

Ulrike Jessner Publications

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Google Scholar Citations Ulrike Jessner

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Zitationsindexe	Alle	Seit 2019
Zitate	9723	3577
h-index	35	27
i10-index	65	48

Editorial and Reviewer activities Journals

Founding editor of *International Journal of Multilingualism*
(with Jasone Cenoz, University of the Basque Country, San Sebastian)
(Multilingual Matters, UK; 2004-2012; from April 2008 Routledge, UK)
<http://www.tandf.co.uk/1479-0718>

Member of editorial board
International Journal of Multilingualism
(Routledge, UK; since 2012)

Member of advisory board
European Journal of Applied Linguistics
(Mouton, BRD; since 2013)

Member of editorial board
Theory and Practice of Second Language Acquisition
(University of Silesia Press; since 2015)

Member of editorial board
Journal of Home Language
(open access; New Zealand; since 2016)

Member of editorial board
Frontiers in Psychology: Educational Psychology
 (open access; since 2018)

Member of editorial board
Journal of Multilingual Theories and Practices
 (since 2019)

Member of editorial board
Linguagem & Ensino
<https://periodicos.ufpel.edu.br/ojs2/index.php/rle/index>
 (since 2019)

Member of editorial board
 book series: *Language Learning and Multilingualism*
 (eds. Romanowski et al.)
 (since 2020)
<https://brill.com/page/llm>

Member of editorial board
Hungarian Journal of Applied Linguistics
 (since 2021)

Book series

Founding editor of book series since 2008
Trends in Applied Linguistics
 (with Claire Kramsch, University of Southern California, Berkeley)
 (Mouton de Gruyter; 2008 - 2018)
<https://www.degruyter.com/view/serial/TAL-B?contents=toc-59654>

Volume 1: *Language talent and brain activity* (eds. Dogil/Reiterer), 2009

Volume 2: *English as Lingua Franca in Higher Education: A Longitudinal Study of Classroom Discourse* (Smit), 2010

- Volume 3: *The Multiple Realities of Multilingualism: Personal Narratives and Researchers' Perspectives* (eds. Cenoz/Todeva), 2009
- Volume 4: *Identity in (inter)action: Introducing Multimodal (Inter)action Analysis* (Norris), 2011
- Volume 5: *Learning Chinese: Linguistic, Sociocultural, and Narrative Perspectives* (Duff/Ilnyckyj/ Wang/ Yates/ Anderson/VanGaya), 2013
- Volume 6: *L2 Writing Development: Multiple Perspectives* (ed. Manchón), 2012
- Volume 7: *Talk as therapy: Psychotherapy in a Linguistic Perspective* (Pawelczyk), 2011
- Volume 8: *Blending Spaces: Mediating and Assessing Intercultural Competence in the L2 Classroom* (Witte), 2014.
- Volume 9: *Research in Chinese as a Second Language* (ed. Kecskes), 2013.
- Volume 10: *Social Dynamics in Second Language* (eds. Levis/ Moyer), 2013.
- Volume 11: *Texts, Images, and Interactions: A Reader in Multimodality* (eds. Norris/Maier), 2014
- Volume 12: *Multilingualism and Very Young Learners: An Analysis of Pragmatic Awareness and Language Attitudes* (Portolés Falomir), 2015
- Volume 13: *On the Dynamics of Early Multilingualism: A Psycholinguistic Study* (Hofer), 2015
- Volume 14: *Any Questions? Identity Construction in Academic Conference Discussions* (Konzett), 2012
- Volume 15: *Everyday Languageing: Collaborative Research on the Language Use of Children and Youth* (eds. Madsen/ Karrebæk/ Møller), 2015
- Volume 16: *The Multilingual Challenge: Cross-Disciplinary Perspectives* (eds. Jessner/ Kramersch), 2015
- Volume 17: *Cognitive Perspectives on Bilingualism* (eds. Reif/ Robinson), 2016
- Volume 19: *Cognitive Individual Differences in Second Language Acquisition: Theories, Assessment and Pedagogy* (eds. Wen/ Sparks/ Biedroń/ Teng)
- Volume 20: *Collaborative Research in Language Education: Reciprocal Benefits and Challenges* (eds. Erickson/ Bardel/ Little)
- Volume 21: *Language Policy and Planning for the Modern Olympic Games* (Zhang)
- Volume 22: *Teaching and Learning (Im)Politeness* (eds. Pizziconi/ Locher), 2015
- Volume 23: *Technology for Medical Language Assessment: Transdisciplinary Perspectives* (eds. Johnson/ Tweedie/ Kiani)
- Volume 24: *English as a Lingua Franca: Perspectives and Prospects: Contributions in Honour of Barbara Seidlhofer* (eds. Pitzl/ Osimk-Teasdale), 2016

Volume 25: *The Plurilingual TESOL Teacher: The Hidden Language Lives of TESOL Teachers and Why They Matter* (Ellis), 2016

Volume 26: *Native and Non-Native Teachers in English Language Classrooms: Professional Challenges and Teacher Education* (Martinez Agudo)

Volume 27: *Recent Perspectives on Task-Based Language Learning and Teaching* (ed. Garcia Mayo), 2020

Volume 28: *New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education* (eds. Walker/ Chang/ Nagami/ Bourguignon)

Volume 29: *Second Language Teaching and Learning through Virtual Exchange* (Hilliker)

Volume 30: *Working Collaboratively in Second/Foreign Language Learning* (García Mayo)

Volume 31: *The Changing Face of the “Native Speaker”*: Perspectives from Multilingualism and Globalization (eds. Nikolay Slavkov, Sílvia Melo-Pfeifer and Nadja Kerschhofer-Puhalo), Nov 2021 (ebook) <https://doi.org/10.1515/9781501512353>

Volume 32: *Innovative Approaches in Teaching English Writing to Chinese Speakers* (eds. Reynolds/ Teng)

Volume 33: *The Many Faces of Multilingualism: Language Status, Learning and Use Across Contexts* (eds. Romanowski/ Guardado)

Volume 34: *Applying Linguistics in Health Research, Education and Policy. Bench to Bedside and Back Again*. Eds. Brett A. Diaz and Robert W. Schrauf

Volume 35: *Language Policies in Higher Education: Promoting Multilingualism to Support Internationalization* (eds. F. Guimarães)

Volume 36: *Board Games in the CLIL Classroom: New Trends in Content and Language Integrated Learning* (eds. Alexiou/ Karasimos)

Member of editorial board

Tertiärsprachen und Mehrsprachigkeit

(Stauffenburg, BRD; since 2001)

Member of editorial board

Mehrsprachigkeit und multiples Sprachenlernen/Multilingualism and Multiple Language Acquisition and Learning

(Schneider Verlag, Hohengehren; since 2006)

Member of editorial board

Education and Multilingualism

(http://education.portaleditions.com/quienessomosColeccion3_en.php)

(since 2010)

Encyclopedia

Editorial and advisory board

Routledge Encyclopedia of Second Language Acquisition

Peter Robinson (ed.)

(2009-12)

Reviewer for

Publishing Houses

(book manuscripts; book chapters; proposals for books and journals)

- Cambridge University Press
- Edinburgh University Press
- Kluwer
- Springer
- Multilingual Matters
- Mouton de Gruyter
- Benjamins
- Lang
- Routledge

Author and editor

Books

Die Ontogenese von geschlechtsbedingten Sprachmerkmalen. Innsbruck: Innsbrucker Beiträge zur Kulturwissenschaft (Anglistische Reihe: Band 6), 1991.

Language Acquisition and Syntactic Structure. Ed. Philip Herdina, Ulrike Jessner und Manfred Kienpointner. Innsbrucker Kulturbeiträge (Band 98), 1996.

Semantics of Silences in Linguistics and Literature. Ed. Gudrun M. Grabher und Ulrike Jessner. Heidelberg: Universitätsverlag C. Winter, 1996.

English in Europe: The Acquisition of a Third Language. Ed. Jasone Cenoz und Ulrike Jessner. Clevedon: Multilingual Matters, 2000.

Cross-linguistic Influence in Third Language Acquisition. Ed. Jasone Cenoz, Britta Hufeisen und Ulrike Jessner. Clevedon: Multilingual Matters, 2001.

Looking Beyond Second Language Acquisition: Studies in Tri- and Multilingualism. Ed. Jasone Cenoz, Britta Hufeisen und Ulrike Jessner. Tübingen: Stauffenburg, 2001.

Herdina, Philip und Ulrike Jessner. *A Dynamic Model of Multilingualism: Perspectives of Change in Psycholinguistics*. Clevedon: Multilingual Matters, 2002.

The Multilingual Lexicon. Ed. Jasone Cenoz, Britta Hufeisen und Ulrike Jessner. Dordrecht: Kluwer, 2003.

Linguistic Awareness in Multilinguals: English as a third language. Edinburgh: Edinburgh University Press, 2006.
(Liechtensteinpreis 2007)

The Multilingual Challenge: Cross-disciplinary Perspectives. Ed. Ulrike Jessner und Claire Kramersch. Berlin, New York: Mouton de Gruyter, 2015.

Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning. Eds. Gessica de Angelis, Marijana Kresic and Ulrike Jessner. London: Bloomsbury, 2015.

International Research on Multilingualism: Breaking with the Monolingual Perspective. Eds. Eva Vetter and Ulrike Jessner. Berlin: Springer, 2019.

Handbook

Cambridge Handbook of Childhood Multilingualism. Eds. Anat Stavans and Ulrike Jessner. Cambridge: Cambridge University Press. 2022. <https://doi.org/10.1017/9781108669771>

Special issue of journals

Trilingualism – Tertiary Languages – German in a multilingual world (2000). Ed. Jasone Cenoz, Britta Hufeisen und Ulrike Jessner. Sonderausgabe der elektronischen *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 5:1.

[<http://www.ualberta.ca/~german/ejournal/ejournal.htm>]

Third Language Acquisition in the School Context (2001). Ed. Jasone Cenoz, Britta Hufeisen und Ulrike Jessner. Sonderausgabe der Zeitschrift *International Journal of Bilingualism and Bilingual Education* 4:1.

Gehirn und Sprache. Psycho- und neurolinguistische Ansätze. Brain and language. Lexical and neurobiological perspectives (2003). Ed. Rita Franceschini, Britta Hufeisen, Ulrike Jessner und Georges Lüdi. Sondernummer des *Bulletin VALS/ASLA* 78: 4.

Handbook entries

Jessner, Ulrike and Jasone Cenoz (2007) Teaching English as a third language. Ed. Jim Cummins und Chris Davison. *The Kluwer Handbook on English Language Teaching*. New York: Springer, 155-167.

(2008) Multicompetence approaches to language proficiency development in multilingual education. Ed. J. Cummins & N. Hornberger, N. *Encyclopedia of Language and Education*, Vol 5.: Bilingual Programs. New York: Springer, 91-103.

(2008) Language Awareness in multilinguals: Theoretical trends. Ed. Cenoz, J & Hornberger, N. (2008) *Encyclopedia of Language and Education*, Vol 6.: Knowledge about Language. New York: Springer, 357-369.

Hufeisen, Britta and Ulrike Jessner (2009) Learning and teaching multiple languages. Ed. Gerd Antos und Karlfried Knapp. *The Handbook of Applied Linguistics*. Vol. 5.: Foreign language learning and communication (eds. K. Knapp und B. Seidlhofer). Berlin: Mouton de Gruyter, 109-137.

Jasone Cenoz und Ulrike Jessner (2009) The study of multilingualism in educational contexts. in L. Aronin and B. Hufeisen (eds.) *The Development of Research on Multilingualism*. Amsterdam: Benjamins, 121-138.

- (2013) The dynamics of multilingualism. In *The Encyclopedia of Applied Linguistics*: (ed. Carol Chappelle). New York: Wiley-Blackwell.
- (2013) Teaching a third language. In *The Encyclopedia of Applied Linguistics*: Vol. (eds. Carol Chappelle). New York: Wiley-Blackwell.
- (2013) The complexity of multilingualism. In *The Encyclopedia of Applied Linguistics*: (ed. Carol Chappelle). New York: Wiley-Blackwell.
- (2013) Learning a third language. In *Routledge Encyclopedia of Language Teaching and Learning* (ed. Michael Byram & Adelheid Hu). London: Routledge.
- (2015) Multilingualism. In *International Encyclopedia of the Social and Behavioral Sciences*. (ed. J. Wright). Oxford: Elsevier.
- (2016) Language Awareness in multilinguals: Theoretical trends. Ed. Cenoz, J & Gorter, D. (2008) *Encyclopedia of Language and Education*, Vol 6.: Knowledge about Language. New York: Springer, pp. 357-370.
- (2017) Multicompetence approaches to language proficiency development in multilingual education. Ed. O. Garcia & A. Lin. *Encyclopedia of Language and Education*, Vol 5.: Bilingual Programs. New York: Springer, pp. 161-173.
- (2018) Language awareness in multilingual learning and teaching (257-274). Ed. Garrett, Peter & Josep Cots. *Routledge Handbook of Language Awareness*. London: Routledge.
- (2019) Metalinguistic awareness and multilingual development (221-232). Ed. Jeroen Darquennes, Joe Salmons and Wim Vandenbussche. *Language Contact: An International Handbook*. New York: Mouton.
- (2019) Jessner, Ulrike and Jasone Cenoz. Teaching English as a third language (1-18). In: Gao X. (ed) *Second Handbook of English Language Teaching*. Springer International Handbooks of Education. Cham: Springer.
- Jessner, U. and E. Allgäuer-Hackl, E. (2019). Codeswitching. In *Handbuch Mehrsprachigkeits- und Mehrkulturalitätsdidaktik* (37-41). Eds. C. Fäcke und F. Meissner. Tübingen: Narr.
- Jessner, U. and E. Allgäuer-Hackl, E. (2020). Eine dynamisch-systemtheoretische Sichtweise auf mehrsprachige Entwicklung und Mehrsprachigkeit (81-85). In Gogolin, Ingrid, Hansen Antje, McMonagle Sarah und Dominique Rauch (eds) *Handbuch für Mehrsprachigkeit und Bildung*. Berlin: Springer.

Stavans, A. and U. Jessner (2022) Multilingualism is NOT bilingualism + 1: An Introduction. In Stavans, A. and U. Jessner (eds) *Cambridge Handbook of Childhood Multilingualism*. Cambridge: Cambridge University Press, 1-12.

Hofer, B. and U. Jessner (2022) Metalinguistic awareness and early multilingual learning. In Stavans, A. and U. Jessner (eds) *Cambridge Handbook of Childhood Multilingualism*. Cambridge: Cambridge University Press, 163-189. <https://doi.org/10.1017/9781108669771>

Jessner, U. (2023). Third language acquisition from a Complexity Dynamic Systems Theory approach. In Cabrelli, J., Chaouch-Orozco, A., Gonzalez Alonso, J., Pereira Soares, S. & Rothman, J. (Eds.), *Cambridge Handbook of Third Language Acquisition* (pp. 64-95). Cambridge University Press, 64-95.

Book chapters

Jessner, Ulrike, und Carol Spöttl. "Are you thinking what I'm thinking? Yes, I think, I am." How dynamic can static verbs be? *Proceedings of the Fourth International NELLE-Conference 1994*. Ed. Sue Sebbage und Tim Sebbage. Hamburg: T+S Team, 1994: 31-33.

How beneficial is bilingualism? Cognitive aspects of bilingual proficiency. *Linguistics with a Human Face*. Festschrift für Norman Denison zum 70. Geburtstag. Ed. Karl Sornig, Dieter Halwachs, Christine Penzinger, und Georg Ambrosch. Graz, 1995 (Grazer Linguistische Monographien 10), 173-182.

Zur Dynamik von Multilingualismus und Multikulturalismus. *Sprache und kulturelle Bildung*. Ed. Josef Huber, Martina Huber-Kriegler und Dagmar Heindler. Graz: Bundesministerium für Unterricht und Kunst, 1995, 66-74.

Developments in Second Language Acquisition Research: Issues and Perspectives. *Language Acquisition and Syntactic Structure*. Ed. Philip Herdina, Ulrike Jessner und Manfred Kienpointner. Innsbruck: Innsbrucker Kulturbeiträge (Band 98), 1996, 15-34.

Jessner, Ulrike, und Philip Herdina. Interaktionsphänomene in multilingualen Menschen: Erklärungsmöglichkeiten durch einen systemtheoretischen Ansatz. *Sprachökologie und Ökolinquistik*. Ed. Alwin Fill. Tübingen: Stauffenburg, 1996, 217-230.

Female empathy: linguistic implications of a 'restricted code'? *Semantics of Silences in Linguistics and Literature*. Ed. Gudrun M. Grabher und Ulrike Jessner. Heidelberg: Universitätsverlag C. Winter, 1996, 89-98.

La transferencia en la adquisición de la segunda lengua. *La Competencia pragmática: elementos lingüísticos y psicosociales*. Ed. Jasone Cenoz und Jose Valencia. Leioa: Universidad del País Vasco, 1996, 141-153.

Interlenguaje: presente, pasado y futuro. *Competencia pragmática: elementos lingüísticos y psicosociales*. Ed. Jasone Cenoz und Jose Valencia. Leioa: Universidad del País Vasco, 1996, 117-125.

Herdina, Philip, und Ulrike Jessner. Dynamisierung des Fremdspracherwerbs durch Mehrsprachigkeit. *Fremdsprachendidaktik und Übersetzungswissenschaft*. Beiträge zum 1. VERBAL-Workshop 1994. Ed. Martin Stegu und Rudolf de Cillia. Frankfurt: Lang, 1997, 45-61.

Towards a dynamic view of multilingualism. *Language choices: conditions, constraints and consequences*. Ed. Martin Pütz. Amsterdam: Benjamins, 1997, 17-30.

Spöttl, Carol, und Ulrike Jessner. Crosslinguistic influence: an issue to be addressed or ignored in multiple choice testing. *IATEFL Testing Newsletter*, October 1997: 4.

Bilingualismus und Drittspracherwerb: Dynamische Aspekte des Multilingualismus auf individueller Ebene. *Tertiärsprachen. Theorien, Methoden, Modelle*. Ed. Britta Hufeisen und Beate Lindemann. Tübingen: Stauffenburg, 1997, 149-158.

(translated into Bulgarian; published 2001 in *Foreign Language Teaching* 1: 3-10)

Herdina, Philip, and Ulrike Jessner. Language maintenance in multilinguals. A psycholinguistic perspective. *New Sounds 97: Proceedings of the Third International Symposium on the Acquisition of Second Language Speech* (pp.135-143). Ed. Jonathan Leather and Allan James. Klagenfurt: University of Klagenfurt, 1998.

Herdina, Philip, und Ulrike Jessner. Perspektiven der Spracherwerbsforschung. *Sprachen in Europa. Sprachsituation und Sprachpolitik in europäischen Ländern* (477-489). Eds. Ohnheiser Ingeborg, Kienpointner Manfred und Helmut Kalb. Innsbruck: Innsbrucker Beiträge zur Kulturwissenschaft, 1999.

Metalinguistisches Denken beim Drittsprachegebrauch: Bilingualismus ist kein doppelter Monolingualismus. *Aktuelle Beiträge im Fremdspracherwerb. Österreichische Beiträge* (73-84). Ed. James Allan. Wien: Präsenz, 2000.

Herdina, Philip, und Ulrike Jessner. The dynamics of third language acquisition. *English in Europe. The acquisition of a third language* (84-98). Ed. Cenoz Jasone und Ulrike Jessner. Clevedon: Multilingual Matters, 2000.

Cenoz, Jasone und Ulrike Jessner. Expanding the scope. Sociolinguistic, psycholinguistic and educational aspects of learning English as a third language in Europe. *English in Europe. The acquisition of a third language* (248-260). Ed. Cenoz Jasone und Ulrike Jessner. Clevedon: Multilingual Matters, 2000.

Herdina, Philip und Ulrike Jessner. Multilingualism as an ecological system. The case for language maintenance. *ECONstructing Language, Nature and Society. The Ecolinguistic Project Revisited* (131-144). Ed. Bernhard Kettemann und Hermine Penz. Tübingen: Stauffenburg, 2000.

Drittspracherwerb: Implikationen für einen Sprachenunterricht der Zukunft. *Deutsch als Fremdsprache/Zweitsprache an der Schwelle zum 2. Jahrtausend: Konzepte – Zukunftsperspektiven – Potentiale* (54-64). Ed. Robert Saxer und Sonja Kuri. Innsbruck, Wien: Studienverlag, 2001.

(translated into Bulgarian; published 2001 in *Foreign Language Teaching* 3-4: 63-72)

A dynamic approach to language attrition in multilinguals. *Effects of the L2 on the L1* (pp. 234-247). Ed. Vivian Cook. Clevedon: Multilingual Matters, 2003.

Das multilinguale Selbst: Perspektiven der Veränderung. *Mehrsprachigkeit und Identitätsentwicklung* (pp. 25-37). Ed. Ines de Florio-Hansen und Adelheid Hu. Tübingen: Stauffenburg, 2003.

Cenoz, Jasone, Hufeisen, Britta und Ulrike Jessner (2003) Why investigate the multilingual lexicon? *The Multilingual Lexicon* (pp. 1-9). Ed. Jasone Cenoz, Britta Hufeisen und Ulrike Jessner. Dordrecht: Kluwer, 2003.

The nature of crosslinguistic interaction in multilingual systems. *The Multilingual Lexicon* (pp. 45-55). Ed. Jasone Cenoz, Britta Hufeisen und Ulrike Jessner. Dordrecht: Kluwer, 2003.

Die Rolle des metalinguistischen Bewusstseins in der Mehrsprachigkeitsforschung. Ed. Britta Hufeisen und Nicole Marx. *Beim Schwedischlernen sind Englisch und Deutsch ganz hilfreich. Untersuchungen zum multiplen Sprachenlernen* (pp. 17-32). Frankfurt am Main et al.: Peter Lang (forum Angewandte Linguistik, Band 44), 2004.

Expanding scopes and building bridges: Learning and teaching English as a third language. Ed. Claus Gnutzmann und Frauke Intemann. *The Globalisation of English and the English Language Classroom* (pp. 231-44). Tübingen: Narr, 2005.

Cenoz, J., & Jessner, U. (2009). The study of multilingualism in educational contexts. In L. Aronin & B. Hufeisen (Eds.), *The Exploration of multilingualism: Development of Research on L3, multilingualism and multiple language acquisition* (pp. 121–138). Amsterdam: John Benjamins.

Gessica de Angelis und Ulrike Jessner. Writing across languages in a bilingual context: A dynamic systems theory perspective. In R. Manchon (ed.) *L2 writing development: Multiple perspectives* (pp. 47-68). Berlin/New York: Mouton de Gruyter, 2012.

Allgäuer-Hackl, E., & Jessner, U. (2013). Mehrsprachigkeitsunterricht aus mehrsprachiger Sicht: Zur Förderung des metalinguistischen Bewusstseins. In E. Vetter (Ed.), *Professionalisierung für sprachliche Vielfalt* (pp. 111–148). Hohengehren: Schneider.

Allgäuer-Hackl, E., Jessner, U., & Oberhofer, K. (2013). Mehrsprachige Entwicklung - Was sagt die Forschung? In G. Gombos (Ed.), *Mehrsprachigkeit grenzüberschreitend. Modelle, Konzepte, Erfahrungen* (pp. 68–87). Klagenfurt/Celovec: Drava.

Allgäuer-Hackl, E., & Jessner, U. (2014). Und was sagt die Mehrsprachigkeitsforschung dazu? Neue Perspektiven in der Mehrsprachigkeitsforschung und deren Relevanz für Unterricht und LehrerInnenbildung. In: Wegner, Anke & Vetter, Eva (Hrsg): *Mehrsprachigkeit und Professionalisierung in pädagogischen Berufen. Interdisziplinäre Zugänge zu aktuellen Herausforderungen im Bildungsbereich*. Budrich Opladen/Berlin/Toronto, S. 125-145.

On Multilingual Awareness or Why the Multilingual Learner is a Specific Language Learner. In M. Pawlak & L. Aronin, (Eds.), *Essential Topics in Applied Linguistics and Multilingualism, Second Language Learning and Teaching* (pp.175-184), Wien, New York: Springer, 2014.

Aronin, L. and U. Jessner (2015) Understanding current multilingualism: What can the butterfly tell us? In *The Multilingual Challenge: Cross-disciplinary Perspectives* (271-291). Ed. Ulrike Jessner und Claire Kramsch. Berlin, New York: Mouton de Gruyter.

Jessner, U. & C. Kramersch (2015) Introduction: From advantages to challenges of multilingualism. In *The Multilingual Challenge: Cross-disciplinary Perspectives* (1-18). Ed. Ulrike Jessner und Claire Kramersch. Berlin, New York: Mouton de Gruyter.

Jessner, U., Megens, M. and S. Graus (2016) Crosslinguistic influence in Third Language Acquisition (193-214). In *Crosslinguistic Influence in Second Language Acquisition*. Ed. Alonso, R.. Clevedon: Multilingual Matters.

De Angelis, G., Jessner, U. & M. Kresic (2015) The complex nature of crosslinguistic influence in multilingual learning (1-11). In *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning*. Eds. Gessica de Angelis, Marijana Kresic and Ulrike Jessner. London: Bloomsbury, 2015.

De Angelis, G., Jessner, U. & M. Kresic (2015) Crosslinguistic influence and metalinguistic awareness research: New evidence and future challenges (253-257). In *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning*. Eds. Gessica de Angelis, Marijana Kresic and Ulrike Jessner. London: Bloomsbury, 2015.

Aronin, L. & U. Jessner (2016) Spacetimes of multilingualism (27-36). In Galajda, D., Zakrajewski, P., and M. Pawlak (eds) *Researching Second Language Learning and Teaching from a Psycholinguistic Perspective. Studies in Honour of Danuta Gabryś-Barker*. Berlin: Springer.

Jessner, U. & V. Török (2017) Strategies in multilingual learning: Opening new research avenues (pp. 192-211). In Navrascics, J. & S. Pfenninger (eds) *Implications for the Future: Perspectives from Applied Linguistics Today*. Bristol: Multilingual Matters.

Jessner, U. & E. Allgauer-Hackl (2015) Mehrsprachigkeit aus einer dynamisch-komplexen Sicht oder warum sind Mehrsprachige nicht einsprachig in mehrfacher Ausführung? (209-229) In Allgauer-Hackl, E., Brogan, K., Henning, U., Hufeisen, B. & J. Schlabach (eds) *MehrSprachen? – PlurCur! Berichte aus der Forschung und Praxis zu Gesamtsprachencurricula*. Hohengehren: Schneider.

Jessner, U., Unterthiner, D., Baur, S. and M. Megens (2018) Multilingual awareness in Tyrolean material culture or: why a tube toothpaste can split people's opinions (113-130). In Eds. L.

Aronin and Kiliańska-Przybyło, Grażyna (2017) *The Material Culture of Multilingualism..* Berlin: Springer.

Jessner, Ulrike und Mayr-Keiler, Kerstin (2018), „Die Rolle des Deutschen in einer Schule für alle. Über den Sprachgebrauch und die Akzeptanz des Deutschen von mono-, bi- und multilingualen Schüler_innen in Tirol“ (143-162). In: Dannerer, Monika und Mauser, Peter (Hrsg.): *Formen der Mehrsprachigkeit: Sprachen und Varietäten in sekundären und tertiären Bildungskontexten*. Tübingen: Stauffenburg Verlag,

Jessner, U. (2018) Metacognition in multilingual learning: A DMM perspective (31-47). In Åsta Haukås, C. Bjørke and M.Dypedahl (Eds.) *Metacognition in Language Learning and Teaching*. London: Routledge (OA).
<https://www.taylorfrancis.com/books/e/9781351049139>,

Hufeisen, B. and U. Jessner (2018) The psycholinguistics of multilingualism: Learning and teaching multiple languages (65-100). In Aronin, L. and D. Singleton (eds.) *Twelve Lectures of Multilingualism*. Bristol: Multilingual Matters.

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Allgäuer-Hackl & Jessner, U. (2019). Crosslinguistic interaction and multilingual awareness. In S. Montanari and S. Quay (eds.) *Multidisciplinary Perspectives on Multilingualism*. New York: Mouton de Gruyter, 325-349.

Jessner, U. und Malzer-Papp E. (2019) Mehrsprachigkeit in Tiroler Kindergärten. In: Herdina, P, Allgäuer-Hackl, E. und Malzer-Papp, E. (eds.) *Mehrsprachensensibel? Monolinguale Sprachenpolitik trifft auf mehrsprachige Praxis*. UnivPress, Innsbruck, 10-28.

Vetter, Eva & U. Jessner (2019) Introduction: Advances in the Study of Third Language Acquisition and Multilingualism (1-9). In E. Vetter & U. Jessner (eds) *Facets of Multilingualism Research: Breaking with the Monolingual Perspective*.

Jessner, U., Allgäuer-Hackl, E. and E. Malzer-Papp (2021) Paving a new way to literacy development in migrant children: A DMM perspective. In Esther Odilia Breuer, Eva Lindgren, Anat Stavans and Elke van Steendam (eds.) *Multilingual Literacy* (pp. 97-122). Bristol: Multilingual Matters.

Horvath, Lilla & U. Jessner (2020) Becoming multilingual in Hungary. In Batyi, S. (ed.) *Kétnyelvűség: magyar és nem magyar kontextus Tanulmányok Navracsecs Judit köszöntésére. Bilingualism: Hungarian and Non-Hungarian Context. Studies in Honor of Judit Navracsecs* (pp. 143-160). Veszprém: Pannon Egetem (University of Pannonia).

Jessner, U., Hofer, B. & Malzer-Papp, E. (2022; ebook) The multilingual native speaker. In N. Kerschhofer-Puhalo, S. Meilo-Pfeifer and N. Slakov (eds.) *The Changing Face of the Native Speaker*. Berlin, New York: Mouton, 47-70.

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