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## Metacognition in multilingual learning: Multilingual awareness as a key factor

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Ulrike Jessner-Schmid<sup>1,2</sup>

<sup>1</sup>Universität Innsbruck, <sup>2</sup>Pannonische Universität

ulrike.jessner@uibk.ac.at

Metacognition has been increasingly discussed as one of the main features of learning in the 21<sup>st</sup> century lately (see Haukas et al 2018). In the Dynamic Model of Multilingualism (DMM) (Herdina & Jessner 2002), which applies Complexity and Dynamic Systems Theory (CDST) to multilingualism, it is argued that multilinguals develop increased knowledge of languages and language learning through experience. In this presentation a CDST perspective on multilingual learning with a focus on metacognition in the M(ultilingualism)-Factor will be presented (Jessner & Allgaeuer-Hackl 2022). The central sub-component of metacognition in DMM, in the form of multilingual awareness comprising metalinguistic and cross-linguistic awareness in multilingual learners (Jessner 2006), will be discussed as core feature of multilingual proficiency and its assessment.

In a number of studies multilingual awareness has turned out a core factor in both learning and teaching. These studies show that multilingual awareness has to be trained in multicompetence approaches to foster multilingual development (Jessner 2017). Consequently, multilingual awareness has to form part of multilingual assessment (see Hofer & Jessner 2019).

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