

The REM-Study

Rethinking Receptive Multilingualism in Young Adolescent Language Users

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Due to sociological, political and educational reasons, multilingualism has gained increasing attention in the European context (Marx 2011, 467f). Subsequently, forms of multilingual communication have been researched in more detail, such as receptive multilingualism. So far, researchers have investigated receptive multilingualism and claimed its positive effects on language learning (e.g. Jessner 2006; Marx 2011; Möller 2011; Bahtina, ten Thije, and Wijnen 2013; Berthele and Wittlin 2013; Vanhove 2016; Morkötter 2016). However, these researchers either focussed on a specific target group or they exclusively used qualitative research approaches. Hence, young adolescent language learners as the main target audience for receptive multilingualism studies clearly need further observation: The REM-study filled this research gap.

The study's main aim is to shed light on Germanic intercomprehension with a focus on reading strategies and hypothesised grammar skills (cf. Morkötter 2016, 28ff.) of young adolescent learners from the German speaking countries Austria, Germany and Switzerland (180 participants, aged 12-14), who were recruited via the MeVoL-project (for further information visit www.mevol.eu). The study examines the following research questions:

- 1) Does heightened use of successful reading strategies lead to a higher success in comprehending Dutch?
- 2) Do pupils with more foreign language skills (e.g. French pupils) perform better in hypothesised grammar and translation exercises?

The REM-study uses quantitative (pencil-paper tests based on Marx 2011) and qualitative (think aloud protocols) approaches to answer these research questions. As such a study has not been carried within the described context, multilingual education will benefit from the project's results.

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