

Curriculum Vitae

Personal Data

Ulrike Jessner-Schmid



Education

- 2007 **Venia Docendi**
Leopold-Franzens Universität Innsbruck, Austria
English Studies
- 2006 **Habilitation**
Leopold-Franzens Universität Innsbruck, Austria
Habilitation: Linguistic awareness in multilinguals: English as a third language
(Edinburgh UP, 2006)
- 1985-1988 **Karl-Franzens-Universität Graz, Austria**
PhD (Doctor of Philosophy) in English and French Philology
Dissertation: "The development of gender related speech characteristics"
- 1978-1985 **Karl-Franzens-Universität Graz, Austria**
Master's Degree (Mag. phil.) and teaching certificate in English and French
Philology

Career History

- Since 09/2024 **Dynamic Model of Multilingualism Assessment (DMMA)**
Austrian Science Fund (FWF)
Funding €375 000
- 2017-2023 **MELA Project** (Government of South Tyrol)
Funding € 450.000
- 2016 - 2017 **SPIEL Project** (Tyrolean Federal Government)
Funding € 300 000
- since 09/2016 **Reporter** of FWF (language studies)
- 2013 – 2016 **LAILA-BICS – "Linguistic Awareness in Language Attriters – Bilinguals in Contexts"**
Autonomous Province of Bolzano
Funding € 294 000
- since 2015 **Full professorship** at the Pannonian University, Veszprém, Ungarn
(foundingmember of the doctoral School of Multilingualism)
- 03 – 05/2014 **Exhibition: Land.schafft.sprache** (Hofburg, Innsbruck)
- 27/03/2014 **Symposium: Multilingualism as Chance.Theory and Practice**
University of Innsbruck
connected with „land.schafft.sprache“
- 2014 **John von Neumann International Excellence Scholarship** (Hungary) for senior
foreign teachers-researchers in the convergence region
- 2013 - 2015 **MATEL Project**
Metalinguistic awareness tests in European Languages
Funding € 64 000 (plus € 4000 OOAD)

- 2012 -2013 **DYME-SEM Project**
University of Innsbruck / DYME Research Group
Head of the research project “DYME-SEM – SprachEntwicklungs-beobachtung
Mehrsprachig” (The Observation of Multilingual Development in Children)
- 2011 - 2016 **LAILA – Linguistic Awareness in Language Attriters**
Austrian Science Fund (FWF)
€ 217 000
- since 2010 **DYME – Dynamics of Multilingualism with English**
University of Innsbruck / Research Group
Founding Member and Head of the research group
- 2009 - 2010 **Consultant – EDU 2009-2011**
Spanish Ministry of Science and Technology
Project: “The assessment of multilingual competences in the school context”
- 2009 **MiVAS Project**
Quality control project: Evaluating students' multilingualism in Italian schools in
South Tyrol
- since 03/2009 **OECD – Delegation for Education**
Appointed member on March 1, 2009
- 2009 **University of Vienna**
Guest professorship – English Department – summer term
- 2008 **Research Focus Group - Multilingualism**
Head and coordinator of group at the Faculty of philology and cultural studies,
University of Innsbruck
- since 2006 **Associate Professor**
English Department, University of Innsbruck
- 1991 – 1999 **Assistant Professor**
English Department, University of Innsbruck
- 1986-1987 **Trainee English Department**
Karl-Franzens Universität Graz
- 1985-1986 **Probationary Teacher** Akademisches Gymnasium, Graz

Awards and Grants

2015	Arthur Haidl Award of the city of Innsbruck for scientific achievements
2014	John Neumann Scholarship Neumann János Nemzetközi Külföldi Tapasztalt Kutatói Ösztöndíjas - Hungary
2007	Liechtenstein Award For the book „ <i>Linguistic Awareness of Multilinguals: English as a Third Language</i> “
2003-2005	Charlotte Bühler Habilitationsstipendium FWF
1995	Research Grant OISE – University of Toronto
1992	Fulbright grant University of Southern California – San Diego

Memberships (Selection)

IAM - International Association of Multilingualism
Founding Member and President since 2009

AILA – International Association of Applied Linguistics
member of NEAL – European Network of the AILA
member of the AILA research network “Multilingual acquisition and use“

Eurosla - European Association of Second Language Acquisition
VERBAL - Verband für Angewandte Linguistik
(Austrian Association of Applied Linguistics)
co-opted board member

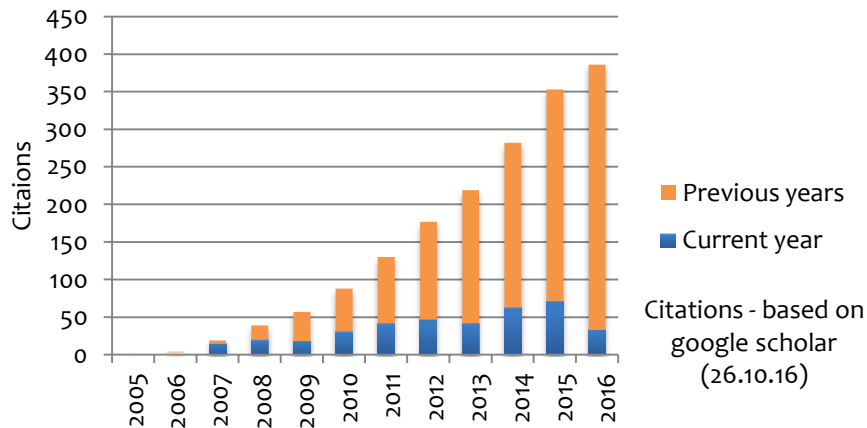
Editorial Activities (Selection)

Books: Author & Editorship

Jessner, Ulrike; Kramsch, Claire (eds.)(2015): *The Multilingual Challenge: Cross-disciplinary Perspectives*. Berlin – New York: Mouton de Gruyter.

De Angelis, Gessica; Jessner, Ulrike; Kresic, Marijana (eds.)(2015): *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning*. London: Bloomsbury Academic.

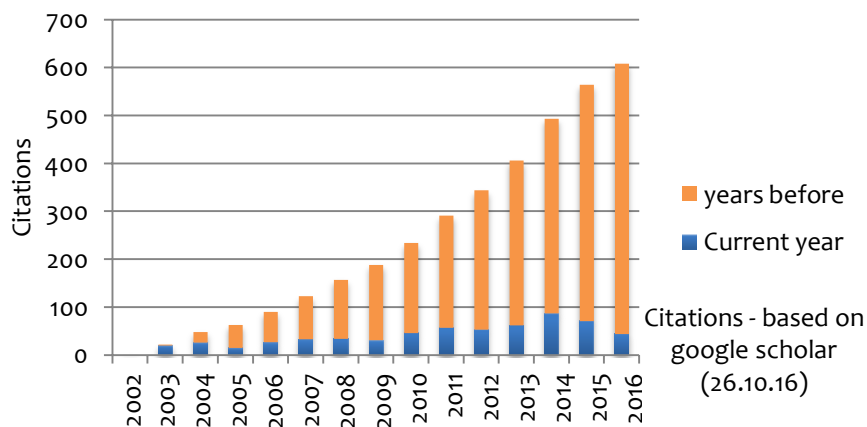
Jessner, Ulrike (2006): *Linguistic Awareness in Multilinguals: English as a Third Language*. Edinburgh: Edinburgh University Press.



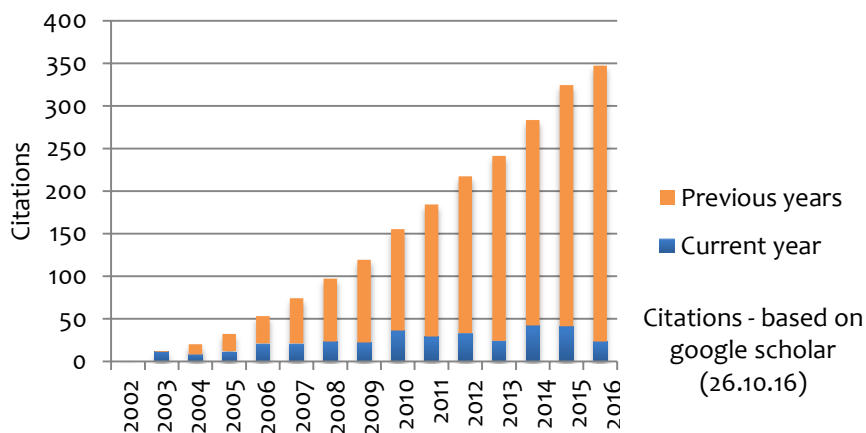
Cenoz, Jasone; Hufeisen, Britta; Jessner, Ulrike (eds.)(2003): *The Multilingual Lexicon*. Dordrecht/ Boston /London: Kluwer.

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

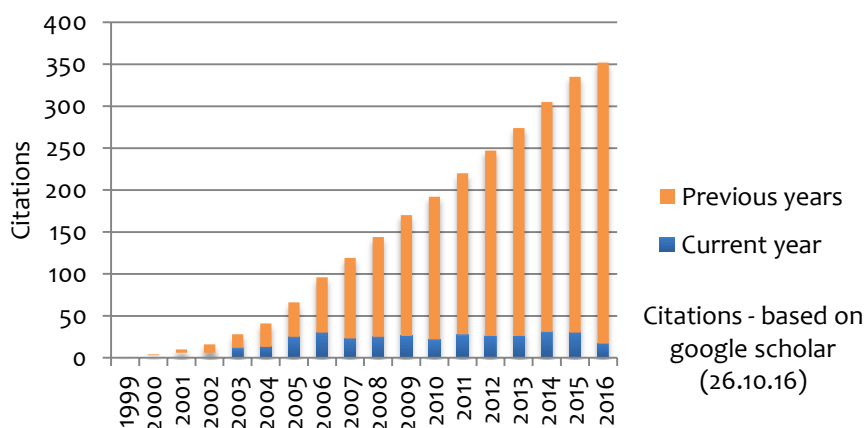
Cenoz, Jasone; Hufeisen, Britta; Jessner, Ulrike (eds.)(2001): *Looking Beyond Second Language Acquisition: Studies in Third language Acquisition and Trilingualism*. Tübingen: Stauffenburg.



Cenoz, Jasone; Hufeisen, Britta; Jessner, Ulrike (eds.)(2001): *Crosslinguistic Influence in Third Language Acquisition*. Clevedon: Multilingual Matters.



Cenoz, Jasone; Jessner, Ulrike (eds.)(2000): English in Europe: The acquisition of a third language. Clevedon: Multilingual Matters



Grabher, Gudrun; Jessner, Ulrike (eds.) (1996): Semantics of Silences in Linguistics and Literature. Heidelberg: Universitätsverlag Carl Winter.

Book Chapter (Original Paper)

Jessner, Ulrike and Valentina Török. (2017). Strategies in multilingual learning: Opening new research avenues. In: J. Navracscics and S. Pfenninger (eds). *Implications for the future: Applied Linguistics Perspectives*. Bristol: Multilingual Matters

Jessner, Ulrike; Megens, Manon; Graus, Stefanie (2016): Crosslinguistic Influence in Third Language Acquisition. In: Alonso, Rosa (Ed.) *Crosslinguistic Influence in Second Language Acquisition*. Clevedon: Multilingual Matters, pp. 193 – 214.

Aronin, Larissa; Jessner, Ulrike (2015): Understanding current multilingualism: What can the butterfly tell us? In: Jessner, Ulrike; Kramsch, Claire (eds.): *The Multilingual Challenge. Cross-disciplinary Perspectives*. Berlin/New York: De Gruyter Mouton (= Trends in Applied Linguistics, 16), pp. 271 - 292.

Jessner, Ulrike; Kramsch, Claire (2015): Introduction: From advantages to challenges of multilingualism. In: Jessner, Ulrike; Kramsch, Claire (eds.): *The Multilingual Challenge. Cross-disciplinary Perspectives. Trends in Applied Linguistics [TAL]: Vol. 16*. Boston: Mouton de Gruyter, pp. 1 – 18.

De Angelis, Gessica; Jessner, Ulrike; Kresic, Marijana (2015): Crosslinguistic influence and metalinguistic awareness research: New evidence and future challenges. In: De Angelis, Gessica; Jessner, Ulrike; Kresic, Marijana (eds.): *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning*. London: Bloomsbury Academic, pp. 253 - 257.

De Angelis, Gessica; Jessner, Ulrike; Kresic, Marijana (2015): The complex nature of crosslinguistic influence in multilingual learning. In: De Angelis, Gessica; JESSNER, Ulrike; Kresic, Marijana (eds.): Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning. London: Bloomsbury Academic, pp. 1 - 11.

Jessner, Ulrike; Allgäuer-Hackl, Elisabeth (2015): Mehrsprachigkeit aus einer dynamisch-komplexen Sicht oder warum sind Mehrsprachige nicht einsprachig in mehrfacher Ausführung? In: Allgäuer-Hackl, E.; Brogan, K.; Henning, U.; Hufeisen, B.; Schlabach, J.(eds.): MehrSprachen? - PlurCur! Berichte aus der Forschung und Praxis zu Gesamtsprachencurricula. Baltmannsweiler: Schneider Verlag Hohengehren (= Mehrsprachigkeit und multiples Sprachenlernen, 11), pp. 209 - 229.

Jessner, Ulrike (2014): On Multilingual Awareness or Why the Multilingual Learner is a Specific Language Learner. In: Pawlak, Mirosław; Aronin, Larissa (eds.): Essential Topics in Applied Linguistics and Multilingualism. Studies in Honor of David Singleton. Wien [u.a.]: Springer (= Second Language Learning and Teaching), pp. 175 - 184.

Allgäuer-Hackl, Elisabeth; Jessner, Ulrike (2014): Und was sagt die Mehrsprachigkeitsforschung dazu? Neue Perspektiven in der Mehrsprachigkeitsforschung und deren Relevanz für Unterricht und LehrerInnenbildung. In: Wegner, Anke; Vetter, Eva (eds.): Mehrsprachigkeit und Professionalisierung in pädagogischen Berufen. Interdisziplinäre Zugänge zu aktuellen Herausforderungen im Bildungsbereich. Opladen u.a.: Verlag Barbara Budrich, pp. 125 - 145.

Allgäuer-Hackl, Elisabeth; Jessner, Ulrike (2013): Mehrsprachigkeitsunterricht aus mehrsprachiger Sicht: Zur Förderung des metalinguistischen Bewusstseins. In: Vetter, Eva (Ed.): Professionalisierung für sprachliche Vielfalt. Perspektiven für eine neue Lehrerbildung. Baltmannsweiler: Schneider Verlag Hohengehren (= Mehrsprachigkeit und multiples Sprachenlernen / Multilingualism and Multiple Language Acquisition and Learning, 9), pp. 111 - 148.

Allgäuer-Hackl, Elisabeth; Jessner, Ulrike; Oberhofer, Kathrin (2013): Mehrsprachige Entwicklung - Was sagt die Forschung? In: Gombos, Georg (Ed.): Mehrsprachigkeit grenzüberschreitend. Modelle, Konzepte, Erfahrungen. Klagenfurt: Drava / Meran: Edizioni Alpha Beta Verlag (= DravaDiskurs), pp. 68 - 87.

De Angelis, Gessica; Jessner, Ulrike (2012): Writing across languages in a bilingual context: A dynamic systems theory approach. In: Manchón, Rosa (Ed.): L2 Writing Development: Multiple Perspectives. Berlin/New York: De Gruyter Mouton (= Trends in Applied Linguistics, 6), pp. 47 - 68.

Cenoz, Jasone; Jessner, Ulrike (2009): The study of multilingualism in educational contexts. In: Aronin, Larissa; Hufeisen, Britta (eds.): The Development of Research on Multilingualism. Amsterdam: John Benjamins Publishing Company, pp. 121 - 138.

Jessner, Ulrike (2008): The dynamics of multilingual development. In: Vergaro, Carla (Ed.): Dynamics of language contact in the twenty first century. Perugia: Centro Linguistico di Ateneo dell'Università degli Studi di Perugia (= Sezione Ricerca, 2), pp. 49 - 65.

Cenoz, Jasone; Jessner, Ulrike (2007): Teaching English as a third language. In: Cummins, Jim; Davison, Chris (eds.): The Kluwer Handbook on English Language Teaching. New York: Springer, pp. 155 - 167.

Jessner, Ulrike (2005): Expanding scopes and building bridges: Learning and teaching English as a third language. In: Gnutzmann, Claus; Intemann, Frauke (eds.): The Globalisation of English and the English Language Classroom. Tübingen: Narr, pp. 231 - 244.

Jessner, Ulrike (2003): A dynamic approach to language attrition in multilingual systems. In: Cook, Vivian (Ed.): The Effects of the Second Language on the First. Clevedon: Multilingual Matters (= Second language acquisition, 3), pp. 234 - 247.

Jessner, Ulrike (2003): Das multilinguale Selbst: Perspektiven der Veränderung. In: DeFlorioHansen, Ines Hu Adelheid (eds.): Plurilingualität und Identität. Zur Selbst- und Fremdwahrnehmung mehrsprachiger Menschen. Tübingen: Stauffenburg (= Stauffenburg Linguistik), pp. 25 - 37.

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

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

Jessner, Ulrike (2001): Drittspracherwerb: Implikationen für einen Sprach-en-unterricht der Zukunft. In: Kuri, S.; Saxer, R. (eds.): *Deutsch an der Schwelle zum 21. Jahrhundert: Zukunftsorientierte Konzepte und Projekte*. Innsbruck/Wien/München/Bozen: StudienVerlag, pp. 54–64.

Herdina, Philip; Jessner, Ulrike (2000): Multilingualism as an ecological system. The case for language maintenance. In: Kettemann, B.; Penz, H.; Fill, A. (eds.): *ECONstructing Language, Nature and Society. The Ecolinguistic Project Revisited. Essays in Honour of Alwin Fill*. Tübingen: Stauffenburg, pp. 131 – 144.

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

Herdina, Philip; Jessner, Ulrike (2000): The dynamics of third language acquisition. In: Cenoz, Jasone; Jessner, Ulrike (eds.) (2000): *English in Europe: The acquisition of a third language*. Clevedon: Multilingual Matters, pp. 84 – 98.

Jessner, Ulrike (2000): Metalinguistisches Denken beim Drittsprachgebrauch. Bilingualismus ist kein zweifacher Monolingualismus. In: James, A. R. (Ed.): *Aktuelle Beiträge im Fremdspracherwerb. Österreichische Beiträge*. Wien: Präsens, pp. 73 – 84.

Journal Article (Original Paper)

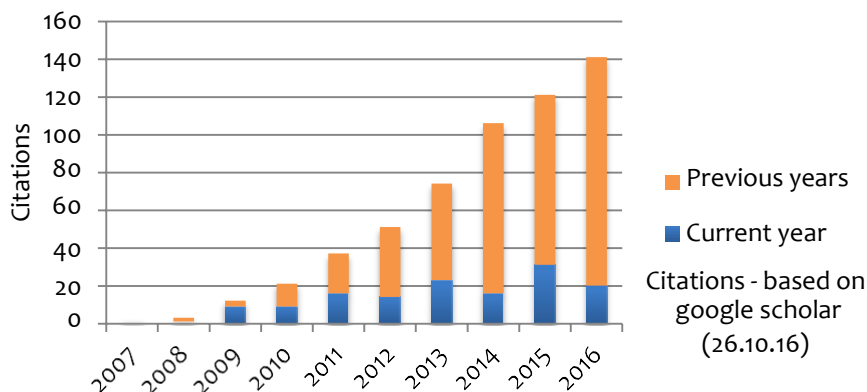
Török, Valentina and Ulrike Jessner. (2017). Multilingual awareness in L_n (foreign language) learners' strategies and processing. *Hungarian Journal of Applied Linguistics*. (in prep.)

Jessner, Ulrike; Hofer, Barbara; Pellegrini, Claudia; Pinto, Maria Antonietta (2015): The translation of the Italian metalinguistic ability tests TAM–2 and TAM–3 (Pinto, 1999) into the German MKT–2 (Jessner, Hofer, & Pinto 2015) and MKT–3 (Jessner, Pellegrini, Moroder, Hofer, & Pinto 2015). In: *Rivista di Psicolinguistica Applicata: Journal of Applied Psycholinguistics* 15/2, pp. 91 - 110.

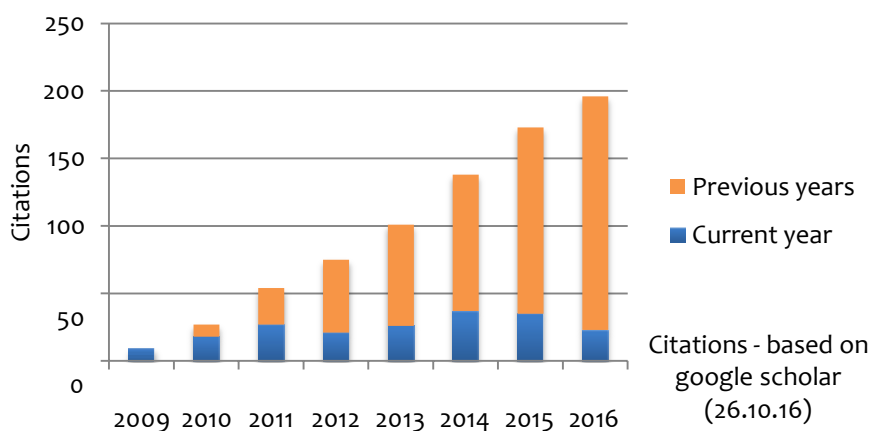
Jessner, Ulrike; Aronin, Larissa (2014): Methodology in Bi- and Multilingual Studies: From simplification to complexity. In: *AILA Review* 27/1, pp. 56 - 79.

Jessner, Ulrike; Herdina, Philip (2013): The implications of language attrition for dynamic systems theory: Next steps and consequences. In: *International Journal of Bilingualism* 17/6, pp. 752 - 756.

Jessner, Ulrike (2008): A DST Model of Multilingualism and the role of metalinguistic awareness. In: Modern Language Journal: devoted to research and discussion about the learning and teaching of foreign and second languages 92/2, pp. 270 - 284.



Jessner, Ulrike (2008): Teaching third languages: findings, trends and challenges. In: Language Teaching 41/1, pp. 15 - 56.

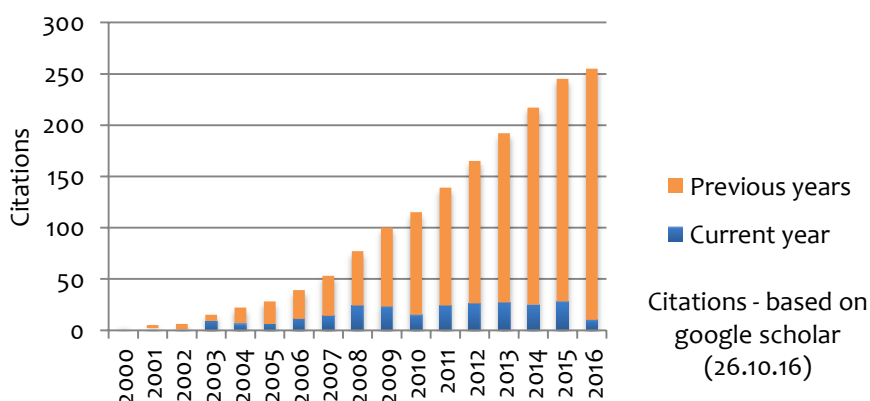


Jessner, Ulrike (2008): The role of metalinguistic knowledge in L2 and L3 development: a dynamic-systems-theory perspective. In: Modern Language Journal: devoted to research and discussion about the learning and teaching of foreign and second languages 92/2, pp. 270 - 283.

Jessner, Ulrike (2005): Multilingual Metalanguage, or the way bi- and multilinguals talk about their languages. In: Language Awareness 14/1, pp. 56 - 68.

Cenoz, Jasone; Hufeisen, Britta; Jessner, Ulrike (2001): Towards trilingual education. In: International Journal of Bilingual Education and Bilingualism, 4/1 (Special Issue: Third Language Acquisition in the School Context), pp. 1-10.

Jessner, Ulrike (1999): Metalinguistic awareness in multilinguals. Cognitive aspects of third language learning. In: Language Awareness, 8(3&4), pp. 201 - 209.



Handbook and Encyclopedia Entries

Jessner, Ulrike (2015): Multilingualism. In: J. Wright (Ed.), *International Encyclopedia of the Social and Behavioral Sciences*. Oxford: Elsevier.

Jessner, Ulrike (2015): Multicompetence approaches to language proficiency development in multilingual education. In: O. Garcia & A. Lin (eds.), *Encyclopedia of Language and Education*, Vol. 5. *Bilingual Programs*. New York: Springer.

Jessner, Ulrike (2015): Language Awareness in Multilinguals. Theoretical trends. In: J. Cenoz & D. Gorter (eds.), *Encyclopedia of Language and Education*, Vol. 6. *Knowledge about Language*. New York: Springer.

Jessner, Ulrike (2013): Complexity in Multilingual Systems. In: C. Chappelle (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken: Wiley-Blackwell Publishing, online.

Jessner, Ulrike (2012): Dynamics of multilingualism. In: C. Chappelle (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken: Wiley-Blackwell Publishing, online.

Jessner, Ulrike (2012): Teaching a third language. In: C. Chappelle (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken: Wiley-Blackwell Publishing, online.

Jessner, Ulrike (2012): Learning a Third Language. In: M. Byram & A. Hu (eds.), *Routledge Encyclopedia of Language Teaching and Learning*. 2nd Edition (pp. 724–728). London: Routledge.

Jessner, Ulrike & Hufeisen, Britta (2009): Learning and teaching multiple languages. In: K. Knapp & B. Seidlhofer (eds.), *Handbook of Foreign Language Communication and Learning (= Handbooks of Applied Linguistics, Vol. 6)* (pp. 109-137). Berlin/New York: De Gruyter Mouton.

Jessner, Ulrike (2008): Language Awareness in multilinguals. Theoretical trends. In: J. Cenoz & N. Hornberger (eds.), *Encyclopedia of Language and Education*, Vol. 6. *Knowledge about Language* (pp. 357–369). New York: Springer.

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

Cenoz, Jasone & Jessner, Ulrike (2007): Teaching English as a third language. In: J. Cummins & C. Davison (eds.), *Springer International Handbooks of Education*, Vol. 15. *International Handbook of English Language Teaching* (pp. 155–167). New York: Springer

Book Chapter (Editorial)

Jessner, Ulrike (2009): Preface. In: Todeva, Eva; Cenoz, Jasone: *The Multiple Realities of Multilingualism: Personal narratives and researchers*. *Trends in Applied Linguistics [TAL]*: Vol. 3. Berlin/New York: De Gruyter Mouton, pp. xi - xii.

Special Issues of Journals: Editorship

Franceschini, R., Hufeisen, B., Jessner, U. & Lüdi, G. (eds.) (2003). *Brain and language: Lexical and neurobiological perspectives*. *Bulletin VALS/ASLA*, 78(4).

Cenoz, J., Hufeisen, B. & Jessner, U. (eds.) (2001). *Third Language Acquisition in the School Context*. *The International Journal of Bilingual Education and Bilingualism*, 4(1).

Cenoz, J., Hufeisen, B. & Jessner, U. (eds.) (2000). *Trilingualism - Tertiary Languages - German in a multilingual world*. *Electronic Journal of Intercultural Teaching*, 5(1).

Series Editor: Trends in Applied Linguistics (with Claire Kramersch)

Ellis, Elizabeth (2016). The Plurilingual ESOL Teacher. Trends in Applied Linguistics [TAL]: Vol. 25. Boston: Mouton de Gruyter.

Pizziconi, B. & Locher, M. A. (eds.) (2015) Teaching and Learning (Im)Politeness. Trends in Applied Linguistics [TAL]: Vol. 22. Boston: Mouton de Gruyter.

Jessner, U. & Kramersch, C. (eds.) (2015) The Multilingual Challenge: Cross-Disciplinary Perspectives. Trends in Applied Linguistics [TAL]: Vol. 16. Boston: Mouton de Gruyter.

Madsen, L. M., Karrebæk, M. S. & Møller, J. S. (eds.) (2015) Everyday Linguaging: Collaborative Research on the Language Use of Children and Youth. Trends in Applied Linguistics [TAL]: Vol. 15. Boston: Mouton de Gruyter.

Hofer, B. (2015). On the Dynamics of Early Multilingualism: A Psycholinguistic Study. Trends in Applied Linguistics [TAL]: Vol. 13. Boston: Mouton de Gruyter.

Portolés Falomir, L. (2015). Multilingualism and Very Young Learners: An Analysis of Pragmatic Awareness and Language Attitudes. Trends in Applied Linguistics [TAL]: Vol. 12. Boston: Mouton de Gruyter.

Norris, S. & Maier, C. D. (eds.) (2014). Interactions, Images and Texts: A Reader in Multimodality. Trends in Applied Linguistics [TAL]: Vol. 11. Boston: Mouton de Gruyter.

Levis, J. M. & Moyer, A. (eds.) (2014). Social Dynamics in Second Language Accent. Trends in Applied Linguistics [TAL]: Vol. 10. Boston: Mouton de Gruyter.

Witte, A. (2014). Blending Spaces: The Interplay of Languages, Cultures and Minds in Second Language Learning. Trends in Applied Linguistics [TAL]: Vol. 8. Boston: Mouton de Gruyter.

Duff, P., Ilnyckyj, R., Wang, R., Yates, E., Anderson, T. & VanGaya, E. (2013). Learning Chinese: Linguistic, sociocultural, and narrative perspectives. Trends in Applied Linguistics [TAL]: Vol. 5. Boston: De Gruyter Mouton.

Kecskes, I. (Ed.) (2013). Research in Chinese as a Second Language. Trends in Applied Linguistics [TAL]: Vol. 9. Boston: Mouton de Gruyter.

Konzett, C. (2012). Any questions?: Identity construction in academic conference discussions. Trends in Applied Linguistics [TAL]: Vol. 14. Boston: De Gruyter Mouton.

Manchón, R. M. (Ed.) (2012). L2 Writing Development: Multiple perspectives. Trends in Applied Linguistics [TAL]: Vol. 6. Berlin/New York: Mouton de Gruyter.

Pawelczyk, J. (2011). Talk as therapy: Psychotherapy in a linguistic perspective. Trends in Applied Linguistics [TAL]: Vol. 7. Boston: De Gruyter Mouton.

Norris, S. (2011). Identity in (Inter)action: Introducing multimodal (inter)action analysis. Trends in Applied Linguistics [TAL]: Vol. 4. Berlin/New York: De Gruyter Mouton.

Smit, U. (2010). English as a lingua franca in higher education: A longitudinal study of classroom discourse. Trends in Applied Linguistics [TAL]: Vol. 2. Berlin/New York: De Gruyter Mouton.

Todeva, E., & Cenoz, J. (eds.) (2009). The multiple realities of multilingualism: Personal narratives and researchers' perspectives. Trends in Applied Linguistics [TAL]: Vol. 3. Berlin/New York: De Gruyter Mouton.

Dogil, G., & Reiterer, S. M. (eds.) (2009). Language Talent and Brain Activity. Trends in Applied Linguistics [TAL]: Vol. 1. Berlin: Walter de Gruyter.