

Summary

The university coursebook *A Psycholinguistic look at the English and Russian lexical acquisition in the context of plurilingualism* presents a theoretical framework of the foreign languages acquisition in various contexts and gives practical implications for the English and Russian lexical acquisition in a plurilingual environment. Its aim is to help both students of English Language and Literature and Russian Language and Literature understand better the processes of multiple language acquisition, as well as individual factors that might directly or indirectly influence the success in foreign language learning. The coursebook is also aimed at other professional audience who are interested in the nature of the English and Russian language acquisition.

The first chapter deals with crucial terminology related to foreign and second language learning and acquisition in the Croatian, English and Russian context. It also discusses foreign language learning both in Croatia and Europe, with a special focus on learning English and Russian as foreign languages in the Croatian education system.

The second chapter focuses on a psycholinguistic aspect of foreign language acquisition, that is cross-linguistic influences. The terms like interlanguage, cross-linguistic influences and language transfer (positive and negative) are explained.

The third chapter is based on teaching lexis in foreign language classroom and cross-lexical influences. The cross-linguistic interactions as a rather recent term are being discussed, and some studies in the field of English and Russian cross-lexical interactions are given. The focus is also on multilingual mental lexicon, as well as definitions and types of cognates.

The fourth chapter describes individual factors such as metalinguistic awareness/cross-linguistic awareness, language aptitude, psychotypology, language proficiency, recency, order of learning languages, exposure to languages and formal context in language acquisition that may condition the appearance of cross-lexical interactions.

The fifth chapter explains the processes of bilingualism and multilingualism/plurilingualism. Some studies of plurilingualism are presented in Croatian and world contexts.

The sixth chapter is devoted to methodological approach in examining lexis in the context of plurilingualism. Methods like devotiation method, categorization method, lexical decision method, think-aloud verbal protocols, translation method and method of composition writing are described.

The seventh chapter shows some features in the English and Russian language acquisition, having in mind several language levels: phonetic and phonological, morphological and syntactic, and lexical. The role of Croatian as learners' first language is also discussed from the point of view of formal learning of English and Russian.

The eighth chapter consists of the studies in English and Russian language acquisition, giving theoretical and practical glottodidactical implications for the teaching of English, Russian and other Slavic as foreign languages to Croatian students.

After the concluding remarks at the end of the eighth chapter there is a Croatian – English – Russian terminological dictionary of SLA and glottodidactics. The terms are not additionally explained because most of them are given in the text, accompanied by Croatian, English and Russian authors. Some other terms, which the readers are familiar with, are not given in the text, but they can serve as a helping tool in translating the terms from Croatian into English and Russian.