

Literatura

- Accent (2017). Types of French Immersion Programs in Alberta, Canada. Pristupljeno 3. 1. 2024. https://accentalberta.ca/images/organismes/2017-06-06-13-37TypesProgrammesImmersion_en.pdf
- Ahukanna, J. G. W., Lund, N. J. i Gentile, R. J. (1981). Inter- and intralingual interference effects in learning a third language. *Modern Language Journal*, 65, 281-287.
- Albin, A. i Gershkoff-Stowe, L. (2016). Rapid word learning in trilingual children: One spurt or three? U: D. Stinger, J. Garrett, B. Halloran i S. Mossmanet (ur.), *Proceedings of the 13th Generative Approaches to Second Language Acquisition Conference* (str. 14-30). Cascadilla.
- Alcón, E. (2007). Linguistic unity and cultural diversity in Europe: Implications for research on English language and learning. U: E. Alcón i M. P. Safont (ur.), *Intercultural language use and language learning* (str. 23-40). Springer.
- Alisaari, J., Heikkola, L. M., Commins, N. i Acquah, E. O. (2019). Monolingual ideologies confronting multilingual realities. Finnish teachers' beliefs about linguistic diversity. *Teaching and teacher education*, 80, 48-58.
- Alladi, S., Bak, T. H., Mekala, S., Rajan, A., Chaudhuri, J. R., Mioshi, E., Krovvidi, R., Surampudi, B., Duggirala, V. i Kaul, S. (2016). Impact of bilingualism on cognitive outcome after stroke. *Stroke*, 47(1), 258-261.
- Allgäuer-Hackl, E. i Jessner, U. (2013). Mehrsprachigkeitsunterricht aus mehrsprachiger Sicht. Zur Förderung des metalinguistischen Bewusstseins 1 Einleitung. *Professionalisierung für sprachliche Vielfalt: Perspektiven für eine neue Lehrerbildung*, 111.
- Al Maseed, K. (2016). Judicious use of L1 in L2 Arabic speaking practice sessions. *Foreign Language Annals*, 49, 716-728.
- Alonso, R. (2011). The translation of motion events from Spanish into English: A cross-linguistic perspective. *Perspectives. Studies in Translatology*, 19(4), 353-366. <https://doi.org/10.1080/0907676x.2011.607238>
- Amengual, M. (2024). Phonetics of Early Bilingualism. *Annual Review of Linguistics*, 10, 191-210.
- Athanasopoulos, P. (2011). Cognitive restructuring in bilingualism. U: A. Pavlenko (ur.), *Thinking and Speaking in Two Languages* (str. 29-65). Multilingual Matters.
- Anderson, J. (2022). The translanguaging practices of expert Indian teachers of English and their learners. *Journal of Multilingual and Multicultural Development*, 1-19. <https://doi.org/10.1080/01434632.2022.2045300>
- Anderson, J. A. E., Chung-Fat-Yim, A., Bellana, B., Luk, G. i Bialystok, E. (2018). Language and cognitive control networks in bilinguals and monolinguals. *Neuropsychologica*, 117, 352-363.
- Angelovska, T. (2017). Evidence from spoken and written data by L1 Russian speakers. U: T. Angelovska i A. Hahn (ur.), *L3 syntactic transfer: Models, new developments and implications* (str. 195-222). John Benjamins Publishing Company.
- Angelovska, T. i Hahn, A. (ur.). (2017). *L3 syntactic transfer: Models, new developments and implications* (Vol. 5). John Benjamins Publishing Company.

- Antoniou, M. (2019). The advantages of bilingualism. *Annual Review of Linguistics*, 5, 395-415.
- Antoniou, M., Liang, E., Ettlinger, M. i Wong, P. (2015). The bilingual advantage in phonetic learning. *Bilingualism: Language and Cognition*, 18, 283-295.
- Antoniou, K., Veenstra, A., Kissine, M. i Katsos, N. (2020). How does childhood bilingualism and bi-dialectalism affect the interpretation and processing of pragmatic meanings? *Bilingualism, Language and Cognition*, 23, 186-203. <https://doi.org/10.1017/S1366728918001189>
- Armon-Lotem, S., de Jong, J. i Meir, N. (ur.). (2015). *Assessing multilingual children: Disentangling bilingualism from language impairment*. Multilingual matters.
- Arnaus Gil, L., Müller, N., Sette, N. i Hüppop, M. (2021). Active bi- and trilingualism and its influencing factors. *International Multilingual Research Journal*, 15(1), 1-22, <https://doi.org/10.1080/19313152.2020.1753964>
- Arnaus Gil, L., Müller, N., Hüppop, M., Poeste, E. S. M., Sivakumar, N. S. A., Espinosa, M. T. i Zimmermann, K. S. (2019). *Frühkindlicher Trilinguismus. Französisch, Spanisch, Deutsch*. Narr.
- Arocena, M. E. (2017). *Multilingual Education: Teacher's beliefs and language use in the classroom*. Doktorski rad. Donostia San Sebastián: University of the Basque Country.
- Aronin, L. (2006). Dominant language constellations: An approach to multilingualism studies. U: M. Ó Laoire (ur.), *Multilingualism in Educational Settings* (str.140-159). Schneider Publications.
- Aronin, L. (2012). Material culture of multilingualism and affectivity. *Studies in Second Language Learning and Teaching*, 2(2), 179-191.
- Aronin, L. (2015). Current multilingualism and new developments in multilingual research. U: M. P. Safont Jorda i L. Portolés Falomir (ur.), *Learning and Using Multiple Languages: Current Findings from Research on Multilingualism* (str. 1-27). Cambridge Scholars Publishers.
- Aronin, L. (2016). Multicompetence and Dominant language constellation. U: V. Cook i L. Wei (ur.), *The Cambridge Handbook of linguistic multicompetence* (str. 142-163). Cambridge University Press.
- Aronin, L. (2019a). What is multilingualism? U: D. Singleton i L. Aronin (ur.), *Twelve lectures on multilingualism* (str. 3-34). Multilingual Matters.
- Aronin, L. (2019b). Dominant language constellation as a method of research. U: E. Vetter i U. Jessner (ur.), *International research on multilingualism: Breaking with the monolingual perspective* (str. 13-26). Springer.
- Aronin, L. (2020). Dominant language constellation as an approach for studying multilingual practices. U: J. Lo Bianco i L. Aronin (ur.), *Dominant language constellations: A new perspective on multilingualism* (str. 19-33). Springer.
- Aronin, L. (2022). *An advanced guide to multilingualism*. Edinburgh University Press.
- Aronin, L. i Hufeisen, B. (ur.). (2009). *The exploration of multilingualism*. John Benjamins.
- Aronin, L. i Jessner, U. (2014). Methodology in bi- and multilingual studies: From simplification to complexity. *AILA review*, 27(1), 56-79.

- Aronin, L. i Melo-Pfeifer, S. (ur.) (2023). *Language Awareness and Identity*. Springer Nature.
- Aronin, L. i Moccozet, L. (2023). Dominant language constellations: Towards online computer-assisted modelling. *International Journal of Multilingualism*, 20(3), 1067-1087.
- Aronin, L. i Ó Laoire, M. (2004). Exploring multilingualism in cultural contexts: Towards a notion of multilinguality. U: C. Hoffman i J. Ytsma (ur.), *Trilingualism in family, school and community* (str. 11-29). Multilingual Matters.
- Aronin, L. i Ó Laoire, M. (2013). The material culture of multilingualism: Moving beyond the linguistic landscape. *International Journal of Multilingualism*, 10(3), 225-235.
- Aronin, L. i Singleton, D. (2008). Multilingualism as a New Linguistic Dispensation. *International Journal of Multilingualism*, 5(1), 1-16. <https://doi.org/10.2167/ijm072.0>
- Aronin, L. i Singleton, D. (2012). *Multilingualism*. John Benjamins Publishing.
- Auer, P. (2022). 'Translanguaging' or 'Doing Languages'? Multilingual practices and the notion of 'codes'. U: J. MacSwan (ur.), *Multilingual Perspectives on Translanguaging* (str. 126-53). Channel View. <https://doi.org/10.21832/9781800415690-007>
- Auer, P. i Wei, L. (2007). Introduction: Multilingualism as a problem? Monolingualism as a problem? U: P. Auer i L. Wei (ur.), *Handbook of multilingualism and multilingual communication* (str. 1-12). Mouton de Gruyter.
- Bachman, L. F. (2014). Ongoing challenges in language assessment. U: A. J. Kunnan (Ed.), *The companion to language assessment*, (vol. 3, 1. izd., str. 1586 -1603). Wiley.
- Baetens Beardsmore, H. (1986). *Bilingualism: Basic principles*. Multilingual Matters.
- Bak, T. (2016). The impact of bilingualism on cognitive aging and dementia: Finding a path through a forest of confounding variables. *Linguistic Approaches to Bilingualism*, 6, 205-226. <https://doi.org/10.1075/lab.15002.bak>
- Bak, T. H. i Alladi, S. (2014). Can being bilingual affect the onset of dementia?. *Future Neurology*, 9(2), 101-103.
- Bak, T. H., Nissan, J. J., Allerhand, M. M. i Deary, I. J. (2014). Does bilingualism influence cognitive aging?. *Annals of Neurology*, 75(6), 959-963.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*. (5. izd.). Multilingual matters.
- Baker, C. i Hornberger, N. H. (ur.). (2001). *An introductory reader to the writings of Jim Cummins* (Vol. 29). Multilingual Matters.
- Baker, W. i Trofimovich, P. (2005). Interaction of native-and second-language vowel system(s) in early and late bilinguals. *Language and speech*, 48(1), 1-27.
- Bakhtin, M. M. (1981). *The Dialogic Imagination: Four Essays*. University of Texas Press.
- Ballinger, S., Lyster, R., Sterzuk, A. i Genesee, F. (2017). Context-appropriate crosslinguistic pedagogy: Considering the role of language status in immersion education. *Journal of Immersion and Content-Based Language Education*, 5(1), 30-57.
- Banda, F. (2020). Shifting and multi-layered dominant language constellations in dynamic multilingual contexts: African perspectives. U: J. Lo Bianco i L. Aronin (ur.), *Dominant language constellations: A new perspective on multilingualism* (str.75-93). Springer International Publishing.

- Bardel, C. i Falk, Y. (2007). The role of the second language in third language acquisition: The case of Germanic syntax. *Second Language Research* 23(4), 459-484. <https://doi.org/10.1177/0267658307080557>.
- Bardel, C. i Falk, Y. (2012). The L2 status factor and the declarative/procedural distinction. U: J. Cabrelli Amaro, S. Flynn i J. Rothman (ur.), *Third Language Acquisition in Adulthood* (str. 61-78). John Benjamins.
- Bardel, C. i Lindqvist, C. (2007). The role of proficiency and psychotypology in lexical cross-linguistic influence. A study of a multilingual learner of Italian L3. U: K. Hyltenstam (ur.), *Atti del VI Congresso Internazionale dell'Associazione Italiana di Linguistica Applicata* (str.123-145). Guerra Editore.
- Bardel, C. i Sánchez, L. (2017). The L2 status factor hypothesis revisited. U: T. Angelovska i A. Hahn (ur.), *L3 Syntactic Transfer: Models, New Developments and Implications* (str. 85-101). John Benjamins.
- Bardel, C. i Sánchez, L. (ur.). (2020). *Third language acquisition: Age, proficiency and multilingualism (Eurosla Studies 3)*. Language Science Press.
- Barnes, J. (2006). *Early trilingualism. A focus on questions*. Multilingual Matters.
- Barnes, J. (2011). The influence of child-directed speech in early trilingualism. *International Journal of Multilingualism*, 8(1), 42-62. <https://doi.org/10.1080/14790711003671861>
- Barron-Hauwaert, S. (2000). Issues surrounding trilingual families: Children with simultaneous exposure to three languages. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, 5(1), 1-13.
- Barros, S. Dome, L.M., Symons, C. i Ponzio, C. (2020). Challenging Monolingual Ways of Looking at Multilingualism: Insights for Curriculum Development in Teacher Preparation. *Journal of Language, Identity & Education*, 20(4), 239-254. <https://doi.org/10.1080/15348458.2020.1753196>
- Bartolotti, J. i Marian, V. (2012). Language learning and control in monolinguals and bilinguals. *Cognitive Science*, 36, 1129-1147.
- Bartolotti J. i Marian, V. (2017). Orthographic knowledge and lexical form influence vocabulary learning. *Applied Psycholinguistics*, 38, 427-456.
- Basnight-Brown, D. M. i Altarriba, J. (2007). Differences in semantic and translation priming across languages: The role of language direction and language dominance. *Memory & Cognition*, 35(5), 953-965. <https://doi.org/10.3758/BF03193468>
- Beacco, J. C. (2007). *From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe*. Council of Europe.
- Beacco, J. C., Byram, M., Cavalli, M., Coste, D., Cuenat, M. E., Goullier, F. i Panthier, J. (2016). *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Council of Europe.
- Benati, A. i Schwieter, J. W. (2017). Input processing and processing instruction: pedagogical and cognitive considerations for L3 acquisition. U: T. Angelovska i A. Hahn (ur.), *L3 Syntactic Transfer: Models, New Developments, and Implications* (str. 253-275). John Benjamins.

- Bergroth, M., Llompart-Esbert, J., Pepiot, N., Sierens, S., Dražnik, T. i Van Der Worp, K. (2023). Whose action research is it?: Promoting linguistically sensitive teacher education in Europe. *Educational Action Research*, 31(2), 265-284.
- Bernolet, S. (2008). *Lexical-syntactic representations in bilingual sentence production*. Doktorski rad. Ghent University. Pristupljeno 26. 5. 2023. https://www.researchgate.net/publication/277180416_Lexicalsyntactic_representations_in_bilingual_sentence_production
- Berkes, É. i Flynn, S. (2012). Multilingualism: New perspectives on syntactic development. U: W. C. Ritchie i T. K. Bhatia (ur.), *The handbook of bilingualism and multilingualism* (2. izd., str. 137-167). John Wiley & Sons.
- Berthel , R. (2008). Dialekt-Standard Situationen Als Embryonale Mehrsprachigkeit. Erkenntnisse Zum Interlingualen Potenzial des Provinzlerdaseins. *Sociolinguistica*, 22(1), 87-107. <https://doi.org/10.1515/9783484605299.87>
- Berthele, R. (2019). Policy recommendations for language learning: Linguists' contributions between scholarly debates and pseudoscience. *Journal of the European Second Language Association*, 3(1), 1-11. DOI: <https://doi.org/10.22599/jesla.50>
- Berthele, R. (2021a). Introduction: What's Special About Multilingualism?. *Language Learning*, 71(1), 5-11.
- Berthele, R. (2021b). "The Extraordinary Ordinary: Re-engineering Multilingualism as a Natural Category". *Language Learning*, 71(1) 80 -120. doi: 10.1111/lang.12407.
- Berthele, R. (2021c). Dispositions for language learning and social differences. U: R. Berthele i I. Udry (ur.), *Individual differences in early instructed language learning: The role of language aptitude, cognition, and motivation* (str. 105-124). Language Science Press. <https://doi:10.5281/zenodo.5464753>
- Berthele, R. (2023). "Not all social constructions are evil. A cognitive-linguistic attempt to save multilinguals' languages from de(con)struction." Izlaganje AcqVA Aurora u Troms u u Norveškoj. Pristupljeno 10. 2. 2023. https://www.youtube.com/watch?v=eBt_3ebdjLk
- Berthele, R. i Udry, I. (2019). Multilingual boost vs. cognitive abilities: Testing two theories of multilingual language learning in a primary school context. *International Journal of Multilingualism*. Advance online publication. <https://doi.org/101080/14790718.2019.1632315>
- Berthele, R. i Udry, I. (ur.). (2021). *Individual differences in early instructed language learning: The role of language aptitude, cognition, and motivation*. (EuroSLA Studies 5). Language Science Press. <https://doi:10.5281/zenodo.5378471>
- Bhatia, T. K. (2006). Introduction. U: T. K. Bhatia i W. C. Ritchie (ur.), *The handbook of bilingualism* (str. 5-6). John Wiley & Sons.
- Bhatia, T. K. i Ritchie, W. C. (2012). *The handbook of bilingualism and multilingualism*. Blackwell.
- Bia ecka, M., Wodniecka, Z., Muszy ska, K., Szpak, M. i Haman, E. (2024). Both L1 and L2 proficiency impact ToM reasoning in children aged 4 to 6. Painting a more nuanced picture of the relation between bilingualism and ToM. *Bilingualism: Language and Cognition*, 27(3), 400-418.

- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press.
- Bialystok, E. (2005). Consequences of bilingualism for cognitive development. U: J. F. Kroll i A. M. B. de Groot (ur.), *Handbook of Bilingualism. Psycholinguistic Approaches* (str. 417-432). Oxford.
- Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent. *Bilingualism: Language and Cognition*, 12, 3-11.
- Bialystok, E. (2011). Reshaping the Mind: The Benefits of Bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229-235.
- Bialystok, E. (2015). Bilingualism and the development of executive functions: The role of attention. *Child Development Perspective*, 9(2), 117-121.
- Bialystok, E. (2016). The signal and the noise: finding the pattern in human behavior. *Linguistic Approaches to Bilingualism*, 6, 517-534. <https://doi:10.1075/lab.15040.bia>
- Bialystok, E. (2017). The bilingual adaptation: How minds accommodate experience. *Psychological bulletin*, 143(3), 233-262. <https://doi: dx.doi.org/10.1037/bul0000099>
- Bialystok, E. i Craik, F. I. (2022). How does bilingualism modify cognitive function? Attention to the mechanism. *Psychonomic Bulletin & Review*, 29(4), 1246-1269.
- Bialystok, E. i Majumder, S. (1998). The relationship between bilingualism and the development of cognitive processes in problem solving. *Applied Psycholinguistics*, 19(1), 69-85.
- Bialystok, E. i Sullivan, M. D. (ur.). (2017). *Growing old with two languages: Effects of bilingualism on cognitive aging*. John Benjamins.
- Bialystok, E., Dey, A., Sullivan, M. D. i Sommers, M. (2020). Using the DRM paradigm to assess language processing in monolinguals and bilinguals. *Memory and Cognition*, 48, 870-883. <https://doi:10.3758/s13421-020-01016-6>
- Bialystok, E., Luk, G., Peets, K. F. i Yang, S. (2010). Receptive vocabulary differences in monolingual and bilingual children. *Bilingualism: Language and Cognition*, 13(4), 525-531.
- Bialystok, E., Abutalebi, J., Bak, T. H., Burke, D. M. i Kroll, J. F. (2016). Aging in two languages: Implications for public health. *Ageing Research Review*, 27, 56-60.
- Bice, K. i Kroll, J. F. (2019). English only? Monolinguals in linguistically diverse contexts have an edge in language learning. *Brain and language*, 196, 104644. <https://doi:10.1016/j.bandl.2019.104644>
- Birdsong, D. (2014). Dominance and age in bilingualism. *Applied Linguistics*, 35(4), 374-392.
- Björklund, S. i Mård-Miettinen, K. (2014). Established and emerging perspectives on immersion education. U: M. Bigelow i J. Enns-Kananen (ur.), *The Routledge handbook of educational linguistics* (str. 119-131). Routledge.
- Bleses, D., Makransky, G., Dale, P. S., Højen, A. i Ari, B. A. (2016). Early productive vocabulary predicts academic achievement 10 years later. *Applied Psycholinguistics*, 37(6), 1461-1476. <https://doi.org/10.1017/S0142716416000060>
- Blommaert, J. (2010). *The Sociolinguistics of Globalisation*. Cambridge University Press.

- Blommaert, J. (2016). From mobility to complexity in sociolinguistic theory and method. U: N. Coupland (ur.), *Sociolinguistics: Theoretical debates* (str. 242-260). Cambridge University Press.
- Bloomfield, L. (1933). *Language*. Allen & Unwin.
- Bosch, L. i Sebastián-Gallés, N. (2001). Evidence of early language discrimination abilities in infants from bilingual environments. *Infancy*, 2(1), 29-49. https://doi.org/10.1207/S15327078IN0201_3
- Bogulski, C. A., Bice, K. i Kroll, J. F. (2019). Bilingualism as a desirable difficulty: Advantages in word learning depend on regulation of the dominant language. *Bilingualism: Language and Cognition*, 22(5), 1052-1067. <https://doi.org/10.1017/S1366728918000858>
- Bohnacker, U., Lindgren, J. i Öztekin, B. (2016). Turkish- and German-speaking bilingual 4-to-6-years-olds living in Sweden: Effects of age, SES and home language input on vocabulary production. *Journal of Home Language Research*, 1, 17-41. <https://doi.org/10.16993/jhlr.26>
- Bonnet, A. i Siemund, P. (2018). Multilingualism and foreign language education. A synthesis of linguistic and educational findings. U: A. Bonnet i P. Siemund (ur.), *Foreign Language Education in Multilingual Classrooms* (str. 1-29). Benjamins.
- Bono, M. (2011). Crosslinguistic Interaction and Metalinguistic Awareness in Third Language Acquisition. U: G. De Angelis i J.-M. Dewaele (ur.), *New Trends in Crosslinguistic Influence and Multilingualism Research* (str. 25-52). Multilingual Matters.
- Borg, S. (2006). The impact of in-service teacher education on language teachers' beliefs. *System*, 29, 370-380.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380.
- Boroditsky, L. (2011). "How Languages Construct Time." U: S. Dehaene i E. Brannon (ur.), *Space, Time and Number in the Brain: Searching for the Foundations of Mathematical Thought* (str. 333-341). Academic Press.
- Bosch, L. i Sebastián-Gallés, N. (1997). Native-language recognition abilities in 4-month-old infants from monolingual and bilingual environments. *Cognition*, 65, 33-69. [https://doi.org/10.1016/S0010-0277\(97\)00040-1](https://doi.org/10.1016/S0010-0277(97)00040-1)
- Bouvy C. (2000). Toward the Construction of a Theory of Cross-Linguistic Transfer. U: J. Cenoz i U. Jessner (ur.), *English in Europe: The Acquisition of a Third Language* (str. 143-156). Multilingual Matters.
- Braun, M. (1937). Beobachtungen zur Frage der Mehrsprachigkeit. *Göttingische Gelehrte Anzeigen*, 4, 115-130.
- Braun, A. i Cline, T. (2010). Trilingual families in mainly monolingual societies: Working towards a typology. *International Journal of Multilingualism*, 7(2), 110-127.
- Braun, A. i Cline, T. (2014). *Language strategies for trilingual families. Parents' perspectives*. Multilingual Matters.
- Brinkmann, L. M. i Melo-Pfeifer, S. (2023). Linguistic Landscapes in Multilingual Pedagogies. International teachers' beliefs on the use of linguistic landscapes in the foreign language classroom. U: L. Eibensteiner, A. Kropp, J. Müller-Lancé i C. Schlaak (ur.),

- Neue Wege des Französischunterrichts: Linguistic Landscaping und Mehrsprachigkeitsdidaktik im digitalen Zeitalter* (str. 199-226). Narr Francke Attempto Verlag.
- Brito, N., Sebastián-Gallés, N. i Barr, R. (2015). Differences in language exposure and its effects on memory flexibility in monolingual, bilingual, and trilingual infants. *Bilingualism, Language and Cognition*, 18(4), 670-682. <https://doi.org/10.1017/S1366728914000789>.
- Brown, R. (1958). *Words and things*. Free Press.
- Burner, T. i Carlsen, C. (2022). Teacher qualifications, perceptions and practices concerning multilingualism at a school for newly arrived students in Norway. *International Journal of Multilingualism*, 19(1), 35-49. <https://doi.org/10.1080/14790718.2019.1631317>
- Burton, G. (2012). Cross-linguistic influence in non-native languages: explaining lexical transfer using language production models. *International Journal of Multilingualism*, 10(1), 46-59.
- Busch, B. (2022). Children's perception of their multilingualism. U: A. Stavans i U. Jessner (ur.), *The Cambridge Handbook of Child Multilingualism* (str. 395-427). Cambridge.
- Butler, Y. G. (2013). Bilingualism/multilingualism and second-language acquisition. U: T. K. Bhatia i W. C. Ritchie (ur.), *The handbook of bilingualism and multilingualism* (str. 109-136). John Wiley & Sons.
- Butler, Y. G. (2019). Assessment of young English learners in instructional settings. U: X. Gao (ur.), *Second handbook of English language teaching* (str. 477-496). Springer.
- Byers-Heinlein, K. (2013). Parental language mixing: Its measurement and the relation of mixed input to young bilingual children's vocabulary size. *Bilingualism: Language and Cognition*, 16(1), 32-48. <https://doi.org/10.1017/S1366728912000120>
- Byers-Heinlein, K., Schott, E., Gonzalez-Barrero, A. M., Dubé, D., Jardak, A., Laoun-Rubenstein, A., Mastroberardino, M., Morin-Lessard, E., Iliaei, S. P., Salama-Siroishka, N. i Tamayo, M. P. (2020). MAPLE: A multilingual approach to parent language estimates. *Bilingualism: Language and Cognition*, 23(5), 951-957. <https://doi.org/10.31234/osf.io/r2q3u>
- Bylund, E., Antfolk, J., Abrahamsson, N., Olstad, A. M. H., Norrman, G. i Lehtonen, M. (2023). Does bilingualism come with linguistic costs? A meta-analytic review of the bilingual lexical deficit. *Psychonomic Bulletin & Review*, 30, 897-913. <http://dx.doi.org/10.3758/s13423-022-02136-7>
- Cabrelli, J. i Pichan, C. (2021). Initial phonological transfer in L3 Brazilian Portuguese and Italian. *Linguistic Approaches to Bilingualism*, 11(2), 131-167. <https://doi.org/10.1075/lab.18048.cab>
- Cabrelli Amaro, J. i Wrembel, M. (2016). Investigating the acquisition of phonology in a third language – a state of the science and an outlook for the future. *International Journal of Multilingualism*, 13(4), 395-409.
- Cabrelli, J., Chaouch-Orozco, A., Alonso, J. G., Soares, S. M. P., Puig-Mayenco, E. i Rothman, J. (ur.). (2023). *The Cambridge handbook of third language acquisition*. Cambridge University Press.

- Calabria, M., Costa, A., Green, D. W. i Abutalebi, J. (2018). Neural basis of bilingual language control. *Annals of the New York Academy of Sciences*, 1426(1), 221-238.
- Camenzuli, R., Lundberg, A. i Gauci, P. (2023). Collective teachers' beliefs about multilingualism in Maltese primary education. *International Journal of Bilingual Education and Bilingualism*, 26(4), 379-394.
- Canagarajah, S. (2011a). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401-417. <https://doi.org/10.1111/j.1540-4781.2011.01207.x>
- Canagarajah, S. (2011b). Translanguaging in the Classroom: Emerging Issues for Research and Pedagogy. *Applied Linguistics Review*, 2, 1-28. <https://doi.org/10.1515/9783110239331.1>.
- Canagarajah, A. S. (2013). *Literacy as translanguaging practice*. Routledge.
- Candelier, M. (ur.). (2004). *Janua Linguarum - the gateway to languages. The introduction of language awareness into the curriculum: Awakening to languages*. Council of Europe.
- Candelier, M., Camilleri-Grima, A., Castellotti, V., de Pietro, J.-F., Lörincz, I., Meißner, F.-J., ... i Schröder-Sura, A. (2009). *A framework of reference for pluralistic approaches to languages and cultures*. ECML i Strasbourg: Council of Europe.
- Candelier, M. (2017). Awakening to languages and educational language policy. U: J. Cenoz, D. Gorter i S. May (ur.), *Language awareness and multilingualism* (str. 161-172). Springer.
- Candelier, M. (2023). La Didactique intégrée des langues au sein des approches plurielles des langues et des cultures. Faire percevoir sa spécificité par les enseignants. 10th International Conference of the Association EDiLiC, 28-30 lipnja 2023., Kopenhagen, Danska. <https://conferencemanager.events/edilic2023/download-zip?data=356904>
- Cantone, K. F. (2022). Language exposure in early bilingual and trilingual acquisition. *International Journal of Multilingualism*, 19(3), 402-417.
- Calafato, R. (2020). Language teacher multilingualism in Norway and Russia: Identity and beliefs. *European Journal of Education*, 55(4), 602-617.
- Carroll, S. E. (2017). Exposure and input in bilingual development. *Bilingualism: Language and Cognition*, 20(1), 3-16.
- Cavalli, M., Coste, D., Crişan, A. i van de Ven, P. (2009). Plurilingual and intercultural education as a project. Council of Europe. Pristupljeno 23. 2. 2023. <https://rm.coe.int/plurilingual-and-intercultural-education-as-a-project-this-text-has-be/16805a219f>
- Cenoz, J. (1997). The influence of bilingualism on multilingual acquisition: Some data from the Basque Country. U: *I Simposio Internacional sobre o Bilingüismo: Comunidades e individuos bilingües* (str. 278-287). Universidade de Vigo. Pristupljeno 2. 1. 2021. <http://webs.uvigo.es/ssl/actas1997/03/Cenoz.pdf>
- Cenoz, J. (2000). Research on multilingual acquisition. U: J. Cenoz i U. Jessner (ur.), *English in Europe: The Acquisition of a Third Language* (str. 39-53). Multilingual Matters.
- Cenoz, J. (2001). The effect of linguistic distance, L2 status and age on cross-linguistic influence in third language acquisition. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *Cross-linguistic influence in third language acquisition: Psycholinguistic perspectives* (str. 8-20). Multilingual Matters.

- Cenoz, J. (2003a). The additive effect of bilingualism on third language acquisition: A review. *International Journal of Bilingualism*, 7,1, 71-87.
- Cenoz, J. (2003b). The role of typology in the organization of the multilingual lexicon. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *The Multilingual Lexicon* (str. 103- 116). Kluwer.
- Cenoz, J. (2009). *Towards Multilingual Education. Basque Educational Research from an International Perspective*. Multilingual Matters.
- Cenoz, J. (2013a). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language Teaching*, 46, 71-86.
- Cenoz, J. (2013b). Defining multilingualism. *Annual Review of Applied Linguistics*, 33, 3-18.
- Cenoz, J. i Genesee, F. (ur.) (1998a). *Beyond Bilingualism: Multilingualism and Multilingual Education*. Multilingual Matters.
- Cenoz, J. i Genesee, F. (1998b). Psycholinguistic Perspective on multilingualism and multilingual education. U: J. Cenoz i F. Genesee (ur.), *Beyond Bilingualism: Multilingualism and Multilingual Education* (str. 16-32). Multilingual Matters.
- Cenoz, J. i Gorter, D. (2011). Focus on multilingualism. A study of trilingual writing. *The Modern Language Journal*, 95(3), 356-369.
- Cenoz, J. i Gorter, D. (2013). Towards a plurilingual approach in English language teaching: Softening the boundaries between languages. *TESOL Quarterly*, 47, 591-599.
- Cenoz, J. i Gorter, D. (2014). Focus on multilingualism as an approach in educational contexts. U: A. Creese i A. Blackledge (ur.), *Heteroglossia as practice and pedagogy* (str. 239-254). Springer.
- Cenoz, J. i Gorter, D. (2015). Towards a Holistic approach in the study of multilingual education. U: J. Cenoz i D. Gorter (ur.), *Multilingual Education: Between language learning and translanguaging* (str.1-15). Cambridge University Press.
- Cenoz, J. i Gorter, D. (2017). Minority languages and sustainable translanguaging: Threat or opportunity?. *Journal of Multilingual and Multicultural development*, 38(10), 901-912.
- Cenoz, J. i Gorter, D. (2019). Educational policy and multilingualism. U: D. Singleton i L. Aronin (ur.), *Twelve lectures on multilingualism* (str. 101-132). Multilingual Matters.
- Cenoz, J. i Gorter, D. (ur.). (2020). Pedagogical translanguaging: Navigating between languages at school and at the university, *System*, 92.
- Cenoz, J. i Gorter, D. (2020a). Teaching English through pedagogical translanguaging. *World Englishes*, 39(2), 300-311.
- Cenoz, J. i Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge University Press.
- Cenoz, J. i Gorter, D. (2022). Pedagogical translanguaging and its application to language classes. *RELC Journal*, 53(2), 342-354.
- Cenoz, J. i Gorter, D. (2023). *Multilingualism at school and multilingual education*. Elsevier.
- Cenoz, J. i Jessner, U. (ur.). (2000). *English in Europe. The acquisition of a third language*. Multilingual Matters.
- Cenoz, J. i Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools. *System*, 92, 102273. <https://doi.org/10.1016/j.system.2020.102273>
- Cenoz, J. i Valencia, J. (1994). Additive trilingualism: evidence from the Basque Country. *Applied Psycholinguistics*, 15, 197-209. <https://doi.org/10.1017/S0142716400005324>

- Cenoz, J., Hufeisen, B. i Jessner, U. (ur.). (2001). *Crosslinguistic influence in third language acquisition*. Multilingual matters.
- Cenoz, J., Hufeisen, B. i Jessner, U. (ur.). (2003). *The Multilingual Lexicon*. Kluwer Academic.
- Cenoz, J., Leonet, O. i Gorter, D. (2022). Developing cognate awareness through pedagogical translanguaging. *International Journal of Bilingual Education and Bilingualism*, 25(8), 2759-2773. <https://doi.org/10.1080/13670050.2021.1961675>
- Charalambous, P., Charalambous, C. i Zembylas, M. (2016). Troubling translanguaging: Language ideologies, superdiversity and interethnic conflict. *Applied Linguistics Review*, 7(3), 327-352.
- Charalambous, P., Charalambous, C. i Zembylas, M. (2019). Inarticulate voices: Translanguaging in an ecology of conflict. U: J. Jaspers i L. M. Madsen (ur.), *Critical perspectives on linguistic fixity and fluidity: Linguagised lives* (str. 167-191). Routledge.
- Chen, C., Houston, D. M. i Yu, C. (2021). Parent-child joint behaviors in novel object play create high-quality data for word learning. *Child Development*, 92, 1889-1905.
- Cheung, A. S. C., Matthews, S. i Tsang, W. L. (2011). Transfer from L3 German to L2 English in the Domain of Tense/Aspect. U: G. De Angelis i J-M. Dewaele (ur.), *New Trends in Crosslinguistic Influence and Multilingualism Research* (str. 53-73). Multilingual Matters.
- Chevalier, S. (2015). *Trilingual language acquisition: Contextual factors affecting active trilingualism*. John Benjamins.
- Chin, N. B.C. i Wigglesworth, G. (2007). *Bilingualism: An advanced resource book*. Taylor & Francis.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
- Choo, A. L., Smith, S., Pratt, A. i Leon Guerrero, S. (2023). Multilingualism and neurodevelopmental disorders. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2023.1267023>.
- Chung-Fat-Yim, A., Himel, C. i Bialystok, E. (2019). The impact of bilingualism on executive function in adolescents. *International Journal of Bilingualism*, 23(6), 1278-1290. <https://doi.org/10.1177/1367006918781059>.
- Chung-Fat-Yim, A., Poarch, G. J., Comishen, K. J. i Bialystok, E. (2021). Does language context impact the neural correlates of executive control in monolingual and multilingual young adults? *Brain and Language*, 222, 105011. <https://doi.org/10.1016/j.bandl.2021.105011>
- Chuang, Y.-Y., Bell, M. J., Banke, I. i Baayen, H. R. (2021). Bilingual and multilingual mental lexicon: A modeling study with Linear Discriminative Learning. *Language Learning*, 71(S1), 219-292. <https://doi.org/10.1111/lang.12435>
- Cindrić, I. (2024). Rano učenje stranih jezika u Hrvatskoj: Istraživanje trendova i provedbe u vrtićima od 2008./09. do 2022./23. *Strani jezici: časopis za primijenjenu lingvistiku*, 53(1), 23-45.
- Clyne, M. (2003). *Dynamics of Language Contact: English and Immigrant Languages*. Cambridge University Press.
- Coetzee Van Rooy, S. (2020). Viewing one type of Dominant Language Constellation of urban multilingual South Africans through the lens of a specific language repertoire

- survey instrument. U J. Lo Bianco i L. Aronin (ur.), *Dominant Language Constellations: A perspective on present-day multilingualism* (str. 139-165). Springer.
- Comanaru, R.-S. i Dewaele, J.-M. (2015). A bright future for interdisciplinary multilingualism research. *International Journal of Multilingualism*, 12(4), 404-418.
- Cook, S. R. i Dewaele, J.-M. (2022). 'The English language enables me to visit my pain'. Exploring experiences of using a later-learned language in the healing journey of survivors of sexuality persecution. *International Journal of Bilingualism*, 26(2), 125-139.
- Cook, V. (1992). Evidence for multicompetence. *Language Learning*, 42(4), 557-591.
- Cook, V. (1995). Multi-competence and the learning of many languages. *Language, Culture and Curriculum*, 8, 93-98.
- Cook, V. (1996). Competence and multi-competence. U: G. Brown, K. Malmkjaer i J. Williams (ur.), *Performance and Competence in Second Language Acquisition* (str. 57-69). Cambridge University Press.
- Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57(3), 402-423. <https://doi.org/10.3138/cmlr.57.3.402>
- Cook, V. (ur.). (2002). *Portraits of the L2 user*. Multilingual Matters.
- Cook, V. (2013). Multi-competence. U: C. A. Chapelle (ur.), *The encyclopedia of applied linguistics* (str. 3768-3774). Wiley-Blackwell.
- Collier, V. P. i Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2(1), 1-20.
- Corder, S. P. (1967). The Significance of Learner's Errors. *International Review of Applied Linguistics*, 5, 160-170.
- Costa, A. (2005). Lexical access in bilingual production. U: J. Kroll i A. de Groot (ur.), *The Handbook of Bilingualism: Psycholinguistic Approaches* (str. 308-325.) Oxford University Press.
- Costa, A., Santesteban, M. i Caño, A. (2005). On the facilitatory effects of cognate words in bilingual speech production. *Brain and Language*, 94, 94-103.
- Coste, D., Moore, D. i Zarate, G. (1997). *Compétence plurilingue et pluriculturelle*. Conseil de l'Europe.
- Coste, D., Moore, D. i Zarate, G. (2009). *Plurilingual and pluricultural competence*. Council of Europe.
- Côté, S. L., Gonzalez-Barrero, A. M. i Byers-Heinlein, K. (2022). Multilingual toddlers' vocabulary development in two languages: Comparing bilinguals and trilinguals. *Journal of Child Language*, 49(1), 114-130. <https://doi.org/10.1017/S030500092000077X>.
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562.
- Creese, A. i Blackledge, A. (2010). Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching. *The Modern Language Journal*, 94, 103-115. <https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Cruz-Ferreira, M. (2006). *Three is a crowd? Acquiring Portuguese in a trilingual environment*. Multilingual Matters.

- Csizer, K. i Lukács, G. (2010). The comparative analysis of motivation, attitudes and selves: The case of English and German in Hungary. *System* 38, 1-13.
- Cummins, J. (1976). The Influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses. *Working Papers on Bilingualism*, 9.
- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-36.
- Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. U: E. Bialystok (ur.), *Language processing in bilingual children* (str. 70-89). Cambridge University Press.
- Cummins, J. (1996/2001). Negotiating identities: Education for empowerment in a diverse society. *California Association for Bilingual Education*.
- Cummins, J. (2000). *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Multilingual matters.
- Cummins, J. (2008). Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education. U: N. H. Hornberger (ur.), *Encyclopedia of Language and Education* (str. 1528-1538). Springer. https://doi.org/10.1007/978-0-387-30424-3_116
- Cummins, J. (2009). Bilingual and immersion programs. U: M. H. Long i C. Doughty, C. (ur.), *The handbook of language teaching* (str. 159-181). Wiley-Blackwell.
- Cummins, J. (2021). Translanguaging: A critical analysis of theoretical claims. U: P. Juonen i M. Källkvist (ur.), *Pedagogical translanguaging: Theoretical, methodological and empirical perspectives* (str. 7-36). Multilingual Matters.
- Cvikić, L. i Turza-Bogdan, T. (2022). Potiče li se u nastavi Hrvatskoga jezika okomita višejezičnost? U: K. Aladrović Slovaček (ur.), *Suvremena promišljanja o usvajanju i učenju hrvatskoga jezika* (str. 171-190). Alfa.
- Dahl, A., Listhaug, K. i Busterud, G. (2022). The role of L1 Norwegian and L2 English in the acquisition of verb placement in L3 German. U: T. Leal, E. Shimanskaya i C. A. Isabella (ur.), *Generative SLA in the Age of Minimalism: Features, interfaces, and beyond* (str. 191-212). John Benjamins.
- Dal Ben, R. Killam, H., Pour Iliaei, S. i Byers-Heinlein, K. (2022). Bilingualism Affects Infant Cognition: Insights From New and Open Data. *Open Mind*, 6, 88-117. https://doi.org/10.1162/opmi_a_00057
- Darvin, R. i Zhang, Y. (2023). Words that don't translate: investing in decolonizing practices through translanguaging, *Language Awareness*, 32(4), 645-661. DOI: 10.1080/09658416.2023.2238595
- De Angelis, G. (2005a). Multilingualism and non-native lexical transfer: an identification problem. *International Journal of Multilingualism*, 2(1), 1-25.
- De Angelis, G. (2005b). Interlanguage transfer of function words. *Language Learning*, 55, 379-414.
- De Angelis, G. (2007). *Third or additional language acquisition*. Multilingual Matters.
- De Angelis, G. (2011). Teachers' beliefs about the role of prior language knowledge in learning and how these influence teaching practices. *International Journal of Multilingualism*, 8(3), 216-234.

- De Angelis, G. (2015). English L3 learning in a multilingual context: The role of parental education and L2 exposure within the living community. *International Journal of Multilingualism*, 12(4), 435-452, [https://doi: 10.1080/14790718.2015.1071017](https://doi.org/10.1080/14790718.2015.1071017)
- De Angelis, G. (2021). *Multilingual testing and assessment*. Multilingual Matters.
- De Angelis, G. i Dewaele, J-M. (ur.). (2011). *New trends in cross-linguistic influence and multilingualism research*. Multilingual Matters.
- De Angelis, G. i Selinker, L. (2001). Interlanguage transfer and competing linguistic systems in the multilingual mind. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *Cross-linguistic influence in third language acquisition: Psycholinguistic perspectives* (str. 42-58). Multilingual Matters.
- de Bot, K. (1992). A bilingual production model: Levelt's Speaking model adapted. *Applied Linguistics*, 13, 1-24.
- de Bot, K. (2004). The multilingual lexicon: Modeling selection and control. *International Journal of Multilingualism*, 1, 17-32.
- de Bot, K. (2012). Rethinking multilingual processing: From a static to a dynamic approach. U: J. Cabrelli Amaro, S. Flynn i J. Rothman (ur.), *Third language acquisition in adulthood* (str. 79-93). John Benjamins.
- de Bot, K. (2019). Defining and assessing multilingualism. U: J. W. Schwieter i M. Paradis (ur.), *The Handbook of the Neuroscience of Multilingualism* (str. 1-18). John Wiley & Sons. [https://doi:10.1002/9781119387725](https://doi.org/10.1002/9781119387725)
- de Bot, K. i Jaensch, C. (2015). What is special about L3 processing?. *Bilingualism: Language and Cognition*, 18(2), 130-144.
- de Bot, K., Lowie, W. i Verspoor, M. (2007). A dynamic systems theory approach to second language acquisition. *Bilingualism: Language and cognition*, 10(1), 7-21.
- de Bruin, A. M. T. (2019). Not all bilinguals are the same. A call for more detailed assessments and descriptions of bilingual experiences. *Behavioral Sciences*, 9(3), 33. <https://doi.org/10.3390/bs9030033>
- De Cat, C., Gusnanto, A. i Serratrice, L. (2018). Identifying a threshold for the executive function advantage in bilingual children. *Studies in Second Language Acquisition*, 40, 119-151.
- Declerck, M., Schuch, S. i Phillip, A. M. (2021). Conflict adaptation during multilingual language production as evidenced by the n-3 effect. *Bilingualism: Language and Cognition*, 24(1), 211-214.
- De Groot, A. M. (1993). Word-type effects in bilingual processing tasks: Support for a mixed representational system. U: R. Schreuder i B. Weltens (ur.), *The Bilingual lexicon* (str. 27-51). John Benjamins.
- De Groot, A. M. (2011). *Language and cognition in bilinguals and multilinguals: An introduction*. Psychology press.
- De Houwer, A. (1995). Bilingual language acquisition. U: P. Fletcher i B. MacWhinney (ur.), *Handbook of child language* (str. 219-250.) Blackwell.
- De Houwer, A. (2004). Trilingual input and children's language use in trilingual families in Flanders. U: C. Hoffmann i J. Ytsma (ur.), *Trilingualism in family, school and community* (str. 118-135). Multilingual Matters.

- De Houwer, A. (2007). Parental language input patterns and children's bilingual use. *Applied Psycholinguistics*, 28, 411-424. <https://doi.org/10.1017/S0142716407070221>
- De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.
- De Houwer, A. (2017a). Early multilingualism and language awareness. U: J. Cenoz, D. Gorter, D. i S. May (ur.), *Language awareness and multilingualism* 6 (str. 83-97). Springer.
- De Houwer, A. (2017). Bilingual language acquisition. U: P. Fletcher i B. MacWhinney (ur.), *The handbook of child language* (str. 219-250). Blackwell.
- De Houwer, A. (2021). *Bilingual development in childhood*. Cambridge University Press.
- De Houwer, A. (2023). The danger of bilingual-monolingual comparisons in applied psycholinguistic research. *Applied Psycholinguistics*, 44(3), 343-357.
- De Houwer, A. i Bornstein, M. H. (2016). Bilingual mothers' language choice in child-directed speech: Continuity and change. *Journal of multilingual and multicultural development*, 37(7), 680-693.
- De Houwer, A., Bornstein, M. H. i Putnick, D. L. (2014). A bilingual-monolingual comparison of young children's vocabulary size: Evidence from comprehension and production. *Applied psycholinguistics*, 35(6), 1189-1211.
- DeLuca, V. (2024). The potential roles of multilingualism and language structural distance in neurocognitive adaptation to language experience. *Journal of Multilingual Theories and Practices*. <https://doi.org/10.1558/jmtp.25486>
- DeLuca, V., Rothman, J., Bialystok, E. i Pliatsikas, C. (2019). Redefining bilingualism as a spectrum of experiences that differentially affects brain structure and function. *Proceedings of the National Academy of Sciences*, 116(15), 7565-7574. <https://doi.org/10.1073/pnas.1811513116>
- DeLuca, V., Rothman, J., Bialystok, E. i Pliatsikas, C. (2020). Duration and extent of bilingual experience modulate neurocognitive outcomes. *Neuroimage*, 204, 116222. <https://doi.org/10.1016/j.neuroimage.2019.116222>
- Dentler, S., Hufeisen, B. i Lindemann, B. (2000). *Tertiär- und drittsprachen: Projekte und empirische Untersuchungen*. Stauffenburg.
- de Saussure, F. (2000). *Tečaj opće lingvistike*. ArTresor naklada: Institut za hrvatski jezik i jezikoslovje.
- Deuchar, M. i Quay, S. (2001). *Bilingual acquisition: Theoretical implications of a case study*. Oxford University Press.
- Dewaele, J-M. (2004). The emotional force of swearwords and taboo words in the speech of multilinguals. *Journal of multilingual and multicultural development*, 25(2-3), 204-222.
- Dewaele, J-M. (2007). Still trilingual at ten: Livia's multilingual journey. *Multilingual Living Magazine*, 68-71.
- Dewaele, J-M. (2010). *Emotions in multiple languages*. Palgrave Macmillan.
- Dewaele, J-M. (2013). Multilingualism and Emotions. U: C. A. Chapelle (ur.), *The Encyclopedia of Applied Linguistics* (str. 1-7). Wiley-Blackwell.
- Dewaele, J-M. i Wei, L. (2013). Is multilingualism linked to a higher tolerance of ambiguity?. *Bilingualism: Language and Cognition*, 16(1), 231-240.
- Diamond, A. (2013). Executive functions. *Annual Review of Psychology*, 64, 135-168.

- Diaz, R. M. (1983). Thought and two languages: The impact of bilingualism on cognitive development. *Review of research in education*, 10(1), 23-54.
- Dijkstra, T. i Snoeren, N. D. (2004). Appartenance linguistique dans la reconnaissance et la production des mots chez les bilingues. U: L. Ferrand i J. Grainger (ur.), *Psycholinguistique Cognitive. Essais en l'honneur de Juan Seguí* (str. 377-399). De Boeck.
- Dijkstra, T. i van Heuven, W. J. B. (2002). The architecture of the bilingual word recognition system: From identification to decision. *Bilingualism: Language and Cognition*, 5, 175-197.
- Dijkstra, T., Grainger, J. i van Heuven, W. J. B. (1999). Recognition of cognates and interlingual homographs: The neglected role of phonology. *Journal of Memory and Language*, 41(4), 496-518. <https://doi.org/10.1006/jmla.1999.2654>
- Doiz, A. i Lasagabaster, D. (2017). Teachers' beliefs about translanguaging practices. U: C. M. Mazak i K. S. Carroll (ur.), *Translanguaging in higher education: Beyond monolingual ideologies* (str. 157-176). Multilingual Matters. <https://doi.org/10.21832/9781783096657-011>
- Donnelly, S. i Kidd, E. (2021). The longitudinal relationship between conversational turn-taking and vocabulary growth in early language development. *Child Development*, 92(2), 609-625.
- Donnelly, S., Brooks, P. J. i Homer, B. D. (2019). Is there a bilingual advantage on interference-control tasks? A multiverse meta-analysis of global reaction time and interference cost. *Psychonomic Bulletin and Review*, 26(4), 1122-1147. <https://doi.org/10.3758/s13423-019-01567-z>.
- Dörnyei, Z. (2005). *The psychology of the language learner*. Lawrence Erlbaum.
- Douglas Fir Group (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, 100, 19-47.
- Drachmann, N., Haukås, Å. i Lundberg, A. (2023). Identifying pluralistic approaches in language subjects in Denmark, Norway, and Sweden – a comparative curriculum analysis. *Language Culture and Curriculum*, 36(3), 327-342.
- Dressler, R. (2015). Sign geist: Promoting bilingualism through the linguistic landscape of school signage. *International Journal of Multilingualism*, 12(1), 128-145.
- D'Souza, D., Brady, D., Haensel, J. X. i D'Souza, H. (2020). Is mere exposure enough? The effects of bilingual environments on infant cognitive development. *Royal Society open science*, 7(2). <http://dx.doi.org/10.1098/rsos.180191>
- Duarte, J. (2017). 3M: Meer Kansen Met Meertaligheid - projectaanvraag. NHL Stenden Hogeschool.
- Duarte, J. (2020). Translanguaging in the context of mainstream multilingual education. *International Journal of Multilingualism*, 17(2), 232-247.
- Duarte, J. i Günther-van der Meij, M. (2018). A holistic model for multilingualism in education. *EuroAmerican Journal of Applied Linguistics and Languages*, 5(2), 24-43.
- Dubé, D. i Thordardottir, E. (2024). Using Semantic Verbal Fluency to estimate the relative and absolute vocabulary size of bilinguals: An exploratory study of children and adolescents. *Journal of Communication Disorders*, 106450. <https://doi.org/10.1016/j.jcomdis.2024.106450>.

- Dulay, H. C. i Burt, M. K. (1977). Remarks on creativity in language acquisition. U: H. Dulay i M. Finocchiaro (ur.), *Viewpoints on English as a Second Language* (str. 95-126). Regents.
- Duñabeitia, J. A., Hernández, J. A., Antón, E., Macizo, P., Estevez, A., Fuentes, L. J. i Carreiras, M. (2014). The inhibitory advantage in bilingual children revisited: Myth or reality? *Experimental Psychology*, 61, 234-251
- Dunn, A. L. i Fox Tree, J. E. (2014). More on language mode. *International Journal of Bilingualism*, 18(6), 605-613. <https://doi.org/10.1177/1367006912454509>
- Durán, L., Roseth, C. J. i Hoffman, P. (2015). Effects of transitional bilingual education on Spanish-speaking preschoolers' literacy and language development: Year 2 results. *Applied Psycholinguistics*, 36(4), 921-951.
- EDK. (2004). *Sprachenunterricht in der obligatorischen Schule: Strategie der EDK und Arbeitsplan für die gesamtschweizerische Koordination*. Pristupljeno 20. 2. 2024. <https://educdoc.ch/record/30008>
- Edwards, J. (1994). *Multilingualism*. Routledge.
- Edwards, J. (2006). Foundations of bilingualism. U: T. K. Bhatia i W. C. Ritchie (ur.), *The handbook of bilingualism* (str. 7-31). John Wiley & Sons.
- Edwards, J. (2013). Bilingualism and multilingualism: some concepts. U: T. K. Bhatia i W. C. Ritchie (ur.), *The Handbook of bilingualism and multilingualism* (str. 5-25). Blackwell Publishing.
- Edwards, V. (2004). *Multilingualism in the English-speaking world: Pedigree of nations*. John Wiley & Sons.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Ellis, R. i Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge
- Erdeljac, V. (2009). *Mentalni leksikon: modeli i činjenice*. Ibis grafika.
- Eriksen, B. A. i Eriksen, C. W. (1974). Effects of noise letters upon the identification of a target letter in a nonsearch task. *Perception Psychophysics*, 16, 143-149.
- Ettlinger, M., Lanter, J. i Van Pay, C. K. (2014). Learning to remember by learning to speak. *Developmental Psychology*, 50(2), 431-438. <https://doi.org/10.1037/a0033317>
- Europska komisija. (1995). *White Paper on Education and Training: Teaching and Learning - Towards the Learning Society*. Brussels: European Commission. Pristupljeno 21. 2. 2023. https://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf
- Europska komisija. (2000). *Presidency Conclusions Lisbon European Council*. Pristupljeno 22. 4. 2023. https://www.europarl.europa.eu/summits/lis1_en.htm
- Europska komisija. (2002). *Presidency Conclusions Barcelona European Council*. Pristupljeno 22. 4. 2023. https://ec.europa.eu/invest-in-research/pdf/download_en/barcelona_european_council.pdf
- Europska komisija. (2008). *Council conclusions on Multilingualism* (2008/C 140/10) Official Journal of the European Union. Pristupljeno 3. 11. 2022. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52008XG0606\(03\)&-from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52008XG0606(03)&-from=EN)

- Europska komisija, European Education and Culture Executive Agency, Eurydice (2019). *Poučavanje regionalnih ili manjinskih jezika u školama u Europi*, Publications Office of the European Union. Pristupljeno 22. 4. 2023. <https://data.europa.eu/doi/10.2797/483773>
- Europska komisija, European Education and Culture Executive Agency, Eurydice (2023). *Key data on teaching languages at school in Europe*. Publications Office of the European Union. <https://data.europa.eu/doi/10.2797/529032>
- European Union (2022). BRIEFING Multilingualism: The language of the European Union. Pristupljeno 22. 11. 2023. [https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/642207/EPRS_BRI\(2019\)642207_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/642207/EPRS_BRI(2019)642207_EN.pdf)
- Fäcke, C. i Meißner, F. J. (ur.). (2019). *Handbuch Mehrsprachigkeits und Mehrkulturalitätsdidaktik*. Narr Francke Attempto Verlag.
- Falk, Y. i Bardel, C. (2011). Object pronouns in German L3 syntax: Evidence for the L2 status factor. *Second Language Research*, 27(1), 59-82.
- Falk, Y. i Lindqvist, C. (2022). Teachers' attitudes towards multilingualism in the foreign language classroom: The case of French and German in the Swedish context. U: A. Kruhl, G. Neokleous i A. Dahl (ur.), *Theoretical and applied perspectives on teaching foreign languages in multilingual settings. Pedagogical implications* (str. 139-152). Multilingual Matters.
- Fantini, A. E. (1985). *Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (To Age Ten)*. Multilingual Matters.
- Feddermann, M., Möller, J. i Baumert, J. (2021). Effects of CLIL on second language learning: Disentangling selection, preparation, and CLIL-effects. *Learning and Instruction*, 74. <https://doi.org/10.1016/j.learninstruc.2021.101459>
- Fenson, L., Marchman, V. A., Thal, D. J., Dale, P. S., Reznick, J. S. i Bates, E. (2007). *MacArthur-Bates Communicative Development Inventories: User's guide and technical manual*. Brookes.
- Festman, J. (2018). Vocabulary gains of mono-and multilingual learners in a linguistically diverse setting: Results from a German-English intervention with inclusion of home languages. *Frontiers in Communication*, 3, 26. <https://doi.org/10.3389/fcomm.2018.00026>
- Festman, J. (2019). The psycholinguistics of multilingualism. U: D. Singleton i L. Aronin (ur.), *Twelve lectures on multilingualism* (str. 233-269). Multilingual Matters.
- Festman, J. (2021). Learning and processing multiple languages: The more the easier?. *Language Learning*, 71(S1), 121-162.
- Festman, J., Poarch, G. J. i Dewaele, J.-M. (2017). *Raising multilingual children*. Multilingual Matters.
- Filippi, R., D'Souza, D. i Bright, P. (2019). A developmental approach to bilingual research: The effects of multi-language experience from early infancy to old age. *International Journal of Bilingualism*, 23(5), 1195-1207.
- Filippi, R., Morris, J., Richardson, F. M., Bright, P., Thomas, M. S. C., Karmilof-Smith, A. i Marian, V. (2015). Bilingual children show an advantage in controlling verbal inter-

- ference during spoken language comprehension. *Bilingualism: Language and Cognition*, 18, 490-501.
- Fischer, N. i Lahmann, C. (2020). Pre-service teachers' beliefs about multilingualism in school: an evaluation of a course concept for introducing linguistically responsive teaching. *Language Awareness*, 29(2), 114-133.
- Flege, J. E., MacKay, I. R. i Piske, T. (2002). Assessing bilingual dominance. *Applied Psycholinguistics*, 23(4), 567-598.
- Flores, N. (2013). The unexamined relationship between neoliberalism and plurilingualism: A cautionary tale. *TESOL Quarterly*, 47(3), 500-520.
- Flores, N. i Baetens Beardsmore, H. (2015). Programs and structures in bilingual and multilingual education. U: E. W. Wayne, B. Sovicheth i O. García (ur.), *The handbook of bilingual and multilingual education* (str. 205-222). John Wiley & Sons.
- Flynn, S., Foley, C. i Vinnitskaya, I. (2004). The cumulative-enhancement model for language acquisition: Comparing adults' and children's patterns of development. *International Journal of Multilingualism*, 1, 3-17.
- Flynn, C. i Singleton, D. (2024). Primary school L2 learning: the general empirical picture and specific policy issues in the Irish context.
- Fodor, J. A. (1975). *The Language of Thought*. Harvard University Press.
- Foster, N., Van Avermaet, P. i Auger, N. (2023). Hierarchies of home language proficiency in the linguistically diverse primary school classroom: Personal, social and contextual positioning. *Linguistics and Education*, 76. <https://doi.org/10.1016/j.linged.2023.101187>.
- Forys-Nogala, M., Broniś, O., Opacki, M. i Otwinowska, A. (2023). Cross-linguistic influences, language proficiency and metalinguistic knowledge in L3 Italian subject placement. *International Journal of Multilingualism*, 20(2), 308-328.
- Fouser, R. (2001). Too close for comfort? Sociolinguistic transfer from Japanese into Korean as an L₂3. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *Cross-linguistic influence in third language acquisition: Psycholinguistic perspectives* (str. 149-169). Multilingual Matters.
- Franceschini, R. (2009). The genesis and development of research in multilingualism. Perspectives for future research. U: L. Aronin i B. Hufeisen (ur.), *The exploration of multilingualism: Development of research on L3, multilingualism and multiple language acquisition* (str. 27-61). John Benjamins Publishing Company.
- Franceschini, R. (2011). Multilingualism and Multicompetence: A Conceptual View. *The Modern Language Journal*, 95(3), 344-355. <http://www.jstor.org/stable/41262371>
- Fuster, C. i Bardel, C. (2024). Translanguaging in Sweden: A critical review from an international perspective. *System*, 121, 103241. <https://doi.org/10.1016/j.system.2024.103241>
- Gahl, S. (2020). Bilingualism as a Purported Risk Factor for Stuttering: A Close Look at a Seminal Study (Travis et al., 1937). *Journal of Speech, Language, and Hearing Research*, 63(11), 3680-3684. https://doi.org/10.1044/2020_JSLHR-20-00364
- Gallo, F., Novitskiy, N., Myachikov, A. i Shtyrov, Y. (2021). Individual differences in bilingual experience modulate executive control network and performance: behavioral and structural neuroimaging evidence. *Bilingualism: Language and Cognition*, 24(2), 293-304.

- García, O. (2009a). *Bilingual education in the twenty-first century: A global perspective*. Wiley-Blackwell.
- García, O. (2009b). Education, Multilingualism and Translanguaging in the 21st Century. U: A. Mohanty, M. Panda, R. Phillipson i T. Skutnabb-Kangas (ur.), *Multilingual Education for Social Justice: Globalising the Local* (str. 128-45). Orient Blackswan.
- García, O. i Flores, N. (2012). Multilingual pedagogies. U: M. Martin-Jones, A. Blackledge i A. Creese (ur.), *The Routledge handbook of multilingualism* (str. 232-246). Routledge.
- García, O. i Lin, A. M. (2017). Translanguaging in bilingual education. U: O. García, M.Y. Lin, S. May, i Hornberger, N. (ur.), *Bilingual and Multilingual Education, Encyclopedia of Language and Education* (str. 117-130). Springer International Publishing. https://doi.org/10.1007/978-3-319-02324-3_9-1
- García, O. i Otheguy, R. (2020). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, 23(1), 17-35. <https://doi.org/10.1080/13670050.2019.1598932>
- García, O. i Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- García, O., Ibarra Johnson, S. i Seltzer, K. (2017). *The translanguaging classroom. Leveraging student bilingualism for learning*. Caslon.
- García Mayo, M.d.P. i Rothman, J. (2012). L3 morphosyntax in the generative tradition: From the initial stages and beyond. U: J. Cabrelli Amaro, S. Flynn, i J. Rothman (ur.), *Third language acquisition in adulthood*, (str. 9-32). John Benjamins.
- García-Pentón, L., Pérez Fernández, A., Iturria-Medina, Y., Gillon-Dowens, M. i Carreiras, M. (2014). Anatomical connectivity changes in the bilingual brain. *NeuroImage*, 84, 495-504. <https://doi.org/10.1016/j.neuroimage.2013.08.064>
- Gass, S. M. i Selinker, L. (2008). *Second Language Acquisition. An introductory course*. Routledge.
- Gathercole, V. C. M., Thomas, E. M., Roberts, E., Hughes, C. i Hughes, E. K. (2013). Why assessment needs to take exposure into account: Vocabulary and grammatical abilities in bilingual children. U: V. C. Mueller-Gathercole (ur.), *Issues in the Assessment of Bilinguals* (str. 20-55). Multilingual Matters.
- Genesee, F. (2001). Bilingual first language acquisition: Exploring the limits of the language faculty. *Annual review of applied linguistics*, 21, 153-168.
- Genesee, F. (2002). Portrait of the bilingual child. U: V. Cook (ur.), *Portraits of the L2 user* (str. 170-196). Multilingual Matters.
- Genesee, F. (2022). Evidence for differentiated languages from studies of bilingual first language acquisition. U: J. MacSwan (ur.), *Multilingual perspectives on translanguaging* (str. 183-200). Multilingual Matters.
- Genesee, F. i Lindholm-Leary, K. (2013). Two case studies of content-based language education. *Journal of Immersion and Content-based language Education*, 1(1), 3-33.
- Genesee, F. i Nicoladis, E. (2007). Bilingual first language acquisition. U: E. Hoff i M. Shatz (ur.), *Handbook of Language Development* (str. 324-342). Blackwell.
- Genesee, F., Nicoladis, E. i Paradis, J. (1995) Language differentiation in early bilingual development. *Journal of Child Language*, 22, 611-631.

- Gentner D., Loewenstein J. i Thompson L. (2003). Learning and transfer: A general role for analogical encoding. *Journal of Educational Psychology*, 95, 393-405.
- Gibson, J. J. (1977). The theory of affordances. U: R. Shaw i J. Bransford (ur.), *Perceiving, Acting and Knowing* (str. 67-82). Wiley.
- Gibson, M. i Hufeisen, B. (2003). Investigating the role of prior foreign language knowledge: translating from an unknown language into a known foreign language. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *The Multilingual Lexicon* (str. 87-102). Kluwer Academic.
- Gibson, M., Hufeisen, B. i Libben, G. (2001). Learners of German as an L3 and their production of German prepositional verbs. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *Cross-linguistic influence in L3 acquisition: Psychological perspectives* (str. 90-114). Multilingual Matters.
- Gleitman, L. i Papafragou, A. (2013). "Relations Between Language and Thought." U: K. Ochsner i S. Kosslyn (ur.), *The Oxford Handbook of Cognitive Neuroscience* (str. 468-483). Oxford University Press.
- Göbel, K. i Buchwald, P. (2017). *Interkulturalität und Schule: Migration-Heterogenität-Bildung*. (Vol. 4642). Ferdinand Schöningh. UTB.
- Goetz, P. J. (2003). The effects of bilingualism on theory of mind development. *Bilingualism: Language and cognition*, 6(1), 1-15.
- Gogolin, I., Dirim, I., Klinger, T., Lange, I., Lengyel, D., Michel, U., Neumann, U., Reich, H. i Schwippert, K. (2011). *Förderung von Kindern und Jugendlichen mit Migrationshintergrund und FÖRMIG. Bilanz und Perspektiven eines Modellprogramms*. Waxmann Verlag.
- Gollan, T. H., Montoya, R. I. i Werner, G. A. (2002). Semantic and letter fluency in Spanish-English bilinguals. *Neuropsychology*, 16(4), 562-576.
- Gollan, T. H. i Acenas, L-A. R. (2004). What is a TOT? Cognate and Translation Effects on Tip-of-the-Tongue States in Spanish-English and Tagalog-English Bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 30(1), 246-269. <https://doi.org/10.1037/0278-7393.30.1.246>
- Gollan, T. H., Slattery, T. J., Goldenberg, D., Van Assche, E., Duyck, W. i Rayner, K. (2011). Frequency drives lexical access in reading but not in speaking: The frequency-lag hypothesis. *Journal of Experimental Psychology*, 140, 186-209. <https://doi.org/10.1037/a0022256>
- González Alonso, J. (2012). Assessing multilingual lexical incorporation hypotheses through a primed picture-naming task. *Linguistic Approaches to Bilingualism*, 2(1), 91-107. <https://doi.org/10.1075/lab.2.1.04gon>
- Gonzalez-Barrero, A. M., Schott, E. i Byers-Heinlein, K. (2020). Bilingual adjusted vocabulary: A developmentally-informed bilingual vocabulary measure. *Pristupljeno* 21. 3. 2024. <https://doi.org/10.31234/osf.io/x7s4u>
- Goodenough, L. (1926). Racial differences in the intelligence of school children. *Journal of Experimental Psychology*, 9, 358-397.
- Gorard S. (2014). A proposal for judging the trustworthiness of research findings. *Radical Statistics*, 110, 47-60.

- Gordon, K. R. (2016). High proficiency across two languages is related to better mental state reasoning for bilingual children. *Journal of Child Language*, 43, 407-424. <https://doi.org/10.1017/S0305000915000276>
- Goriot, C., Broersma, M., McQueen, J. M., Unsworth, S. i Van Hout, R. (2018). Language balance and switching ability in children acquiring English as a second language. *Journal of Experimental Child Psychology*, 173, 168-186.
- Goris, J., Denessen, E. i Verhoeven, L. (2019). Effects of content and language integrated learning in Europe: A systematic review of longitudinal experimental studies. *European Educational Research Journal*, 18, 675-98.
- Gorter, D. (ur.). (2006). *Linguistic landscape: A new approach to multilingualism*. Multilingual Matters.
- Gorter, D. i Arocena, E. (2020). Teachers' beliefs about multilingualism in a course on translanguaging. *System*, 92, 102272. <https://doi.org/10.1016/j.system.2020.102272>
- Gorter, D. i Cenoz, J. (2011). Multilingual education for European minority languages: The Basque country and Friesland. *International Review of Education*, 57(5), 651-666.
- Gorter, D. i Cenoz, J. (2017). Language education policy and multilingual assessment. *Language and Education*, 31(3), 231-248.
- Gorter, D., Zenotz, V., Etxague, X. i Cenoz, J. (2014). Multilingualism and European minority languages: The case of Basque. U: D. Gorter, V. Zenotz, X. Etxague i J. Cenoz (ur.), *Minority languages and multilingual education: Bridging the local and the global* (str. 201-220). Springer.
- Green, D. W. (1986). Control, activation, and resource: A framework and a model for the control of speech in bilinguals. *Brain and language*, 27(2), 210-223.
- Green, D. W. (1998). Mental control of the bilingual lexico-semantic system. *Bilingualism: Language and Cognition*, 1, 67-81.
- Green, D. W. i Abutalebi, J. (2013). Language control in bilinguals: The adaptive control hypothesis. *Journal of cognitive psychology*, 25(5), 515-530.
- Green, D. W. i Wei, L. (2014). A control process model of code-switching. *Language, Cognition and Neuroscience*, 29(4), 499-511. <https://doi.org/10.1080/23273798.2014.882515>.
- Grin, F. (2018). On some fashionable terms in multilingualism research: Critical assessment and implications for language policy. U: P. A. Kraus i F. Grin (ur.), *The politics of multilingualism: Europeanisation, Globalisation and Linguistic Governance* (str. 247-274). John Benjamins Publishing Company.
- Grosjean, F. (1988). Exploring the recognition of guest words in bilingual speech. *Language and cognitive processes*, 3(3), 233-274.
- Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and language*, 36(1), 3-15.
- Grosjean, F. (1997). Processing mixed language: Issues, findings, and models. U: A. M. B. de Groot i J. F. Kroll (ur.), *Tutorials in bilingualism: Psycholinguistic perspectives* (str. 225-254). Erlbaum.
- Grosjean, F. (2008). *Studying bilinguals*. Oxford University Press.

- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.
- Grundy, J. G. (2020). The effects of bilingualism on executive functions: An updated quantitative analysis. *Journal of Cultural Cognitive Science*, 4(9), 177-199. <https://doi.org/10.1007/s41809-020-00062-5>
- Grüter, T., Hurtado, N., Marchman, V. A. i Fernald, A. (2014). Language exposure and on-line processing efficiency in bilingual development. Relative versus absolute measures. U: T. Grüter i J. Paradis (ur.), *Input and experience in bilingual development* (str. 15-36). John Benjamins.
- Gut, U. (2010). Cross-linguistic influence in L3 phonological acquisition. *International Journal of Multilingualism*, 7, 19-38.
- Günther-van der Meij, M., Duarte, J. i Coret-Bergstra, M. (2021). Design-Based Research at the core of the innovative development in the field of multilingual education. U: R. J. Coelen, G. Geitz, A. Donker i H. Assen (ur.), *Stepping into Design-Based Education* (str. 120-129). NHL Stenden Hogeschool.
- Haenni Hoti, A. U., Heinzmann, S., Müller, M., Oliveira, M., Wicki, W. i Werlen, E. (2011). Introducing a second foreign language in Swiss primary schools: The effect of L2 listening and reading skills on L3 acquisition. *International Journal of Multilingualism*, 8(2), 98-116. <https://doi.org/10.1080/14790718.2010.527006>
- Hakuta, K. (1986). *Mirror of language. The debate on bilingualism*. Basic Books Inc.
- Hakuta, K., Butler, Y. G. i Witt, D. (2000). How Long Does It Take English Learners To Attain Proficiency? *The University of California Linguistic Minority Research Institute Policy Report 2000-1*. Stanford University. Pristupljeno 16. 12. 2023. <https://files.eric.ed.gov/fulltext/ED443275.pdf>
- Hall, A. R. (1952). Bilingualism and applied linguistics. *Zeitschrift für Phonetik und allgemeine Sprachwissenschaft*, 6, 13-30.
- Hall, G. i Cook, G. (2012). Own-language use in language teaching and learning: State of the art. *Language Teaching*, 45(3), 271-308. <https://doi.org/10.1017/S0261444812000067>
- Hall, C. J. i Ecke, P. (2003). Parasitism as a default mechanism in L3 vocabulary acquisition. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *The Multilingual Lexicon* (str. 71-85). Kluwer Academic.
- Haman, E., Wodniecka, Z., Marecka, M., Szewczyk, J., Białecka-Pikul, M., Otwinowska, A., Mieszkowska, K., Łuniewska, M., Kołak, J., Mięgisz, A., Kacprzak, A., Banasik, N. i Foryś-Nogala, M. (2017). How does L1 and L2 exposure impact L1 performance in bilingual children? Evidence from Polish-English migrants to the United Kingdom. *Frontiers in Psychology*, vol. 8. <https://doi.org/10.3389/fpsyg.2017.01444>
- Hamers, J. F. i Blanc, M. (2000). *Bilinguality and bilingualism*. Cambridge University Press.
- Hammarberg, B. (2001). Roles of L1 and L2 in L3 Production and Acquisition. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *Cross-linguistic Influence in Third Language Acquisition: Psycholinguistic Perspectives* (str. 21-41). Multilingual Matters.
- Hammarberg, B. (2009). *Processes in third language acquisition*. Edinburgh University Press.
- Hammarberg, B. (2018). L3, the tertiary language. U: A. Bonnet i P. Siemund (ur.), *Foreign language education in multilingual classroom* (str. 127-150). John Benjamins.

- Hammarberg, B. i Hammarberg, B. (2005). Re-setting the basis of articulation in the acquisition of new languages: A third-language case study. U: B. Hufeisen i R. J. Fouser (ur.), *Introductory readings in L3* (str. 11-18). Stauffenburg.
- Harel, E., Armon-Lotem, S. i Botwinik, I. (2023). Comprehension of who-and which-questions in monolingual and bilingual acquisition: Explicating the difficulty of set restriction. *International Journal of Bilingualism*, 13670069231217183. <https://journals.sagepub.com/doi/pdf/10.1177/13670069231217183>
- Hartsuiker, R. J. i Pickering, M. J. (2008). Language integration in bilingual sentence production. *Acta Psychologica*, 128, 479-489.
- Hartsuiker, R. J., Pickering, M. J. i Veltkamp, E. (2004). Is syntax separate or shared between languages? Cross-linguistic syntactic priming in Spanish-English bilinguals. *Psychological science*, 15(6), 409-414.
- Haukås, Å. (2016). Teachers' beliefs about multilingualism and a multilingual pedagogical approach. *International Journal of Multilingualism*, 13(1), 1-18.
- Haukås, Å. (2018). Metacognition in language learning and teaching: An overview. U: Å. Haukås, C. Bjørke i M. Dypedahl (ur.), *Metacognition in language learning and teaching* (str. 11-30). Taylor & Francis.
- Hawkins, E. W. (1984). *Awareness of language: An introduction*. Cambridge University Press.
- Head Zauche, L., Darcy Mahoney, A., Thul, T., Zauche, M., Weldon, A. i Stapel-Wax, J. (2017). The power of language nutrition for children's brain development, health, and future academic achievement. *Journal of Pediatric Health Care*, 31(4), 493-503.
- Hélot, C. (2006). Bridging the gap between prestigious bilingualism and the bilingualism of minorities: Towards an integrated perspective of multilingualism in the French education context. U: M. O'Laoire (ur.), *Multilingualism in Educational Settings* (str. 49-72). Schneider Verlag.
- Hélot, C. i García, O. (2019). Bilingual Education and Policy. U: J. Schwieter i A. Benati (ur.), *Cambridge Handbook of Language Learning* (str. 649-672). Cambridge University Press.
- Hélot, C. i Ó Laoire, M. (2011). Introduction: From language education policy to a pedagogy of the possible. U: C. Hélot i M. Ó Laoire (ur.), *Language policy for the multilingual classroom: Pedagogy of the possible* (str. xi-xxiii). Multilingual Matters.
- Hélot, C. i Young, A. (2005). The notion of diversity in language education: Policy and practice at primary level in France. *Language, Culture and Curriculum*, 18(3), 242-257. <https://doi.org/10.1080/07908310508668745>
- Henry, A. (2010). Contexts of possibility in simultaneous language learning: Using the L2 Motivational Self System to assess the impact of global English. *Journal of Multilingual and Multicultural Development*, 31(2), 149-162
- Henry, A. (2012). *L3 Motivation*. Gothenburg Studies in Educational Science.
- Henry, A. (2013). The motivational effects of cross-linguistic awareness: Developing third language pedagogies to address the negative impact of the L2 on the L3 self-concept. *Innovations in Language Learning and Teaching*, 8(1), 1-19. <https://doi:10.1080/17501229.2012.733008>

- Herdina, P. i Jessner, U. (2000). The dynamics of third language acquisition. U: J. Cenoz i U. Jessner (ur.), *English in Europe: The Acquisition of a Third Language* (str. 84-98). Multilingual Matters.
- Herdina, P. i Jessner, U. (2002). *A dynamic model of multilingualism. Perspectives of change in psycholinguistics*. Multilingual Matters.
- Hermas, A. (2014). Multilingual transfer: L1 morphosyntax in L3 English. *International Journal of Language Studies*, 8(2), 1-24.
- Hesse, H.-G., Göbel, K. i Hartig, J. (2008). Sprachliche Kompetenzen von mehrsprachigen Jugendlichen und Jugendlichen nicht-deutscher Erstsprache. U: E. Klieme (ur.), *Unterricht und Kompetenzerwerb in Deutsch und Englisch* (str. 208-230). Beltz.
- Hesse, H.-G. i Göbel, K. (2009). Mehrsprachigkeit als Kapital: Ergebnisse der DESI-Studie. U: I. Gogolin i U. Neumann (ur.), *Streitfall Zweisprachigkeit - The Bilingualism Controversy* (str. 281-287). VS-Verlag.
- Heyder, K. i Schädlich, B. (2014). Mehrsprachigkeit und Mehrkulturalität - eine Umfrage unter Fremdsprachenlehrkräften in Niedersachsen. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, 19(1), 183-201.
- Hirosh, Z. i Degani, T. (2018). Direct and indirect effects of multilingualism on novel language learning: An integrative review. *Psychonomic Bulletin & Review*, 25, 892-916.
- Hirosh, Z. i Degani, T. (2021). Novel word learning among bilinguals can be better through the (dominant) first language than through the second language. *Language Learning*, 71(4), 1044-1084. <https://doi.org/10.1111/lang.12457>.
- Hofer, B. i Jessner, U. (2019). Assessing components of multi-(lingual) competence in young learners. *Lingua*, 232, 102747. <https://doi.org/10.1016/j.lingua.2019.102747>
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review*, 26, 55-88. <https://doi.org/10.1016/j.dr.2005.11.002>
- Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M. i Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of child language*, 39(1), 1-27.
- Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: Implications for closing achievement gaps. *Developmental Psychology*, 49(1), 4-14. <https://doi.org/10.1037/a0027238>
- Hoffmann, C. (2001). Towards a description of trilingual competence. *The International Journal of Bilingualism*, 5(1), 1-17.
- Hoffmann, C. i Stavans, A. (2007). The evolution of trilingual code switching from infancy to school age: The shaping of trilingual competence through dynamic language dominance. *International Journal of Bilingualism*, 11(1), 55-72. <https://doi.org/10.1177/13670069070110010401>
- Hopp, H. (2019). Cross-linguistic influence in the child third language acquisition of grammar: Sentence comprehension and production among Turkish-German and German learners of English. *International Journal of Bilingualism*, 23(2), 567-583. <https://doi.org/10.1177/1367006917752523>
- Hopp, H. i Thoma, D. (2021). Effects of Plurilingual Teaching on Grammatical Development in Early Foreign-Language Learning. *The Modern Language Journal*, 105(2), 464-483. <https://doi.org/10.1111/modl.12709>.

- Hopp, H., Vogelbacher, M., Kieseier, T. i Thoma, D. (2019). Bilingual advantages in early foreign language learning: Effects of the minority and the majority language. *Learning and Instruction*, 61, 99-110.
- Hopp, H., Kieseier, T., Vogelbacher, M. i Thoma, D. (2018). L1 effects in the early L3 acquisition of vocabulary and grammar. U: A. Bonnet i P. Siemund (ur.), *Foreign language education in multilingual classrooms* (str. 305-330). John Benjamins Publishing Company. <https://doi:10.1075/hsld.7.14hop>.
- Hörder, S. (2018). The correlation of early multilingualism and language aptitude. U: S. M. Reiterer (ur.), *Exploring language aptitude: Views from psychology, the language sciences, and cognitive neuroscience* (str. 277-304). Springer.
- Hornberger, N. H. (2003). *Continua of biliteracy: An ecological framework for educational policy, research, practice in multilingual settings*. Multilingual Matters.
- Hornberger, N. H. i De Korne, H. (2018). Is revitalization through education possible?. U: L. Hinton, L. Huss i G. Roche (ur.), *The Routledge handbook of language revitalization* (str. 94-103). Routledge.
- Horner, K. i Weber, J. J. (2018). *Introducing multilingualism: A social approach*. 2. izdanje. Routledge.
- Horner, B., Lu, M. Z., Royster, J. J. i Trimbur, J. (2011). Language difference in writing: Toward a translanguaging approach. *College English*, 73(3), 303-321.
- Horst, M., White, J. i Bell, P. (2010). First and second language knowledge in the language classroom. *International Journal of bilingualism*, 14(3), 331-349.
- Horvatić Čajko, I. (2014). Developing Metalinguistic Awareness in L3 German Classrooms. U: A. Otwinowska i G. De Angelis (ur.), *Teaching and Learning in Multilingual Contexts. Sociolinguistic and Educational Perspectives* (str. 199-215). Multilingual Matters.
- Horvatić Čajko, I. (2015). Ovladavanje trećim jezikom (J3) u konstelaciji njemački kao strani jezik nakon engleskoga - NJEnE. U: S. L. Udier i K. Cergol Kovačević (ur.), *Višejezičnost kao predmet multidisciplinarnih istraživanja* (str. 219-234). Srednja Europa, Hrvatsko društvo za primijenjenu lingvistiku.
- Howatt, A. P. R. i Widdowson, H. G. (2004). *A History of English Language Teaching*. Oxford University Press.
- Hrvatska enciklopedija, mrežno izdanje. Leksikografski zavod Miroslav Krleža, 2013 – 2024. Pristupljeno 13. 3. 2024. <https://www.enciklopedija.hr/clanak/ibo>
- Hrvatski sabor. (2000). *Zakon o uporabi jezika i pisma nacionalnih manjina u Republici Hrvatskoj* (Narodne novine, br. 51/00, 56/00). Pristupljeno 12. 6. 2023. https://narodne-novine.nn.hr/clanci/sluzbeni/2000_11_51_1114.html
- Huang, X. i Chalmers, H. (2023). Implementation and effects of pedagogical translanguaging in EFL classrooms: A systematic review. *Languages*, 8(3), 194. <https://doi.org/10.3390/languages8030194>
- Hufeisen, B. (1994). *Englisch im unterricht Deutsch als Fremdsprache*. Klett.
- Hufeisen, B. (1998). L3 - Stand der Forschung: Was bleibt zu tun? U: B. Hufeisen i B. Lindemann (ur.), *Tertiärsprachen: Modelle, Methoden* (str. 169-184). Stauffenburg Verlag.
- Hufeisen, B. (2000). A European perspective – Tertiary languages with a focus on German as L3. U: J.W. Rosenthal (ur.), *Handbook of Undergraduate Second Language Education:*

- English as a Second Language, Bilingual and Foreign Language Instruction for a Multilingual World* (str. 209-229). Lawrence Erlbaum Associates.
- Hufeisen, B. (2001). Deutsch als Tertiärsprache. U: G. Helbig, L. Götze, G. Henrici i H. J. Krumm (ur.), *Deutsch als Fremdsprache. Ein internationales Handbuch* (str. 648-653). Walter de Gruyter.
- Hufeisen, B. (2003). L1, L2, L3, L4, Lx – alle gleich? Linguistische, lernerinterne und lernerexterne Faktoren in Modellen zum multiplen Spracherwerb. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, 8(2/3), 97-109.
- Hufeisen, B. (2005). Gesamtsprachencurriculum: Einflussfaktoren und Bedingungsgefüge. U: B. Hufeisen i M. Lutjeharms (ur.), *Gesamtsprachencurriculum. Integrierte Sprachendidaktik. Common Curriculum* (str. 9-18). Gunter Narr.
- Hufeisen, B. (2010). Theoretische Fundierung multiplen Sprachenlernens – Faktorenmodell 2.0. *Jahrbuch Deutsch als Fremdsprache*, 36, 200-207.
- Hufeisen, B. (2018). Models of multilingual competence. U: A. Bonnet i P. Siemund (ur.), *Foreign language education in multilingual classrooms* (str. 173-189). John Benjamins Publishing.
- Hufeisen, B. i Neuner, G. (ur.). (2004). *The plurilingualism project: Tertiary language learning – German after English*. Council of Europe Publishing.
- Hufeisen, B. i Marx, N. (2007). How can DaF/E and EuroComGerm contribute to the concept of receptive multilingualism? Theoretical and practical considerations. U: J. Ten Thije i L. Zeevaert (ur.), *Receptive multilingualism: Linguistic analyses, language policies and didactic concepts* (Hamburg Studies on Multilingualism 6) (str. 307-321). John Benjamins. DOI: 10.1075/hsm.6.20huf.
- Hufeisen, B. i Jessner, U. (2019). The psycholinguistics of multiple language learning and teaching. *Twelve lectures on multilingualism* (str. 65-100). Multilingual Matters.
- Hwang, J. K., Mancilla-Martinez, J., McClain, J. B., Oh, M. H. i Flores, I. (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually scored vocabulary. *Applied Psycholinguistics*, 41(1), 1-24.
- Ivir, V. (1968). Serbo-Croat – English False Pair Types, *SRAZ*, 25/26, 149-159.
- Ivir-Ashworth, K. (2006). Trojezično usvajanje hrvatskoga jezika: prikaz slučaja. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 2(2), 159-166.
- Jaensch, C. (2008). The role of the L1 and L2 in the L3 acquisition of German DP features. Doktorski rad. University of Essex.
- Jaensch, C. (2013). Third language acquisition. Where are we now? *Linguistic Approaches to Bilingualism*, 3(1), 73-93.
- Jajić Novogradec, M. (2017). Individualna višjezičnost u kontekstu hrvatskoga obrazovnog sustava. *Studia Polensia*, 6(1), 29-48.
- Jarvis, S. (2009). Lexical transfer. In A. Pavlenko (Ed.), *The bilingual mental lexicon: Interdisciplinary approaches* (str. 99-124). Multilingual Matters.
- Jarvis, S. (2015). Influences of previously learned languages on the learning and use of additional languages. U: M. Juan-Garau i J. Salazar-Noguera (ur.), *Content based language learning in multilingual educational environments* (str. 69-86). Springer.

- Jarvis, S. i Pavlenko, A. (2008). *Cross-linguistic influence in language and cognition*. Routledge.
- Jaspers, J. (2018). Linguistic diversity in the classroom: the wise teacher's dilemma. *Languages, Society and Policy*. <https://doi.org/10.17863/CAM.46549>
- Jelaska, Z. (2003). Hrvatski jezik i višejezičnost. U: D. Pavličević-Franić i M. Kovačević (ur.), *Komunikacijska kompetencija u višejezičnoj sredini II: teorijska razmatranja, primjena* (str. 106-125). Jastrebarsko Sveučilište u Zagrebu i Naklada Slap.
- Jelaska Z. (2005a). Hrvatski u višejezičnosti. U Z. Jelaska (ur.), *Hrvatski kao drugi i strani jezik* (str. 277-285). Hrvatska sveučilišna naklada.
- Jelaska Z. (2005b). Materinski, drugi, strani i ostali jezici. U: Z. Jelaska (ur.), *Hrvatski kao drugi i strani jezik* (str. 24-37). Hrvatska sveučilišna naklada.
- Jelaska, Z. (2016). Ini hrvatski jezik i identitet – od stranoga do nasljednoga govornika. U: T. Pišković, T. Vuković (ur.) *Drugi - alteritet, identitet, kontakt u hrvatskome jeziku, književnosti i kulturi* (str. 89-107). FF Press.
- Jensen, I. N., Mitrofanova, N., Anderssen, M., Rodina, Y., Slabakova, R. i Westergaard, M. (2023). Crosslinguistic influence in L3 acquisition across linguistic modules. *International Journal of Multilingualism*, 20(3), 717-734.
- Jerbić, L. (2004). *A comparison of Content and Language Integrated Learning (CLIL) approaches in secondary school bilingual programmes in Croatia*. Diplomski rad. Sveučilište u Zagrebu Filozofski fakultet.
- Jessner, U. (2006). *Linguistic awareness in multilingualism: English as a third language*. Edinburgh University Press.
- Jessner, U. (2008a). Teaching third languages: Findings, trends and challenges. *Language Teaching*, 41(1), 15-56.
- Jessner, U. (2008b). A DST Model of multilingualism and the role of metalinguistic awareness. *The Modern Language Journal*, 92(2), 270-283.
- Jessner, U. (2008c). Language awareness in multilinguals: Theoretical trends. U: J. Cenoz i N. Hornberger (ur.), *Encyclopedia of language and education. Vol 6: Knowledge about language* (str. 357-369). Springer.
- Jessner, U. (2014). On multilingual awareness or why the multilingual learner is a specific language learner. U: M. Pawlak i L. Aronin (ur.), *Essential topics in applied linguistics and multilingualism: Studies in honor of David Singleton* (str. 175-184). Springer International Publishing.
- Jessner, U., Török, V. i Pellegrini, C. (2018). The role of Latin in multilingual learners' strategies. *Langscape*, 1, 85-102.
- Jin, F. (2009). Third language acquisition of Norwegian objects: Interlanguage transfer or L1 influence? U: Y.-K. I. Leung (ur.), *Third language acquisition and universal grammar* (str. 144-161). Multilingual Matters.
- Jørgensen, N. (2008). Polylingual Languageing Around and Among Children and Adolescents. *International Journal of Multilingualism*, 5(3), 161-176.
- Juvonen, P. i Källkvist, M. (ur.) (2021). *Pedagogical translanguaging: Theoretical, methodological and empirical perspectives*. Multilingual Matters.

- Kahn-Horwitz, J., Kuash, S., Ibrahim, R. i Schwartz, M. (2014). How do previously acquired languages affect acquisition of English as a foreign language: The case of Circassian. *Written Language & Literacy*, 17, 40-61.
- Kalaja, P. i Melo-Pfeifer, S. (ur.) (2019). *Visualising Multilingual Lives. More than words*. Multilingual Matters.
- Kałamala, P., Senderecka, M. i Wodniecka, Z. (2021). On the multidimensionality of bilingualism and the unique role of language use. *Bilingualism: Language and Cognition*, 25(3), 471-483. <https://doi.org/10.1017/S1366728921001073>
- Kalashnikova, M., Mattock, K. i Monaghan, P. (2014). The effects of linguistic experience on the flexible use of mutual exclusivity in word learning. *Bilingualism: Language and Cognition*, 18, 626-638.
- Kalashnikova, M., Pejovic, J. i Carreiras, M. (2020). The effects of bilingualism on attentional processes in the first year of life. *Developmental Science*, 24(2), Article e13011. <https://doi.org/10.1111/desc.13011>
- Kaščelan, D., Prévost, P., Serratrice, L., Tuller, L., Unsworth, S. i De Cat, C. (2021). A review of questionnaires quantifying bilingual experience in children: Do they document the same constructs? *Bilingualism: Language and Cognition*, 25(1), 29-41. <https://doi.org/10.1017/S1366728921000390>
- Kaushanskaya, M. (2012). Cognitive mechanisms of word learning in bilingual and monolingual adults: The role of phonological memory. *Bilingualism: Language and Cognition*, 15, 470-489.
- Kaushanskaya, M. i Marian, V. (2009a). The bilingual advantage in novel word learning. *Psychonomic Bulletin & Review*, 16(4), 705-710. doi: 10.3758/PBR.16.4.705.
- Kaushanskaya, M. i Marian, V. (2009b). Bilingualism reduces native-language interference during novel-word learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 35(3), 829-835. doi:10.1037/a0015275.
- Kazzazi, K. (2011). Ich brauche mix-cough: Cross-linguistic influence involving German, English and Farsi. *International Journal of Multilingualism*, 8(1), 63-79. <https://doi.org/10.1080/14790711003671879>
- Kecskes, I. i Nde Papp, T. (2000). *Foreign language and mother tongue*. Psychology Press.
- Kellerman, E. (1983). Now you see it, now you don't. U: S. Gass i L. Selinker (ur.), *Language transfer in language learning* (str. 112-134). Newbury House.
- Kellerman, E. (1986). An Eye for an Eye: Crosslinguistic Constraints on the Development of the L2 Lexicon. U: E. Kellerman i M. Sharwood Smith (ur.), *Crosslinguistic Influence in Second Language Acquisition* (str. 35-48). Pergamon Press.
- Kellerman, E. (1995). Crosslinguistic influence: Transfer to nowhere? *Annual Review of Applied Linguistics*, 15, 125-150.
- Kemp, C. (2007). Strategic processing in grammar learning: Do multilinguals use more strategies? *International Journal of Multilingualism* 4(4), 241-261. <https://doi.org/10.2167/ijm099.0>.
- Kemp, C. (2009). Defining multilingualism. U: L. Aronin i B. Hufeisen (ur.), *The Exploration of Multilingualism: Development of Research on L3, Multilingualism and Multiple Language Acquisition* [AILA Applied Linguistics Series 6] (str. 11-26). John Benjamins.

- Kemp, L. S. i McDonald, J. L. (2021). Second language vocabulary acquisition: The effects of semantic relatedness, form similarity, and translation direction. *Language Learning*, 71(3), 716-756. <https://doi.org/10.1111/lang.12449>
- Keßler, J.-U. i Paulick, C. (2010). Mehrsprachigkeit und schulisches Englischlernen bei Lernern mit Migrationshintergrund. U: B. Ahrenholtz (ur.), *Fachunterricht und Deutsch als Zweitsprache* (str. 257-278). Narr.
- Kharkhurin, A. V. (2009). The role of bilingualism in creative performance on divergent thinking and invented alien creatures tests. *The Journal of Creative Behavior*, 43(1), 59-71.
- Kidd, E., Donnelly, S. i Christiansen, M. H. (2018). Individual differences in language acquisition and processing. *Trends in cognitive sciences*, 22(2), 154-169.
- Kieseier, T., Thoma, D., Vogelbacher, M. i Hopp, H. (2022). Differential effects of metalinguistic awareness components in early foreign language acquisition of English vocabulary and grammar. *Language awareness*, 31(4), 495-514. <https://doi.org/10.1080/09658416.2022.2093888>
- Kirsch, C. i Duarte, J. (ur.). (2020). *Multilingual Approaches for Teaching and Learning: From Acknowledging to Capitalising on Multilingualism in European Mainstream Education*. Routledge. <https://doi.org/10.4324/9780429059674>.
- Kirwan, D. (2019). Multilingual environments: Benefits for early language learning. *TE-ANGA, the Journal of the Irish Association for Applied Linguistics*, 10, 38-57. <https://doi:10.35903/teanga.v10i0.69>.
- Klein, E. C. (1995). Second versus third language acquisition: Is there a difference? *Language Learning*, 45, 419-465.
- Kleyn, T. i García, O. (2019). Translanguaging as an Act of Transformation. U: L.C. de Oliveira (ur.), *The Handbook of TESOL in K-12* (str. 69-82). John Wiley & Sons.
- Knapp, K. i Antos, G. (2007). Introduction to the handbook series. U: P. Auer i L. Wei, (ur.), *Handbook of Multilingualism and Multilingual Communication* Vol. 5. (str. V-XV). Walter de Gruyter GmbH & Co. KG.
- Knežević, Ž. i Šenjug Golub, A. (2015). Stav roditelja prema učenju stranih jezika kao jedan od čimbenika razvoja višjejezičnosti u učenika. *Napredak: Časopis za interdisciplinarna istraživanja u odgoju i obrazovanju*, 156(1-2), 151-167.
- Knežević, Ž., Šenjug Krleža, A. i Petravić, A. (2022). Development of students' multilingual competence in primary education from the perspective of language teachers, professional associates, and school principals. *Metodički ogledi: časopis za filozofiju odgoja*, 29(2), 203-228.
- Knudsen, H. B. S., Donau, P. S., Mifsud, C., Papadopoulos, T. C. i Dockrell, J. E. (2021). Multilingual classrooms—Danish teachers' practices, beliefs and attitudes. *Scandinavian Journal of Educational Research*, 65(5), 767-782.
- Komeili, M., Tavakoli, P. i Marinis, T. (2023). Using multiple measures of language dominance and proficiency in Farsi-English bilingual children. *Frontiers in Communication* 8, 1153665. <https://doi:10.3389/fcomm.2023.1153665>
- Kopečková, R. (2016). The bilingual advantage in L3 learning: A developmental study of rhotic sounds. *International Journal of Multilingualism*, 13, 410-425.

- Kopečková, R., Marecka, M., Wrembel, M. i Gut, U. (2016). Interactions between three phonological subsystems of young multilinguals: The influence of language status. *International Journal of Multilingualism*, 13(4), 426-443. <https://doi.org/10.1080/14790718.2016.1217603>
- Kovács, Á. M. i Mehler, J. (2009a). Cognitive gains in 7-month-old bilingual infants. *Proceedings of the National Academy of Sciences*, 106, 6556-6560. <https://doi.org/10.1073/pnas.0811323106>
- Kovács, Á. M. i Mehler, J. (2009b). Flexible learning of multiple speech structures in bilingual infants. *Science*, 325(5940), 611-612.
- Kovačević M., Jelaska, Z., Kuvač Kraljević, J. i Cepanec, M. (2007). *Komunikacijske razvojne ljestvice (KORALJE)*. Naklada Slap.
- Koven, M. (2006). "Feeling in Two Languages: A Comparative Analysis of a Bilingual's Affective Displays in French and Portuguese". U: A. Pavlenko (ur.), *Bilingual Minds: Emotional Experience, Expression, and Representation* (str. 84-117). Multilingual Matters. <https://doi.org/10.21832/9781853598746-006>
- Kramsch, C. i Zhang, L. (2018). *The multilingual instructor*. Oxford University Press
- Kratzmann, J., Jahreiß, S., Frank, M., Ertanir, B. i Sachse, S. (2017). Einstellungen pädagogischer Fachkräfte in Kindertageseinrichtungen zur Mehrsprachigkeit. *Zeitschrift für Erziehungswissenschaft*, 20(2), 237-258.
- Krogager Andersen, L. (2024). Unfolding language awareness in a plurilingual context – A study of metalinguistic, practical, and critical language awareness. *Modern Language Journal*, 108. <https://doi.org/10.1111/modl.12912>.
- Krogull, A. (2021). Rethinking historical multilingualism and language contact 'from below'. Evidence from the Dutch-German borderlands in the long nineteenth century. *Dutch Crossing*, 45(2), 147-170.
- Kroll, J. F. (2024). The bilingual mental lexicon. U: T. Ionin, S. Montrul i R. Slabakova (ur.), *The Routledge Handbook of Second Language Acquisition, Morphosyntax, and Semantics* (str. 47-60). Routledge.
- Kroll, J. i Stewart, E. (1994). Category Interference in Translation and Picture Naming: Evidence for Asymmetric Connections Between Bilingual Memory Representations. *Journal of Memory and Language*, 33(2), 149-174.
- Kroll, J. F. i Tokowicz, N. (2005). Models of Bilingual Representation and Processing: Looking Back and to the Future. U: J. F. Kroll i A. M. B. de Groot (ur.), *Handbook of bilingualism: Psycholinguistic approaches* (str. 531-553). Oxford University Press.
- Kroll, J., Dussias, P. E., Bice, K. i Perrotti, L. (2015). Bilingualism, mind, and brain. *Annual Review of Linguistics*, 1, 377-394.
- Kubota, R. (2016). The multi/plural turn, postcolonial theory, and neoliberal multiculturalism: Complicities and implications for applied linguistics. *Applied Linguistics*, 37(4), 474-494. <https://doi.org/10.1093/applin/amu045>
- Kumaravivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560. <https://doi.org/10.2307/3588427>

- Kuteeva, M. (2020). Revisiting the 'E' in EMI: Students' perceptions of standard English, lingua franca and translingual practices. *International Journal of Bilingual Education and Bilingualism*, 23(3), 287-300.
- Lado, R. (1957). *Linguistics across Cultures*. University of Michigan Press.
- Lago, S., Mosca, M. i Stutter Garcia, A. (2021). The role of crosslinguistic influence in multilingual processing: Lexicon versus syntax. *Language Learning*, 71(S1), 163-192.
- Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. University of Chicago Press.
- Larsen-Freeman, D. (2015). Ten 'lessons' from complex dynamic systems theory: What is on offer. U: Z. Dornyei, A. Henry i P. D. MacIntyre (ur.), *Motivational dynamics in language learning* (str. 11-19). Multilingual Matters.
- Larsen-Freeman, D. i Cameron, L. (2008a). Research Methodology on Language Development from a Complex Systems Perspective. *The Modern Language Journal*, 92(2), 200-213.
- Larsen-Freeman, D. i Cameron, L. (2008b). *Complex Systems and Applied Linguistics*. Oxford: OUP
- Larsen-Freeman, D. i Long, M. (1991). *An Introduction to Second Language Research*. Longman.
- Lasagabaster, D. (2000). "The effects of three bilingual education models on linguistic creativity". *International Review of Applied Linguistics in Language Teaching*, 38(3-4), 213-228. <https://doi.org/10.1515/iral.2000.38.3-4.213>
- László, M. (2012). Višejezičnost u translajtanijskom dijelu Austro-ugarske monarhije (1867.-1918.): politika i praksa. *Jezikoslovlje*, 13(2), 269-297.
- Lehrplan 21. (2017). Pristupljeno 2. 2. 2024. <https://v-fe.lehrplan.ch/index.php?code=b|1|0&la=yes>
- Lehtonen, M., Soveri, A., Laine, A., Järvenpää, J., de Bruin, A. i Antfolk, J. (2018). Is bilingualism associated with enhanced executive functioning in adults? A meta-analytic review. *Psycholinguistic Bulletin*, 144, 394-425. <https://doi.org/10.1037/bul0000142>
- Leisen, J. (2013). *Handbuch Sprachförderung im Fach. Sprachsensibler Fachunterricht in der Praxis. Grundlagenteil*. Klett.
- Lemhöfer, K. (2023). Processing Words in a Multilingual Lexicon. U J. Cabrelli, A. Chaouch-Orozco, J. González Alonso, S. M. Pereira Soare, E. Puig-Mayenco, J. Rothman (ur.), *The Cambridge Handbook of Third Language Acquisition* (str. 165-194). Cambridge Handbooks in Language and Linguistics. Cambridge University Press.
- Lemhöfer, K., Dijkstra, T. i Michel, M. (2004). Three languages, one ECHO: Cognate effects in trilingual word recognition. *Language and cognitive processes*, 19(5), 585-611.
- Letica Krevelj, S. (2012). Multilinguals' Exploitation of Affordances: Evidence from the Use of Compensatory Strategies. U: J. Mihaljević Djigunović i M. Medved Krajnović (ur.), *UZRT 2012: Empirical studies in English applied linguistics* (str. 113-130). FF press.
- Letica Krevelj, S. (2014a). *Crosslinguistic interaction in acquiring English as L3: Role of psychotypology and L2 status*. Doktorski rad. Sveučilište u Zagrebu Filozofski fakultet.

- Letica Krevelj, S. (2014b). "Patterns of crosslinguistic consultations during L3 production". Rad izložen na the 9th International Conference on Third Language Acquisition and Multilingualism (str. 49). Uppsala University, Švedska.
- Letica Krevelj, S. (2016a). Psychotypology and the Activation of Interlingual and Deceptive Cognates from Typologically Unrelated Languages in L3 English Production. U: I. Zovko Dinković i J. Mihaljević Djigunović (ur.), *English Studies from Archives to Prospects: Volume 2 - Linguistics and Applied Linguistics* (str. 254-269). Cambridge Scholars Publishing.
- Letica Krevelj, S. (2016b). Multilinguals' perceptions of crosslinguistic similarity and relative ease of learning genealogically unrelated languages. *Studia Romanica et Anglica Zagabiensia*, 61, 175-206.
- Letica Krevelj, S. (2019). Strani jezik i višejezičnost: stvarnost, spoznaje i preporuke. U: Y. Vrhovac i suradnici (ur.), *Izazovi učenja stranoga jezika u osnovnoj školi* (str. 26-34). Knjižara Ljevak.
- Letica Krevelj, S. (2020). Studying Crosslinguistic Interaction in Multilingual Production Through the Dominant Language Constellations. U: J. Lo Bianco i L. Aronin (ur.), *Dominant language Constellations. A New Perspective on Multilingualism* (str. 211-229). Springer Nature Switzerland.
- Letica Krevelj, S. i Kovačić, N. (2023). DLC of consecutive multilinguals studying languages in an officially monolingual environment. U: L. Aronin i S. Melo-Pfeifer (ur.), *Language Awareness and Identity: Insights via Dominant Language Constellation Approach* (str. 173-194). Springer International Publishing.
- Letica Krevelj, S. i Kovačić, N. (2024). Inventory of Language Learning Affordances in Croatian Socio-Educational Context. U: D. Gabrys-Barker i E. Vetter (ur.), *Modern Approaches to Researching Multilingualism: Studies in Honour of Larissa Aronin* (str. 161-182). Springer Nature Switzerland.
- Letica, S. i Mardešić, S. (2007). Cross-Linguistic Transfer in L2 and L3 Oral Production. U: J. Horvath i M. Nikolov (ur.), *Empirical Studies in English Applied Linguistics* (str. 307-318). Lingua Franca Csoport.
- Leonet, O., Cenoz, J. i Gorter, D. (2020). Developing morphological awareness across languages: Translanguaging pedagogies in third language acquisition. *Language Awareness*, 29, 41-59.
- Leopold, W. (1939). *Speech development of a bilingual child. Vol I: Vocabulary growth in the first two years*. Northwestern University Press.
- Leopold, W. (1949). *Speech development of a bilingual child. A linguist's record. Vol. 3. Grammar and general problems in the first two years*. Northwestern University Press.
- Leung, Y-K. I. (2005a). Second vs. Third Language Acquisition of Tense and Agreement in French by Vietnamese Monolinguals and Cantonese-English Bilinguals. U: J. Cohen, K. T. McAlister, K. Rolstad i J. MacSwan (ur.), *Proceedings of the 4th International Symposium on Bilingualism* (str. 1344-1352). Cascadilla Press.
- Leung, Y-K. I. (2005b). L2 vs. L3 initial state: A comparative study of the acquisition of French DPs by Vietnamese monolinguals and Cantonese-English bilinguals. *Bilingualism: Language and Cognition*, 8(1), 39-61.

- Leung, Y-K. I. (2007). Review article: Third language acquisition: why it is interesting to generative linguists? *Second Language Research*, 23(1), 95-114.
- Leung, Y-K.I. (ur.) (2009). *Third Language Acquisition and Universal Grammar*. Multilingual Matters.
- Leung, C. i Valdés, G. (2019). Translanguaging and the transdisciplinary framework for language teaching and learning in a multilingual world. *The Modern Language Journal*, 103(2), 348-370.
- Lewis, G., Jones, B. i Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational research and evaluation*, 18(7), 641-654.
- Lewis, K., Skelin Horvat, A. i Škiljan, F. (2020). For Whom the School Bell Tolls: Minority Language Politics in the Croatian Educational System. U: Strani, K. (ur.), *Multilingualism and Politics* (str. 285-308). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-40701-8_12
- Li, C., Nuttall, R. i Zhao, S. (1999). The effect of writing Chinese characters on success on the Water-Level Task. *Journal of Cross-Cultural Psychology*, 30, 91-105.
- Li, P., Sepanski, S. i Zhao, X. (2006). Language history questionnaire: A web based interface for bilingual research. *Behavior Research Methods*, 38(2), 202-210.
- Li, P., Zhang, F. A. N., Tsai, E. i Puls, B. (2014). Language history questionnaire (LHQ 2.0): A new dynamic web-based research tool. *Bilingualism: Language and Cognition*, 17(3), 673-680.
- Libben, G. (2022). From Lexicon to Flexicon: The Principles of Morphological Transcendence and Lexical Superstates in the Characterization of Words in the Mind. *Frontiers in Artificial Intelligence*, 4:788430. <https://doi.org/10.3389/frai.2021.788430>
- Libben, G. i Schwieter, J. W. (2019). Lexical Organization and Reorganization in the Multilingual Mind. U: M. Paradis (ur.), *The Handbook of the Neuroscience of Multilingualism* (str. 297-312). John Wiley & Sons. <https://doi.org/10.1002/9781119387725.ch14>
- Lin, A. (2016). *Language across the curriculum & CLIL in English as an Additional Language (EAL) contexts: Theory and practice*. Springer.
- Lightbown, P. M. i Spada, N. (2010). *How languages are learned* (3. izd.). Oxford university press.
- Lindqvist, C. (2006). *L'influence translinguistique dans l'interlangue française. Étude de la production orale d'apprenants plurilingues*. Doktorski rad. Stockholms universitet.
- Lindqvist C. (2009). The use of the L1 and the L2 in French L3: Examining cross-linguistic lexemes in multilingual learners' oral production. *International Journal of Multilingualism*, 6(3), 281-297.
- Little, D. i Kirwan, D. (2019). *Engaging with linguistic diversity: A study of educational inclusion in an Irish primary school*. Bloomsbury Publishing.
- Llama, R., Cardoso, W. i Collins, L. (2010). The influence of language distance and language status on the acquisition of L3 phonology. *International Journal of Multilingualism*, 7(1), 39-57.
- Llama, R. i López-Morelos, L. P. (2020). On heritage accents: Insights from VOT production by trilingual heritage speakers of Spanish. U: E. Babatsouli i M. J. Ball (ur.), *An anthology of bilingual child phonology* (str. 209-231). Multilingual Matters.

- Lo Bianco, J. i Aronin, L. (ur.) (2020). *Dominant Language Constellations: A New Perspective on Multilingualism*. Springer.
- Lorenz, E., Krulatz, A. i Torgersen, E. N. (2021). Embracing linguistic and cultural diversity in multilingual EAL classrooms: The impact of professional development on teacher beliefs and practice. *Teaching and Teacher Education*, 105. <https://doi.org/10.1016/j.tate.2021.103428>
- Lorenzo, F., Casal, S. i Moore, P. (2010). The effects of content and language integrated learning in European education: Key findings from the Andalusian bilingual sections evaluation project. *Applied linguistics*, 31(3), 418-442.
- Lowe, C. J., Cho, I., Goldsmith, S. F. i Morton, J. B. (2021). The bilingual advantage in children's executive functioning is not related to language status: A meta-analytic review. *Psychological Science*, 32, 1115-1146. <https://doi.org/10.1177/0956797621993108>
- Lowie, W. i Verspoor, M. (2011). The dynamics of multilingualism: Levelt's speaking model revisited. U: M. Schmid i W. Lowie (ur.), *Modeling bilingualism: From structure to chaos* (str. 267-288). John Benjamins Publishing.
- Lucas, T. i Villegas, A. M. (2011). A framework for preparing linguistically responsive teachers. U: T. Lucas (ur.), *Teacher preparation for linguistically diverse classrooms* (str. 35-52). Routledge.
- Lucas, T. i Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory into Practice*, 52(2), 98-109.
- Luk, G. i Bialystok, E. (2013). Bilingualism is not a categorical variable: interaction between language proficiency and usage. *Journal of Cognitive Psychology*, 25(5), 605-621. <https://doi.org/10.1080/20445911.2013.795574>
- Luk, G. i Rothman, J. (2022). Experience-based individual differences modulate language, mind and brain outcomes in multilinguals. *Brain and Language*, 228, 105107. <https://doi.org/10.1016/j.bandl.2022.105107>
- Lundberg, A. (2019). Teachers' beliefs about multilingualism: Findings from Q method research. *Current Issues in Language Planning*, 20(3), 266-283.
- MacSwan, J. (2020). Sociolinguistic and linguistic foundations of code switching research. U: J. MacSwan i C. Faltis (ur.), *Code Switching in the classroom: Critical perspectives on teaching, learning, policy, & ideology* (str. 3-38). Routledge.
- Maluch, J. T., Neumann, M. i Kempert, S. (2016). Bilingualism as a resource for foreign language learning of language minority students? Empirical evidence from a longitudinal study during primary and secondary school in Germany. *Learning and Individual Differences*, 51, 111-118.
- Maluch, J. T. i Kempert, S. (2017). Bilingual profiles and third language learning: The effects of the manner of learning, sequence of bilingual acquisition, and language use practices. *International Journal of Bilingual Education and Bilingualism*, 22, 870-882.
- Marian, V., Blumenfeld, H.K. i Kaushanskaya, M. (2007). The Language Experience and Proficiency Questionnaire (LEAP-Q): Assessing Language Profiles in Bilinguals and Multilinguals. *Journal of Speech, Language, and Hearing Research*, 50, 940-967.
- Marian, V., Blumenfeld, H. K., Mizrahi, E., Kania, U. i Cordes, A-K. (2013). Multilingual Stroop performance: Effects of trilingualism and proficiency on inhibi-

- tory control. *International Journal of Multilingualism*, 10(1), 82-104. [https://doi:10.1080/14790718.2012.708037](https://doi.org/10.1080/14790718.2012.708037).
- Marshall, S. i Moore, D. (2018). Plurilingualism amid the panoply of lingualisms: Addressing critiques and misconceptions in education. *International Journal of Multilingualism*, 15(1), 19-34. <https://doi.org/10.1080/14790718.2016.1253699>
- May, S. (ur.). (2014a). *The multilingual turn: Implications for SLA, TESOL and bilingual education*.
- May, S. (2014b). Contesting public monolingualism and diglossia: Rethinking political theory and language policy for a multilingual world. *Language Policy*, 13(4), 371-393. <https://doi.org/10.1007/s10993-014-9327-x>.
- May, S. (2019). Negotiating the Multilingual Turn in SLA. *The Modern Language Journal*, 103, 122-129. <https://doi.org/10.1111/modl.12531>
- Marx, N. i Hufeisen, B. (2004). A critical overview of research on third language acquisition and multilingualism. *International Journal of Multilingualism*, 1(2), 141-154. [https://doi:10.1080/14790710408668184](https://doi.org/10.1080/14790710408668184)
- Mary, L. i Hélot, C. (2022). Multilingual Education in Formal Schooling: Conceptual Shifts in Theory, Policy and Practice. U: A. Stavans i U. Jessner (ur.), *The Cambridge Handbook of Childhood Multilingualism* (str. 82-112). Cambridge University Press.
- McDermott, P. (2017). Language rights and the Council of Europe: A failed response to a multilingual continent? *Ethnicities*, 17(5), 603-626. <https://doi.org/10.1177/1468796816654725>.
- McHugh, M. (2008). Power analysis in research. *Biochemia Medica*, 18(3), 263-274.
- McManus, K. i Marsden, E. (2019). Signatures of automaticity during practice: Explicit instruction about L1 processing routines can improve L2 grammatical processing. *Applied Psycholinguistics*, 40, 205-234.
- Medved Krajnović, M. i Letica, S. (2009). Učenje stranih jezika u Hrvatskoj: politika, značnost i javnost. U: J. Granić (ur.), *Language Policy and Language Reality* (str. 598-607). Hrvatsko društvo za primijenjenu lingvistiku.
- Meisel, J. (1989). Early differentiation of languages in bilingual children. U: K. Hyltenstam i L. Obler (ur.), *Bilingualism across the lifespan: Aspects of acquisition, maturity and loss* (str. 13-40). Cambridge University Press.
- Meisel, J. M. (2004). The bilingual child. U: T. K. Bhatia i W. C. Ritchie (ur.), *The Handbook of Bilingualism*, (str. 91-113). Oxford: Blackwell.
- Meisel, J. M. (2009). Second language acquisition in early childhood. *Zeitschrift für Sprachwissenschaft*, 28(1), 5-34.
- Meisel, J. M. (2013). Sensitive phases in successive language acquisition: The critical period hypothesis revisited. U: C. Boeck i K. Grohmann (ur.), *The Cambridge handbook of biolinguistics* (str. 69-85). Cambridge University Press.
- Meißner, F. J. (2018). Modelling plurilingual processing in intercomprehension. U: S. Garbarino i C. Degache (ur.), *Intercompréhension en réseau. Scénarios, médiations, évaluations* (str. 279-283). Pristupljeno 5. 1. 2024. https://iris.unito.it/bitstream/2318/1861762/1/Garbarino_Degache_IC_en_r%C3%A9seau.pdf#page=279

- Melinger, A. (2018). Distinguishing languages from dialects: a litmus test using the picture-word interference task. *Cognition*, 172, 73-88. <https://doi.org/10.1016/j.cognition.2017.12.006>
- Melinger, A. (2021). Do elevators compete with lifts? Selecting dialect alternatives. *Cognition*, 206, 104471. <https://doi.org/10.1016/j.cognition.2020.104471>
- Melo-Pfeifer, S. (2021). Understanding Dominant Language Constellations through analysis of visual linguistic autobiographies by Foreign Language student-teachers in Germany. U: L. Aronin i E. Vetter (ur.), *Dominant Language Constellations approach in Education and Language acquisition* (str. 203-224). Springer.
- Mendoza, A. (2023). *Translanguaging and English as a lingua franca in the plurilingual classroom*. Multilingual Matters. <https://doi.org/10.21832/9781800413443>
- Mendoza, A., Hamman-Ortiz, L., Tian, Z., Rajendram, S., Tai, K. W., Ho, W. Y. J. i Sah, P. K. (2023). Sustaining critical approaches to translanguaging in education: A contextual framework. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3240>
- Mendoza, L. E. (2024). Translanguaging in the Multilingual Language Classroom. U: S. Jones, R. Schmor i J. Kerekes (ur.), *Reconceptualizing Language Norms in Multilingual Contexts* (str. 54-67). IGI Global. <https://doi.org/10.4018/978-1-6684-8761-7.ch003>
- Miękisz, A., Haman, E., Łuniewska, M., Kuś, K., O'Toole, C. i Katsos, N. (2019). The impact of a first-generation immigrant environment on the heritage language: productive vocabularies of Polish toddlers living in the UK and Ireland. U: D. Gatt i C. O'Toole (ur.), *Risk and Protective Environmental Factors for Early Bilingual Language Acquisition* (str. 67-84). Routledge.
- Mieszkowska, K., Łuniewska, M., Kołak, J., Kacprzak, A., Wodniecka, Z. i Haman, E. (2017). Home language will not take care of itself: Vocabulary knowledge in trilingual children in the United Kingdom. *Frontiers in Psychology*, 8, 1-11. <https://doi.org/10.3389/fpsyg.2017.01358>
- Mihaljević Djigunović, J. (2013). Multilingual attitudes and attitudes to multilingualism. U: D. Singleton, J. A. Fishman, L. Aronin i M. Ó Laoire (ur.), *Current multilingualism. A new linguistic dispensation* (str. 163-186). De Gruyter Mouton.
- Milani Kruljac, N. (1990). *La comunità' italiana in Istria e a Fiume fra diglossia e bilinguismo*. Centro di Ricerche Storiche di Rovigno, Etnia.
- Ministarstvo znanosti i obrazovanja. (2019). Kurikulum nastavnog predmeta Engleski jezik za osnovne škole i gimnazije. Pristupljeno 3. 9. 2023. <https://mzom.gov.hr/UserDocsImages/dokumenti/Publikacije/Predmetni/Kurikulum%20nastavnog%20predmeta%20Engleski%20jezik%20za%20osnovne%20skole%20i%20gimnazije%20u%20RH.pdf>
- Ministarstvo znanosti i obrazovanja. (2019). Kurikulum nastavnog predmeta Francuski jezik za osnovne škole i gimnazije. Pristupljeno 3. 9. 2023. <https://mzom.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/francuski-jezik/745>
- Ministarstvo znanosti i obrazovanja. (2023). Eksperimentalni program: OSNOVNA ŠKOLA KAO CJELODNEVNA ŠKOLA: Uravnotežen, pravedan, učinkovit i održiv sustav odgoja i obrazovanja. Pristupljeno 17. 11. 2023. <https://mzom.gov.hr/UserDocsImages/>

- es/dokumenti/Obrazovanje/OsnovneSkole/Cjelodnevna-skola/Eksperimentalni-program-Osnovna-skola-kao-cjelodnevna-skola.pdf
- Mitits, L. (2018). Multilingual Students in Greek Schools: Teachers' Views and Teaching Practices. *Journal of Education and e-Learning Research*, 5(1), 28-36.
- Modirghamene, S. (2006). The reading achievement of third language versus second language learners of English in relation to the inter-dependence hypothesis. *International Journal of Multilingualism*, 3, 280-295.
- Mohanty, A., Panda, M., Phillipson, R. i Skutnabb-Kangas, T. (ur.) (2009). *Multilingual education for social justice: Globalising the local*. Orient Blackswan.
- Möhle, D. (1989). Multilingual interaction in foreign language production. U: H. W. Dechert i M. Raupach (ur.), *Interlingual processes* (str. 179-194). Gunter Narr Verlag.
- Molnár, T. (2010). Cognate Recognition and L3 Vocabulary Acquisition, *Acta Universitatis Sapientiae, Philologica*, 2(2), 337-349.
- Montanari, S. (2009a). Pragmatic differentiation in early trilingual development. *Journal of Child Language*, 36(3), 597-627. <https://doi.org/10.1017/S0305000908009112>
- Montanari, S. (2009b). Multi-word combinations and the emergence of differentiated ordering patterns in early trilingual development. *Bilingualism: Language and Cognition*, 12(4), 503-519. <https://doi.org/10.1017/S1366728909990265>
- Montanari, S. (2010a). Translation equivalents and the emergence of multiple lexicons in early trilingual development. *First Language*, 30(1), 102-125. <https://doi.org/10.1177/0142723709350528>
- Montanari, S. (2010b). *Language Differentiation in Early Trilingual Development. Evidence from a Case Study*. Verlag Dr. Müller.
- Montanari, S. (2011). Phonological differentiation before age two in a Tagalog-Spanish-English tri-lingual child. *International Journal of Multilingualism*, 8(1), 5-21. <https://doi.org/10.1080/14790711003671846>
- Montanari, S. (2013). Productive trilingualism in infancy: What makes it possible?. *World Journal of English Language*, 3(1), 62. <https://doi.org/10.5430/wjel.v3n1p62>
- Montrul, S. (2008). *Incomplete Acquisition in Bilingualism: Re-examining the Age Factor*. John Benjamins.
- Montrul, S. (2016). *The acquisition of heritage languages*. Cambridge University Press.
- Moore, D. i Gajo, L. (2009). French Voices on Plurilingualism and Pluriculturalism: Theory, Significance and Perspectives. *International Journal of Multilingualism and Multiculturalism*, 6, 137-153.
- Müller, N. (2004). Null-arguments in bilingual children: French topics. U: P. Prévost i J. Paradis (ur.), *The acquisition of French in different contexts: Focus on functional categories* (str. 275-304). John Benjamins.
- Müller-Lancé, J. (2003a). A strategy model of multilingual learning. U: J. Cenoz, B. Huelsen i U. Jessner (ur.), *The Multilingual Lexicon* (str. 117-132). Springer Netherlands.
- Müller-Lancé, J. (2003b). *Der Wortschatz romanischer Sprachen im Tertiärsprachenerwerb: Lernerstrategien am Beispiel des Spanischen, Italienischen und Katalanischen*. Stauffenburg. Pristupljeno 22. 1. 2024.

https://madoc.bib.uni-mannheim.de/6809/1/M%C3%BCller-Lanc%C3%A9_Der%20Wortschatz%20romanischer%20Sprachen%20im%20L3-Erwerb.pdf

Muñoz, C. (2020). Cognate recognition by young multilingual language learners: The role of age and exposure. U: C. Bardel i L. Sánchez (ur.), *Third language acquisition: Age, proficiency and multilingualism* (str. 145-165). Language Science Press. <https://doi:10.5281/zenodo.4138743>

Muth, S. (2018). Linguistic landscaping. U: A. Bonnet i P. Siemund (ur.), *Foreign Language Education in Multilingual Classrooms* (str. 213-235). John Benjamins Publishing Company.

Myles, F. (2017). Learning foreign languages in primary schools: is younger better? *Pristupljeno 13. 7. 2021.* <http://www.meits.org/policy-papers/paper/learning-foreign-languages-in-primary-schools-is-younger-better>

Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje (NOK). (2011). Ministarstvo znanosti, obrazovanja i športa. *Pristupljeno 4. 9. 2023.* <https://mzom.gov.hr/UserDocsImages//dokumenti/Obrazovanje/NacionalniKurikulum/NacionalniKurikulumi//Nacionalni%20kurikulum%20za%20gimnazijsko%20obrazovanje.pdf>

Na Ranong, S. i Leung, Y-K. (2009). Null objects in L1 Thai – L2 English – L3 Chinese: An empiricist take on a theoretical problem. U: Y.-K. Leung (ur.), *Third language acquisition and universal grammar* (str. 162-191). Multilingual Matters.

Narodne novine. (18/97). *Zakon o potvrđivanju konvencije za zaštitu ljudskih prava i temeljnih sloboda i protokola br. 1., 4., 6., 7., i 11. uz konvenciju za zaštitu ljudskih prava i temeljnih sloboda.* *Pristupljeno 12. 6. 2023.* https://narodne-novine.nn.hr/clanci/međunarodni/1997_10_18_120.html

Navracsics, J. (2022). Infant bi-and multilingual development. U: A. Stavans i U. Jessner (ur.), *Cambridge handbook of childhood multilingualism* (str. 13-37). Cambridge University Press.

Nicholas, S. E. i McCarty, T. L. (2022). To 'think in a different way' - A relational paradigm for indigenous language rights. U: J. MacSwan (ur.), *Multilingual perspectives on translinguaging* (str. 227-247). Multilingual Matters.

Nicoladis, E. (2001). Finding first words in the input. U: J. Cenoz i F. Genesee (ur.), *Trends in Bilingual Acquisition* (str. 131-147). John Benjamins.

Nicoladis, E. (2024). Bilinguals' lexical choice in storytelling: Testing the weaker-links hypothesis. U: E. Babatsouli (ur.), *Multilingual Acquisition and Learning. An ecosystemic view to diversity* (str. 452-472). John Benjamins.

Nightingale, R. (2020). A Dominant Language Constellations perspective on language use and the affective domain: A case study of a Moroccan immigrant living in the Valencian community. U: J. Lo Bianco i L. Aronin (ur.), *Dominant Language Constellations: A Perspective on present-day multilingualism* (str. 231-259). Springer.

Novak, K. (2012). *Višejezičnost i kolektivni identiteti iliraca. Jezične biografije Dragojle Jarnević, Ljudevita Gaja i Ivana Kukuljevića Sakcinskoga.* Srednja Europa.

Odlin, T. (1989). *Language Transfer: Cross-linguistic Influence in Language Learning.* Cambridge University Press.

- Odlin, T. (2003). Cross-linguistic influence. U: C. Doughty i M. Long (ur.), *Handbook of Second Language Acquisition* (str. 436-486). Blackwell.
- Odlin, T. i Jarvis, S. (2004). Same source, different outcomes: A study of Swedish influence on the acquisition of English in Finland. *The International Journal of Multilingualism*, 1(2), 123-140.
- OECD (2018). Education at a glance 2018: OECD indicators. OECD Publishing. <https://doi.org/10.1787/eag-2018-en>.
- OECD (2020). *PISA 2018 Results (Volume VI) Are Students Ready to Thrive in an Interconnected World*. OECD Publishing.
- OECD (2023). *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*. PISA, OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Ohinata, A. i Van Ours, J. C. (2013). How immigrant children affect the academic achievement of native Dutch children. *The Economic Journal*, 123(570).
- Oller, D. K. (2010). All-day recordings to investigate vocabulary development: A case study of a trilingual toddler. *Communication Disorders Quarterly*, 31(4), 213-222. <https://doi.org/10.1177/1525740109358628>
- Oller, D. K. i Eilers, R. E. (ur.). (2002). *Language and literacy in bilingual children* (2. izd.). Multilingual Matters.
- Otwinowska, A. (2016). *Cognate vocabulary in language acquisition and use: Attitudes, awareness, activation* (Vol. 93). Multilingual Matters.
- Otwinowska, A. (2017). English teachers' language awareness: away with the monolingual bias?. *Language Awareness*, 26(4), 304-324. DOI: 10.1080/09658416.2017.1409752
- Otwinowska, A. i Szewczyk, J. (2017). The more similar the better? Factors in learning cognates, false cognates and non-cognate words. *International Journal of Bilingual Education and Bilingualism*, 22(8), 974-991. <https://doi.org/10.1080/13670050.2017.1325834>.
- Paap, K. R. (2023). *The bilingual advantage in executive functioning hypothesis: How the debate provides insight into psychology's replication crisis?*. Routledge. <https://doi.org/10.4324/9781003308027>
- Paap, K. R. i Greenberg, Z. I. (2013). There is no coherent evidence for a bilingual advantage in executive processing. *Cognitive Psychology*, 66(2), 232-258.
- Paap, K. i Majoubi, J. (2025). Voir la vie sans rose-colored glasses: A reality check on bilingualism and executive functioning. *Experimental Psychology*, 72(3), 115-134. <https://doi.org/10.1027/1618-3169/a000648>
- Papagno, C. i Vallar, G. (1995). Verbal short-term memory and vocabulary learning in polyglots. *The Quarterly Journal of Experimental Psychology*, 48, 98-107.
- Paradis, J. (2016). The development of English as a second language with and without specific language impairment: Clinical implications. *Journal of Speech, Language, and Hearing Research*, 59(1), 171-182.
- Paradis, J. i Jia, R. (2017). Bilingual children's long-term outcomes in English as a second language: Language environment factors shape individual differences in catching up with monolinguals. *Developmental science*, 20(1). <https://doi.org/10.1111/desc.12433>

- Park, J., Ellis Weismer, S. i Kaushanskaya, M. (2018). Changes in executive function over time in bilingual and monolingual school-aged children. *Developmental Psychology*, 54, 1842-1853.
- Passepartout, A. R. (2008). *Didaktische Grundsätze des Fremdsprachenunterrichts in der Volksschule*. Pristupljeno 24. 2. 2024. <https://www.sprachenunterricht.ch/sites/default/files/Didaktische-Grunds%C3%A4tze.pdf>
- Pavičić Takač, V. i Bagarić, V. (2011). Foreign Language Acquisition in space and time: A comparative analysis of the Croatian foreign language acquisition context. U: M. Brdar i sur. (ur.), *Space and Time in Language* (str. 329-351). Peter Lang.
- Pavlenko, A. (2005). *Emotions and multilingualism*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511584305>
- Pavlenko, A. (2009). Conceptual representation in the bilingual lexicon and second language vocabulary learning. U: A. Pavlenko (ur.), *The Bilingual Mental Lexicon: Interdisciplinary Approaches* (str. 125-60). Multilingual Matters.
- Pavlenko, A. (2012). Multilingualism and emotions. U: A. Blackledge, A. Creese i M.M. Martin-Jones (ur.), *The Routledge Handbook of Multilingualism* (pp. 454-70). Routledge.
- Pavlenko, A. (ur.). (2023a). *Multilingualism and History*. Cambridge University Press.
- Pavlenko, A. (2023b). Multilingualism and Historical Amnesia: An Introduction. U: A. Pavlenko (ur.), *Multilingualism and History* (str. 1-49). Cambridge University Press.
- Pavličević- Franić, D. (2003). Razvoj pragmatične jezične kompetencije u sustavu okomito bilinglnoga diskursa. U: D. Stolac, N. Ivanetić i B. Pritchard (ur.), *Psiholingvistika i kognitivna znanost u hrvatskoj primijenjenoj lingvistici* (str. 579-589). Hrvatsko društvo za primijenjenu lingvistiku.
- Peal, E. i Lambert, W. E. (1962). The relation of bilingualism to intelligence. *Psychological Monographs: General and Applied*, 76, 1-23.
- Pearson, B. Z. i Fernández, S. (1994). Patterns of interaction in the lexical growth in two languages of bilingual infants and toddlers. *Language Learning*, 44, 617-653. <https://doi.org/10.1111/j.1467-1770.1994.tb00633.x>
- Pearson, B. Z., Fernández, S. i Oller, D. K. (1995). Cross-language synonyms in the lexicons of bilingual infants: one language or two? *Journal of Child Language*, 22, 345-368.
- Pearson, B. Z., Fernández, S., Lewedeg, V. i Oller, D. K. (1997). The relation of input factors to lexical learning by bilingual infants. *Applied Psycholinguistics*, 18(1), 41-58. <https://doi.org/10.1017/S0142716400009863>
- Peña, E. D., Gutiérrez-Clellen, V. F., Iglesias, A., Goldstein, B. A. i Bedore, L. M. (2018). *Bilingual English Spanish Assessment (BESA)*. Brookes.
- Pennycook, A. i Otsuji, E. (2015). *Metrolingualism: Language in the City*. Routledge. <https://doi.org/10.4324/9781315724225>
- Perpiñán, S. (2018). On convergence, ongoing language change, and crosslinguistic influence in direct object expression in Catalan-Spanish bilingualism. *Languages*, 3(2), 14. <https://doi.org/10.3390/languages3020014>
- Petitto, L. A., Berens, M. S., Kovelman, I., Dubins, M. H., Jasinska, K. i Shalinsky, M. (2012). The "Perceptual Wedge Hypothesis" as the basis for bilingual babies' phonet-

- ic processing advantage: New insights from fNIRS brain imaging. *Brain and language*, 121(2), 130-143.
- Petravić, A. (2015). Mehrsprachigkeit als Bildungsziel: Fragen der Curriculum-entwicklung aus fremdsprachendidaktischer Perspektive. U: K. Cergol Kovačević i S.L. Udier (ur.), *Multidisciplinary Approaches to Multilingualism: Proceedings from the CALS conference* (str. 199-226). Peter Lang.
- Pfenninger, S. E. (2020). Age meets multilingualism: Influence of starting age on L3 acquisition across different learner populations. U: C. Bardel i L. Sánchez (ur.), *Third language acquisition: Age, proficiency and multilingualism*, (str. 167-207). Language Science Press. <https://doi.org/10.5281/zenodo.4138745>
- Philipp, A. M. i Koch, I. (2009). Inhibition in language switching: What is inhibited when switching between languages in naming tasks?. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 35(5), 1187-1195.
- Phillipson, R. (2008). Lingua Franca or Lingua Frankensteinia? English in European integration and globalisation. *World Englishes*, 27, 250-267.
- Pinker, S. (1994). *The Language Instinct: How the Mind Creates Language*. William Morrow and Company.
- Pinto, M. A., Titone, R., i Trusso, F. (1999). *Metalinguistic awareness: Theory, development and measurement instruments*. Istituti Editoriali e Poligrafici Internazionali.
- Poarch, G. J. (2018). Multilingual language control and executive function: A replication study. *Frontiers in Communication*, 3, 46. <https://doi.org/10.3389/fcomm.2018.00046>
- Poarch, G. J. (2022). Cognitive Effects of Bilingualism. U: A. Godfroid i H. Hopp (ur.), *The Routledge Handbook of Second Language Acquisition and Psycholinguistics* (str. 426-438). Routledge.
- Poarch, G. J. i Krott, A. (2019). A bilingual advantage? An appeal for a change in perspective and recommendations for future research. *Behavioral Sciences*, 9, 95. <https://doi.org/10.3390/bs9090095>
- Poarch, G. J. i Van Hell, J. G. (2012). Cross-language activation in children's speech production: Evidence from second language learners, bilinguals, and trilinguals. *Journal of Experimental Child Psychology*, 111, 419-438.
- Poarch, G. J. i Van Hell, J. G. (2014). Cross-language activation in same-script and different-script trilinguals. *International Journal of Bilingualism*, 18(6), 693-716.
- Poarch, G. J., Vanhove, J. i Berthele, R. (2019). The effect of bidialectalism on executive function. *International Journal of Bilingualism*, 23, 612-628. <https://doi.org/10.1177/1367006918763132>
- Poeste, M., Müller, N. i Arnaus Gil, L. (2019). Code-mixing and language dominance: Bilingual, trilingual and multilingual children compared. *International Journal of Multilingualism*, 16, 459-491.
- Poropat Jeletić, N. (2017). Italofona dijasistemska raslojenost u hrvatskoj Istri: jezični i komunikacijski status, korpus i prestiž. *Annales. Series historia et sociologia*, 27(1), 191-204. <https://doi.org/10.19233/ASHS.2017.15>
- Portolés, L. (2015). *Multilingualism and very young learners: An analysis of pragmatic awareness and language attitudes* (Trends in applied linguistics, Vol. 20). Mouton de Gruyter.

- Portolés, L. i Martí, O. (2020). Teachers' beliefs about multilingual pedagogies and the role of initial training. *International Journal of Multilingualism*, 17(2), 248-264.
- Poullisse, N. i Bongaerts, T. (1994). First language use in second language production. *Applied linguistics*, 15(1), 36-57.
- Poza, L. (2017). Translanguaging: Definitions, implications, and further needs in burgeoning inquiry. *Berkeley Review of Education*, 6(2), 101-128.
- Prasad, G. (2018). "How does it look and feel to be plurilingual?": Analyzing children's representations of plurilingualism through collage. *International Journal of Bilingual Education and Bilingualism*, 23(8), 902-924. <https://doi.org/10.1080/13670050.2017.1420033>
- Prilutskaya, M. (2021). Examining Pedagogical Translanguaging: A Systematic Review of the Literature. *Languages*, 6(180), 1-18. <https://doi.org/10.3390/languages6040180>
- Puig-Mayenco, E., Gonzalez Alonso, J. i Rothman, J. (2020). A systematic review of transfer studies in third language acquisition. *Second Language Research*, 36(1), 31-64. <https://doi.org/10.1177/0267658318809147>
- Puig-Mayenco, E. (2023). Full Transfer in L3/Ln Acquisition: Evidence from Two Clusters of Studies. U: J. Cabrelli, A. Chaouch-Orozco, J. González Alonso, S. M. Pereira Soares, E. Puig-Mayenco i J. Rothman (ur.), *The Cambridge Handbook of Third Language Acquisition* (str. 195-218). Cambridge Handbooks in Language and Linguistics. Cambridge University Press.
- Putjata, G. i Koster, D. (2023). 'It is okay if you speak another language, but...': Language hierarchies in mono-and bilingual school teachers' beliefs. *International Journal of Multilingualism*, 20(3), 891-911.
- Quay, S. (2008). Dinner conversations with a trilingual two-year-old: Language socialization in a multilingual context. *First Language*, 28(1), 5-33. <https://doi.org/10.1177/0142723707083557>
- Quay, S. (2011a). Trilingual toddlers at daycare centers: the role of caregivers and peers in language development. *International Journal of Multilingualism*, 8(1), 22-41. <http://dx.doi.org/10.1080/14790711003671853>
- Quay, S. (2011b). Introduction: Data-driven insights from trilingual children in the making. *International Journal of Multilingualism*, 8(1), 1-4. <http://dx.doi.org/10.1080/14790711003671838>
- Rac-Lubashevsky, R. i Kessler, Y. (2016). Decomposing the n-back task: An individual differences study using the reference-back paradigm. *Neuropsychologia*, 90, 190-199. <https://doi.org/10.1016/j.neuropsychologia.2016.07.013>
- Rast, R. (2010). The use of prior linguistic knowledge in the early stages of L3 acquisition. *International Journal of Applied Linguistics*, 48(2-3), 159-183. <https://doi.org/10.1515/iral.2010.008>
- Rauch, D. P., Naumann, J. i Jude, N. (2012). Metalinguistic awareness mediates effects of full biliteracy on third-language reading proficiency in Turkish-German bilinguals. *International Journal of Bilingualism*, 16(4), 402-418.

- Reiser-Bello Zago, E. i Berthele, R. (2023). Trilingual children's narratives: a longitudinal study of lexical development. *International Journal of Multilingualism*, 1-16. <https://doi.org/10.1080/14790718.2023.2232394>
- Reiterer, S.M. (2009). Brain and language talent: A synopsis. U: G. Dogil i S. M. Reiterer (ur.), *Language talent and brain activity. Trends in applied linguistics 1* (str. 155-191). Mouton de Gruyter. <https://doi.org/10.1515/9783110215496>.
- Richards, J.C. i Schmidt, R.W. (2011). *Longman Dictionary of Language Teaching and Applied Linguistics* (4. izd.). Routledge. <https://doi.org/10.4324/9781315833835>
- Riehl, C. M. (2021). The interplay of language awareness and bilingual writing abilities in heritage language speakers. *Languages*, 6(2), 94. <https://doi.org/10.3390/languages6020094>
- Ringbom, H. (1986). Crosslinguistic Influence and the Foreign Language Learning Process. U: E. Kellerman i M. Sharwood Smith (ur.), *Crosslinguistic Influence in Second Language Acquisition* (str. 150-162). Pergamon Press.
- Ringbom, H. (1987). *The Role of the First Language in Foreign Language Learning*. Multilingual Matters.
- Ringbom, H. (2001). Lexical transfer in L3-production. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *Cross-linguistic Influence in Third Language Acquisition: Psycholinguistic Perspectives* (str. 59-68). Multilingual Matters.
- Ringbom, H. (2007). *Cross-linguistic Similarity in Foreign Language Learning*. Clevedon, UK: Multilingual Matters.
- Rittle-Johnson, B. i Star, J. (2011). The power of comparison in learning and instruction: learning outcomes supported by different types of comparisons. *Psychology of Learning and Motivation: Cognition in Education*, 55, 199-225.
- Rivers, W. P. i Golonka, E. M. (2009). Third language acquisition theory and practice. U: M. H. Long i C. J. Doughty (ur.), *The handbook of language teaching* (str. 250-266). Blackwell Publishing.
- Rodríguez-Izquierdo, R. M., González Falcón, I. i Goenechea Permisán, C. (2020). Teacher beliefs and approaches to linguistic diversity. Spanish as a second language in the inclusion of immigrant students. *Teaching and Teacher Education*, 90, 103035. <https://doi.org/10.1016/j.tate.2020.103035>
- Rolland, L., Dewaele, J-M. i Costa, B. (2017). Multilingualism and psychotherapy: Exploring multilingual clients' experiences of language practices in psychotherapy. *International Journal of Multilingualism*, 14(1), 69-85.
- Ronjat, J. (1913). *Le développement du langage observé chez un enfant bilingue*. H. Champion.
- Rosch, E. (1978). Principles of categorization. U: E. Rosch i B. B. Lloyd (ur.), *Cognition and categorization* (str. 27-48). Lawrence Erlbaum.
- Rothman, J. (2010). On the typological economy of syntactic transfer: Word order and relative clause high/low attachment preference in L3 Brazilian Portuguese. *International Review of Applied Linguistics*, 48, 245-273.
- Rothman, J. (2011). L3 syntactic transfer selectivity and typological determinacy: The typological primacy model. *Second Language Research*, 27(1), 107-127. <https://doi.org/10.1177/0267658310386439>

- Rothman, J. (2015). Linguistic and cognitive motivations for the typological primacy model (TPM) of third language (L3) transfer: Timing of acquisition and proficiency considered. *Bilingualism: Language and Cognition*, 18(2), 179-190. <https://doi.org/10.1017/S136672891300059X>
- Rothman, J. i Cabrelli Amaro, J. (2010). What variables condition syntactic transfer? A look at the L3 initial state. *Second Language Research*, 26(2), 189-218. <https://doi.org/10.1177/0267658309349410>
- Rothman, J., Alonso, J. G. i Puig-Mayenco, E. (2019). *Third language acquisition and linguistic transfer*. Cambridge University Press.
- Rothman, J., Cabrelli Amaro, J. i de Bot, K. (2013). *Third language acquisition*. U: J. Herschensohn i M. Young Scholten (ur.), *Cambridge handbook of second language acquisition*. *Cambridge handbooks in language and linguistics* (str. 372-393). Cambridge University Press
- Rothman, J., Iverson, M. i Judy, T. (2010). Introduction: Some notes on the generative study of L3 acquisition. *Second Language Research*, 27(1), 5-19.
- Rowe, M. L. (2012). A longitudinal investigation of the role of quantity and quality of child-directed speech in vocabulary development. *Child Development*, 8, 1762-1774. <https://doi.org/10.1111/j.1467-8624.2012.01805.x>
- Ruiz de Zarobe, L. i Ruiz de Zarobe, Y. (2015). New perspectives on multilingualism and L2 acquisition: an introduction. *International Journal of Multilingualism*, 12(4), 393-403.
- Rutgers, D. i Evans, M. (2017). Bilingual education and L3 learning: Metalinguistic advantage or not? *International Journal of Bilingual Education and Bilingualism*, 20(7), 788-806. <https://doi.org/10.1080/13670050.2015.1103698>.
- Safont-Jordà, M. P. (2005). *Third language learners: Pragmatic production and awareness*. Multilingual Matters.
- Safont-Jordà, M. P. (2017). Third Language Acquisition in Multilingual Contexts. U: J. Cenoz, D. Gorter i S. May (ur.), *Language Awareness and Multilingualism*. *Encyclopedia of Language and Education* (str. 137- 148). Springer, Cham. https://doi.org/10.1007/978-3-319-02325-0_10-1
- Safont-Jordà, M. P. i Portolés, L. (2015). Pragmatic awareness in early consecutive third language learners. U: M. P. Safont i L. Portolés (ur.), *Learning and using multiple languages. Current findings from research on multilingualism* (str. 218-237). Cambridge Scholars.
- Sagasta Errasti, M. P. (2003). Acquiring writing skills in a third language: The positive effects of bilingualism. *International Journal of Bilingualism*, 7, 27-42.
- Sánchez, L. (2011). 'Luisa and Pedrito's dog will the breakfast eat': Interlanguage transfer and the role of the second language factor. U: G. De Angelis i J-M. Dewaele (ur.), *New trends in crosslinguistic influence and multilingualism research* (str. 86-104). Multilingual Matters.
- Sánchez, L. (2014). An inquiry into the role of L3 proficiency on crosslinguistic influence in third language acquisition. *Odisea: Revista de Estudios Ingleses*, 15, 169-188.

- Sánchez, L. (2020). Multilingualism from a language acquisition perspective. U: C. Bardel i L. Sánchez (ur.), *Third language acquisition: Age, proficiency and multilingualism* (str.15-41). Language Science Press. <https://doi.org/10.5281/zenodo.4138735>
- Sánchez, L. i Bardel, C. (2016). Cognitive factors, linguistic perceptions and transfer in third language learning. *Revue française de linguistique appliquée*, 21(2), 123-138.
- Sánchez, L. i Bardel, C. (2017). Transfer from an L2 in third language learning. U: T. Angelovska i A. Hahn (ur.), *L3 Syntactic Transfer* (str. 223-252). John Benjamins.
- Santiago-Rivera, A. L. i Altarriba, J. (2002). The role of language in therapy with the Spanish-English bilingual client. *Professional Psychology: Research and Practice*, 33(1), 30-38.
- Sanz, C. (2000). Bilingual education enhances third language acquisition: Evidence from Catalonia. *Applied Psycholinguistics*, 21, 23-44.
- Sanz, C. (2005). *Mind and context in adult second language acquisition: Methods, theory, and practice*. Georgetown University Press.
- Sanz, C. (2007). Predicting enhanced L3 learning in bilingual contexts: The role of bilitracy. U: C. Pérez-Vidal, M. Juan-Garau i A. Bel (ur.), *A portrait of the young in the new multilingual Spain* (str. 220-240). Multilingual Matters.
- Saxe, R., Carey, S. i Kanwisher, N. (2004). Understanding other minds: Linking developmental psychology and functional neuroimaging. *Annual Review of Psychology*, 55, 87-124.
- Schepens J., Dijkstra, D. i Grootjen, F. (2012). Distribution of cognates in Europe as based on the Levenshtein Distance. *Bilingualism: Language and Cognition*, 15(1), 157-166.
- Schmid, S. (1993). Learning strategies for closely related languages: On the Italian spoken by Spanish immigrants in Switzerland. U: B. Kettemann i W. Wieden (ur.), *Current issues in European second language acquisition research* (str. 405-419). Narr.
- Schmidt, R. W. i Frota, S. N. (1986). Developing basic conversation ability in a second language: A case study of an adult learner of Portuguese. U: R. Day (ur.), *Talking to Learn: Conversation in Second Language Acquisition* (str. 237-326). Newbury House.
- Schmitt, N. i Celce-Murcia, M. (2002). An overview of applied linguistics. U: N. Schmitt (ur.), *An Introduction to Applied Linguistics* (str. 1-16). Arnold.
- Schroeder, S. R. (2018). Do bilinguals have an advantage in theory of mind? A meta-analysis. *Frontiers in Communication*, 3, 36. <https://doi.org/10.3389/fcomm.2018.00036>
- Schroedler, T. i Fischer, N. (2020). The role of beliefs in teacher professionalisation for multilingual classroom settings. *European Journal of Applied Linguistics*, 8(1), 49-72.
- Schwartz, B. D. (2003). Child L2 acquisition: Paving the way. U: B. D. Schwartz, B. Beachley, A. Brown i F. Conlin (ur.), *Proceedings of the 27th Annual Boston University Conference on Language Development* (str. 26-50). Cascadilla Press.
- Schwartz, M., Geva, E., Share, D. L. i Leikin, M. (2007). Learning to read in English as third language: The cross-linguistic transfer of phonological processing skills. *Written Language & Literacy*, 10(1), 25-52.
- Schwartz, A. I. i Kroll, J. F. (2006). Language Processing in Bilingual Speakers. U: M.J. Traxler i M.A. Gernsbacher (ur.), *Handbook of psycholinguistics* (str. 967-999). Academic Press.

- Sciutti, S. (2020). The acquisition of clitic pronouns in complex infinitival clauses by German-speaking learners of Italian as an L3: The role of proficiency in target and background language(s). U: C. Bardel i L. Sánchez (ur.), *Third language acquisition: Age, proficiency and multilingualism* (str. 111-144). Language Science Press. [https://doi: 10.5281/zenodo.4138741](https://doi.org/10.5281/zenodo.4138741)
- Sebastián-Gallés, N., Echeverría, S. i Bosch, L. (2005). The influence of initial exposure on lexical representation: Comparing early and simultaneous bilinguals. *Journal of Memory and Language*, 52(2), 240-255.
- Sekerina, I. A., Spradlin, L. i Valian, V. (ur.). (2019). *Bilingualism, Executive Function, and beyond. Questions and Insights*. Benjamins.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-230.
- Selinker, L. i Baumgartner-Cohen, B. (1995). Multiple language acquisition: 'Damn it, why can't I keep these two languages apart? U: M. Bensoussan, I. Kreindler i E. Aogáin (ur.), *Multilingualism and language learning: Language, culture and curriculum* (str. 115-123). Multilingual Matters.
- Serna-Bermejo, I. i Lasagabaster, D. (2024). Translanguaging in Basque and English: practices and attitudes of university teachers and students. *International Journal of Multilingualism*, 21(2), 763-782.
- Shao, Z., Janse, E., Visser, K. i Meyer, A. S. (2014). What do verbal fluency tasks measure? Predictors of verbal fluency performance in older adults. *Frontiers in Psychology*, 5, 772. [https://doi:10.3389/fpsyg.2014.00772](https://doi.org/10.3389/fpsyg.2014.00772).
- Sharwood Smith, M. (1994). *Second language learning: Theoretical foundations*. Longman.
- Sharwood Smith, M. i Kellerman, E. (1986). Crosslinguistic influence in second language acquisition: An introduction. U: M. Sharwood Smith i E. Kellerman (ur.), *Crosslinguistic influence in second language acquisition* (str. 1-9). Pergamon Press.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. Routledge.
- Shook, A. i Marian, V. (2013). The bilingual language interaction network for comprehension of speech. *Bilingualism: Language and Cognition*, 16(2), 304-324.
- Siemund, P. (2023). *Multilingual development: English in a global context*. Cambridge University Press.
- Sierens, S. i Van Avermaet, P. (2014). Language diversity in education: Evolving from multilingual education to functional multilingual learning. U: D. Little, C. Leung i P. Van Avermaet (ur.), *Managing diversity in education: Languages, policies, pedagogies* (str. 204-222). Multilingual Matters.
- Silva-Corvalán, C. i Treffers-Daller, J. (2015). "Digging into dominance: A closer look at language dominance in bilinguals." U: C. Silva-Corvalán i J. Treffers-Daller (ur.), *Language Dominance in Bilinguals: Issues of Measurement and Operationalization* (str. 1-14). Cambridge University Press. [https://doi:10.1017/CBO9781107375345.001](https://doi.org/10.1017/CBO9781107375345.001)
- Simon, J. R. i Rudell, A. P. (1967). Auditory S-R compatibility: The effect of an irrelevant cue on information processing. *Journal of Applied Psychology*, 51, 300-304.
- Singh, L., Fu, C. S., Tay, Z. W. i Golinkoff, R. M. (2018). Novel word learning in bilingual and monolingual infants: Evidence for a bilingual advantage. *Child Development*, 89(3), e183-e198.

- Singleton, D. (1987). Mother and other tongue influence on learner French. *Studies in Second Language Acquisition*, 9, 327-346.
- Singleton, D. (2003). Perspectives on the multilingual lexicon: A critical synthesis. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *The Multilingual Lexicon* (str. 167-176). Kluwer Academic.
- Singleton, D. i Flynn, C. J. (2022). Translanguaging: A pedagogical concept that went wandering. *International multilingual research journal*, 16(2), 136-147.
- Singleton, D. i Little, D. (1984/2005). A first encounter with Dutch: Perceived language distance and transfer as factors in comprehension. U: B. Hufeisen i R. J. Fouser (ur.), *Introductory Readings in L3* (str. 101-109). Stauffenberg Verlag.
- Sivakumar, A., Sette, N., Müller, N. i Arnaus Gil, L. (2020). Die Entwicklung des rezeptiven Wortschatzes bei bi-, tri- und multilingual aufwachsenden Kindern. *Linguistische Berichte*, 263, 329-64.
- Skutnabb-Kangas, T. (1981). Bilingualism or Not: The Education of Minorities. Multilingual Matters.
- Skutnabb-Kangas, T. (2000). *Linguistic genocide in education or worldwide diversity and human rights?* Routledge.
- Slabakova, R. (2017). The scalpel model of third language acquisition. *International Journal of Bilingualism*, 21(6), 651-665. <https://doi.org/10.1177/1367006916655413>
- Somers, T. (2017). Content and language integrated learning and the inclusion of immigrant minority language students: A research review. *International Review of Education*, 63, 495-520.
- Sorge, G. B., Toplak, M. E. i Bialystok, E. (2017). Interactions between levels of attention and levels of bilingualism in children's executive functioning. *Developmental Science*, 20, e12408.
- Stadt, R., Hulk, A. i Sleeman, P. (2018). The influence of L1 Dutch and L2 English on L3 French: A longitudinal study. *Journal of the European Second Language Association*, 2(1), 63-71. <https://doi.org/10.22599/jesla.42>
- Starreveld, P., de Groot, A., Rossmark, B. i van Hell, J. (2014). Parallel language activation during word processing in bilinguals: Evidence from word production in sentence context. *Bilingualism: Language and Cognition*, 17, 258-276.
- Stavans, A. i Jessner, U. (ur.). (2022). *The Cambridge handbook of childhood multilingualism*. Cambridge University Press.
- Stavans, A. i Swisher, V. (2006). Language switching as a window on trilingual acquisition. *International Journal of Multilingualism*, 3(3), 193-220. <https://doi.org/10.2167/ijm020.0>
- Stedje, A. (1976). Interferenz von Muttersprache und Zweitsprache auf eine dritte Sprache beim freien Sprechen- Ein Vergleich. *Zielsprache Deutsch*, 1, 15-21.
- Stoehr, A., Jevtović, M., de Bruin, A. i Martin, C. D. (2024). Phonetic and lexical crosslinguistic influence in early Spanish-Basque-English trilinguals. *Language Learning*, 74(2), 332-364. <https://doi.org/10.1111/lang.12598>
- Stroop, J. R. (1935). Studies of interference in serial verbal reactions. *Journal of Experimental Psychology*, 18, 643-662.

- Sullivan, M. D., Poarch, G. J. i Bialystok, E. (2018). Why is lexical retrieval slower for bilinguals? Evidence from picture naming. *Bilingualism: Language and Cognition*, 21, 479-488.
- Sunderman, G. i Schwartz, A. I. (2008). Using cognates to investigate cross-language competition in second language processing. *TESOL Quarterly*, 42, 527-536.
- Surraín, S. i Luk, G. (2019). Describing bilinguals: a systematic review of labels and descriptions used in the literature between 2005-2015. *Bilingualism Language and Cognition*, 22, 401-415. <https://doi:10.1017/S1366728917000682>
- Suskind, D., Suskind, B. i Lewinter-Suskind, L. (2015). *Thirty million words: Building a child's brain*. Dutton.
- Swain, M. i Lapkin, S. (2005). The evolving sociopolitical context of immersion education in Canada: Some implications for program development 1. *International Journal of Applied Linguistics*, 15(2), 169-186.
- Szubko-Sitarek, W. (2011). Cognate facilitation effects in trilingual word recognition. *Studies in Second Language Learning and Teaching*, 1(2), 189-208.
- Šarac, V. (2023). *But do you dream in English? – The Perception of Bilingualism and Multilingualism in Croatia* (neobjavljeni diplomski rad). Sveučilište u Zagrebu, Filozofski fakultet. <https://urn.nsk.hr/urn:nbn:hr:131:980867>
- Šesto izvješće Republike Hrvatske o primjeni Europske povelje o regionalnim ili manjinskim jezicima, Vlada Republike Hrvatske (2019). Pristupljeno 9. 1. 2024. <https://pravamanjina.gov.hr/UserDocsImages/dokumenti/%C5%A0esto%20izvjesce%20Republike%20Hrvatske%20o%20primjeni%20Europske%20povelje%20o%20regionalnim%20ili%20manjinskim%20jezicima.pdf>
- Škarić, I. (1991). Fonetika hrvatskoga književnog jezika. U: S. Babić, D. Brozović, M. Moğuš, S. Pavešić, I. Škarić i S. Težak (ur.), *Povijesni pregled, glasovi i oblici hrvatskoga književnoga jezika: nacrti za gramatiku* (str. 71-378). HAZU, Globus.
- Tedick, D. i Wesley, P. (2015). A review of research on content-based foreign/second language education in US K-12 contexts. *Language, Culture and Curriculum*, 28, 25-40.
- Thierry, G. i Wu, Y. J. (2007). Brain potentials reveal unconscious translation during foreign-language comprehension. *Proceedings of the National Academy of Sciences*, 104, 12530-12535.
- Thomas, J. (1988). The role played by metalinguistic awareness in second and third language learning. *Journal of Multilingual and Multicultural Development*, 9, 235-246.
- Thordardottir, E. (2011). The relationship between bilingual exposure and vocabulary development. *International Journal of Bilingualism*, 15(4), 426-445.
- Todeva, E. i Cenoz, J. (2009). Multilingualism: Emic and etic perspectives. U: E. Todeva i J. Cenoz (ur.), *The Multiple Realities of Multilingualism* (str. 1-32). Mouton de Gruyter.
- Torregrossa, J., Eisenbeiß, S. i Bongartz, C. (2022). Boosting Bilingual Metalinguistic Awareness Under Dual Language Activation: Some Implications for Bilingual Education. *Language Learning*, 73, 683-722.
- Travis, L. E., Johnson, W. i Shover, J. (1937). The relation of bilingualism to stuttering: A survey of the East Chicago, Indiana, schools. *Journal of Speech Disorders*, 2(3), 185-189.

- Treffers-Daller, J. (2023). Unravelling translanguaging: A critical appraisal. *ELT Journal*, ccad058.
- Treffers-Daller, J. (2024). Translanguaging. What is it besides smoke and mirrors?. *Linguistic Approaches to Bilingualism*, 1-26. <https://doi.org/10.1075/lab.24015.tre>
- Tremblay, C. (2010). L'Observatoire européen du plurilinguisme: Présentation et projets. U: C. Clairis (ur.), *Variétés et enjeux du plurilinguisme* (str. 13-31). Harmattan.
- Tremblay, M. C. i Sabourin, L. (2012). Comparing behavioral discrimination and learning abilities in monolinguals, bilinguals and multilinguals. *The Journal of the Acoustical Society of America*, 132, 3465-3474.
- Trinki, M. i Letica Krevelj, S. (2020). Multilingualism in English language classrooms in Croatia: Can we think outside the box?. U: R. Geld i S. Letica Krevelj, (ur.), *UZRT 2018: Empirical studies in applied linguistics* (str. 56-74). FF Press. <https://doi: 10.17234/UZRT.2018.7>
- Tsimpli, I. M. (2017). Multilingual education for multilingual speakers. *Journal of Languages, Society and Policy*. Pristupljeno 12. 10. 2023. <http://www.meits.org/policy-papers/paper/multilingual-education-for-multilingual-speakers>
- Ullman, M. (2005). "A cognitive neuroscience perspective on second language acquisition: the declarative/procedural model." U: C. Sanz (ur.), *Mind and Context in Adult Second Language Acquisition: Methods, Theory, and Practice* (str. 141-178). Georgetown University Press.
- Van den Noort, M., Struys, E., Bosch, P., Jaswetz, L., Perriard, B., Yeo, S., Barisch, P., Vermeire, K., Lee, S.-H. i Lim, S. (2019). Does the bilingual advantage in cognitive control exist and if so, what are its modulating factors? A systematic review. *Behavioral Sciences*, 9, 27. <https://doi.org/10.3390/bs9030027>
- van Dijk, C., Dijkstra, T. i Unsworth, S. (2022). Cross-linguistic influence during online sentence processing in bilingual children. *Bilingualism: Language and Cognition*, 25(4), 691-704.
- Van Gelderen, A., Schoonen, R., De Glopper, K., Hulstijn, J., Snellings, P., Simis, A. i Stevenson, M. (2003). Roles of linguistic knowledge, metacognitive knowledge and processing speed in L3, L2 and L1 reading comprehension: A structural equation modeling approach. *International Journal of bilingualism*, 7(1), 7-25.
- Van Gorp, K. i Verheyen, S. (2024). Primary school children's conflicted emotions about using their heritage languages in multilingual classroom tasks. *Modern Language Journal*, 108. <https://doi.org/10.1111/modl.12893>
- Van Hell, J. i De Groot, A. (1998). Disentangling context availability and concreteness in lexical decision and word translation. *The Quarterly Journal of Experimental Psychology*, 51(A), 41-63.
- Vanhove, J. i Berthele, R. (2015). The lifespan development of cognate guessing skills in an unknown related language. *International Review of Applied Linguistics in Language Teaching*, 53, 1-38. <https://doi:10.1515/iral-2015-0001>.
- Videsott, G., Della Rosa, P. A., Wiater, W., Franceschini, R. i Abutalebi, J. (2012). How does linguistic competence enhance cognitive functions in children? A study in multilingual

- children with different linguistic competences. *Bilingualism: Language and Cognition*, 15(4), 884-895.
- Vijeće Europe. (1992). *European Charter for Regional or Minority Languages* (ETS No. 148). Pristupljeno 11. 6. 2023. <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/148>
- Vijeće Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Pristupljeno 9. 9. 2023. <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Vijeće Europe. (2005). *Zajednički europski referentni okvir za jezike: učenje, poučavanje, vrednovanje*. Školska knjiga.
- Vijeće Europe. (2009). *Regional, Minority and Migration languages*. Strasbourg: Language Policy Division. Pristupljeno 22. 4. 2023. [https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/regional-languages#{%2228070066%22:\[0\]}](https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/regional-languages#{%2228070066%22:[0]})
- Vijeće Europe. (2010). *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Council of Europe.
- Vijeće Europe. (2019). *Report of the Committee of Experts on the Charter for Regional or Minority Languages*. Pristupljeno 10. 6. 2023. <https://rm.coe.int/0900001680995b0d>
- Vijeće Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Companion Volume)*. Council of Europe. Pristupljeno 15. 9. 2023. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>.
- Vijeće Europe. (2022). *The Importance of Plurilingual and Intercultural Education for Democratic Culture*. Strasbourg: Council of Europe. Pristupljeno 15. 9. 2023. <https://rm.coe.int/prems-013522-gbr-2508-cmrec-2022-1-et-expose-motifs-couv-a5-bat-web/1680a967b4>.
- Villabona, N. i Cenoz, J. (2022). The integration of content and language in CLIL: a challenge for content-driven and language-driven teachers. *Language, Culture and Curriculum*, 35(1), 36-50.
- Vilke, M. (2019). Djeca i učenje stranih jezika u našim školama. U: Y. Vrhovac i suradnici (ur.) *Izazovi učenja stranoga jezika u osnovnoj školi* (str. 14-25). Knjižara Ljevak.
- Vogel, S. i García, O. (2017). Translanguaging. U: G. Noblit i L. Moll (ur.), *Oxford Research Encyclopedia of Education*. Pristupljeno 21. 11. 2023. <https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-181>
- Wagner, D., Bialystok, E. i Grundy, J. G. (2022). What is a language? Who is bilingual? Perceptions underlying self-assessment in studies of bilingualism. *Frontiers in Psychology*, 13, 863991. <https://doi.org/10.3389/fpsyg.2022.863991>
- Ward, R. i Awani, J. (2024). Bilingualism and flexibility in task switching: A close replication study. *Studies in Second Language Acquisition*, 1-17. <https://doi.org/10.1017/S0272263124000378>

- Ware, A. T., Kirkovski, M. i Lum, J. A. G. (2020). Meta-Analysis Reveals a Bilingual Advantage That Is Dependent on Task and Age. *Frontiers in Psychology*, 11, 1458. [https://doi:10.3389/fpsyg.2020.01458](https://doi.org/10.3389/fpsyg.2020.01458)
- Wei, L. (2003). Activation of lemmas in the multilingual mental lexicon and transfer in third language learning. U: J. Cenoz, B. Hufeisen i U. Jessner (ur.), *The Multilingual Lexicon* (str. 57-70). Kluwer Academic.
- Wei, L. (2007). Dimensions of bilingualism. U: L. Wei (ur.), *The Bilingualism reader* (2. izd. str. 3-22). Routledge.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43, 1222-1235.
- Wei, L. (2015). Complementary classrooms for multilingual minority ethnic children as a translanguaging space. U: J. Cenoz i D. Gorter (ur.), *Multilingual Education. Between Language Learning and Translanguaging* (177-198). Cambridge University Press.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied linguistics*, 39(1), 9-30. <https://doi.org/10.1093/applin/amx039>
- Wei, L., i Moyer, M. G. (ur.). (2009). *The Blackwell guide to research methods in bilingualism and multilingualism*. John Wiley & Sons.
- Weinreich, P. (1953). *Languages in Contact*. Mouton.
- Werker, J. F. i Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in perception and comprehension. *Trends in cognitive sciences*, 12(4), 144-151.
- Werker, J. F. i Tees, R. C. (1984). Cross-language speech perception: evidence for perceptual reorganization during the first year of life. *Infant Behavioral Development*, 7, 49-63. [https://doi:10.1016/S0163-6383\(84\)80022](https://doi.org/10.1016/S0163-6383(84)80022)
- Werker, J. F., Byers-Heinlein, K. i Fennell, C. T. (2009). Bilingual beginnings to learning words. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364(1536), 3649-3663.
- Westergaard, M., Mitrofanova, N., Mykhaylyk, R. i Rodina, Y. (2017). Crosslinguistic influence in the acquisition of a third language: The linguistic proximity model. *International Journal of Bilingualism*, 21, 666-682. <https://doi.org/10.1177/1367006916648859>
- Westergaard, M., Mitrofanova, N., Rodina, Y. i Slabakova, R. (2023). Full Transfer Potential in L3/Ln acquisition: Crosslinguistic influence as a property-by-property process. U: J. Cabrelli, A. Chaouch-Orozco, J. González Alonso, S. M. Pereira Soares, E. Puig-Mayenco i J. Rothman (ur.), *The Cambridge Handbook of Third Language Acquisition and Processing* (str. 219-242). Cambridge Handbooks in Language and Linguistics. Cambridge University Press.
- Wienkeller, E. i Lenz, P. (2019). *Kurzbericht zum Projekt, Ergebnisbezogene Evaluation des Französischunterrichts in der 6. Klasse (HarmoS 8) in den sechs Passepartout-Kantonen durchgeführt von Juni 2015 bis März 2019 am Institut für Mehrsprachigkeit der Universität und der Pädagogischen Hochschule Freiburg im Auftrag der Passepartout-Kantone*. Institut für Mehrsprachigkeit, Universität Freiburg.

- Wiley, T. G. (2022). The grand erasure: Whatever happened to bilingual education and language minority rights? U: J. MacSwan (ur.), *Multilingual perspectives on translanguaging* (str. 248-292). Multilingual Matters.
- Williams, C. (1994). *Arfarniad o Ddulliau Dysgu ac Addysgu yng Nghyd-destun Addysg Uwchradd Ddwyeithog*. Doktorski rad. University of Wales, Bangor.
- Williams, S. i Hammarberg B. (1998). Language Switches in L3 Production: Implications for a Polyglot Speaking Model. *Applied Linguistics*, 19(3), 295-333.
- Willson, R. S., Boyle, P. A., Yang, J., James, B. D. i Bennett, D. A. (2015). Early life instruction in foreign language and music and incidence of mild cognitive impairment. *Neuropsychology*, 29, 292-302.
- Wood, D., Bruner, J. S. i Ross, G. (1976). The role of tutoring in problem-solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.
- Woumans, E., Santens, P., Sieben, A., Versijpt, J., Stevens, M. i Duyck, W. (2015). Bilingualism delays clinical manifestation of Alzheimer's disease. *Bilingualism: Language and Cognition*, 18, 568-574.
- Wrembel, M. (2010). L2-accented speech in L3 production. *International Journal of Multilingualism*, 7(1), 75-90.
- Wrembel, M. (2013). Metalinguistic awareness in third language phonological acquisition. U: K. Roehr i G. A. Gánem-Gutiérrez (ur.), *The metalinguistic dimension in instructed second language learning* (str. 119-144). Bloomsbury.
- Ytsma, J. (2001). Towards a Typology of Trilingual Primary Education. *International Journal of Bilingual Education and Bilingualism*, 4(1), 11-22. <https://doi:10.1080/13670050108667715>
- Yule, G. (2023). *The study of language* (8. izd.). Cambridge University Press.
- Zakon o odgoju i obrazovanju na jeziku i pismu nacionalnih manjina. *Narodne novine* 51/00, 56/00. Pristupljeno 9. 1. 2024. <https://www.zakon.hr/z/318/Zakon-o-odgoju-i-obrazovanju-na-jeziku-i-pismu-nacionalnih-manjina>
- Zelazo, P. D. (2006). The Dimensional Change Card Sort (DCCS): A method of assessing executive function in children. *Nature Protocols*, 1, 297-301.
- Ziegler E. i Stern E. (2016). Consistent advantages of contrasted comparisons: Algebra learning under direct instruction. *Learning and Instruction*, 41, 41-51.