society.

Journal of Multilingual Theories and Practices is a peer-reviewed international journal that showcases diverse perspectives and methodologies in the research of multilingualism. Studies published in the journal are motivated theoretically, focused on significant issues, rigorous in both methods and argumentation. Manuscripts based on both theoretical and empirical investigations are welcome. Diligent peer review process ensures that each issue meets expectations for state-of-the-art, original research that furthers understanding of its subject.

Journal of Multilingual Theories and Practices serves a global readership and features investigations conducted by scholars who work in diverse contexts around the world. Regular features include: articles, special issues, and book reviews. The journal is published twice per year. Submissions are accepted in English.

Call for Papers

The editor invites manuscripts from diverse research and language communities to provide rich insights into the phenomena of bi- and multilingualism. The disciplinary spectrum may include linguistics, applied linguistics, psychology, neuroscience, sociology, and education. Topics of interest include early bi-/tri-/multilingualism, bi-/multilingual language development, education, competencies, literacy, identity, communities, work environments, later-learned additional languages, language maintenance and attrition. For more information, email the editor: p.romanowski@uw.edu.pl

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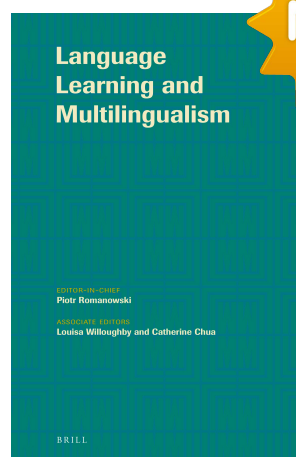
NEW SERIES at Brill***Language Learning and Multilingualism*****Editor-in-Chief***Piotr Romanowski, University of Warsaw, Poland***Associate Editors***Louisa Willoughby, Monash University, Australia**Catherine Chua, University of Calgary, Canada*

Multilingualism is a complex phenomenon that can be studied from different perspectives in disciplines such as linguistics, psycholinguistics, sociolinguistics and education. The investigation of its manifold forms and language learning is an important field of research in applied linguistics. As multilingualism and linguistic diversity are perceived as increasingly advantageous globally, official policies emerge that aim to implement and increase demands for language learning and linguistic diversity.

Language Learning and Multilingualism is a series that puts consideration of learners' multilingual experiences, identities and competencies at the heart of studies of language education. The series takes an expansive view of language education and explores language learning across a range of formal and informal learning contexts. The series provides the latest study on language learning and multilingualism, and it is intended for academics, researchers, practitioners to present high-quality, original and state-of-the-art research describing theoretical and empirical aspects contributing to the advancement of our understanding of multilingualism and language education. As part of a commitment to broadening the horizons of the field, it particularly welcomes studies focused on lesser-taught languages, marginalised communities and/or emerging from the Global South.

Language Learning and Multilingualism is a peer-reviewed series that provides a comprehensive survey of multilingualism and language education policy for a global audience. The series is an ideal resource for advanced undergraduates and postgraduate students, and researchers of multilingualism.

The editors of ***Language Learning and Multilingualism*** encourage submissions of high quality monographs and edited volumes from a variety of theoretical and methodological perspectives that speak to these overarching aims.

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NOTES