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Multilingual Vocabulary Logs in Austrian Middle Schools: A Study on
Enhancing Vocabulary Retention through Plurilingualism

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Abstract

This thesis explores the use of multilingual vocabulary logs (MVLs) as a pedagogical tool to enhance vocabulary acquisition and metalinguistic awareness among students in an Austrian middle school English as a Foreign Language (EFL) class. Set within a plurilingual educational framework, the study investigates how MVLs, that are designed to draw on learners' full linguistic repertoires, can support more inclusive and effective vocabulary learning. The research was conducted using an action research design and a mixed-methods approach, combining qualitative data (student questionnaires, student interviews, and completed MVLs) with quantitative data (vocabulary revision tests and student questionnaires). The participants included students with diverse language backgrounds, many of whom regularly use one or more home languages in addition to German and English.

Findings indicate that students who engaged with MVLs were more likely to form meaningful connections between words in different languages, which aided their long-term vocabulary retention. Moreover, students reported increased motivation, a stronger sense of identity validation, and a better understanding of cross-linguistic similarities and differences. The use of MVLs encouraged them to become more reflective and autonomous learners, capable of leveraging their existing linguistic knowledge in new learning contexts. However, the study also highlights persistent challenges related to monolingual norms in Austrian schools, including limited institutional support for teachers and the underrepresentation of home languages in formal instruction.

The thesis concludes that MVLs can serve as a low-threshold, high-impact intervention for fostering both academic language competence and inclusive classroom practices. It argues for a broader shift toward plurilingual pedagogies that recognize and actively incorporate linguistic diversity, not as a barrier, but as a resource. The findings contribute to current discussions in applied linguistics, language didactics, and education policy, offering both theoretical insight and practical implications for teachers and curriculum developers in multilingual learning environments.

German Abstract

Diese Arbeit untersucht den Einsatz mehrsprachiger Vokabelprotokolle (MVLs) als didaktisches Instrument zur Förderung des Wortschatzerwerbs und des metasprachlichen Bewusstseins von Schülerinnen im Englischunterricht an einer österreichischen Mittelschule. Im Rahmen eines mehrsprachigen Bildungsansatzes wird erforscht, wie MVLs, die darauf ausgerichtet sind, auf das gesamte sprachliche Repertoire der Lernenden zurückzugreifen, ein inklusiveres und effektiveres Vokabellernen unterstützen können. Die Untersuchung basiert auf einem Aktionsforschungsprojekt (Action Research) sowie einem Mixed-Methods-Design, das qualitative Daten (Schüler*innenfragebögen, Interviews und ausgefüllte MVLs) mit quantitativen Daten (Vokabelwiederholungstests und Schüler*innenfragebögen) kombiniert. Die teilnehmenden Schüler*innen verfügten über vielfältige sprachliche Hintergründe und nutzten neben Deutsch und Englisch regelmäßig eine oder mehrere Sprachen.

Die Ergebnisse zeigen, dass Schüler*innen, nachdem sie begannen mit MVLs zu arbeiten, eher Verbindungen zwischen Wörtern in verschiedenen Sprachen herstellten, was ihren langfristigen Wortschatzerwerb unterstützte. Zudem berichteten die Lernenden von erhöhter Motivation, einem gestärkten Identitätsgefühl und einem besseren Verständnis sprachübergreifender Gemeinsamkeiten und Unterschiede. Der Einsatz von MVLs förderte ihre Fähigkeit zur Reflexion sowie ihre Autonomie im Lernprozess, da sie ihr vorhandenes sprachliches Wissen gezielt in neuen Kontexten einsetzen konnten. Gleichzeitig verweist die Studie auf bestehende Herausforderungen im Zusammenhang mit einsprachigen Standards im österreichischen Schulwesen, etwa die geringe institutionelle Unterstützung für Lehrpersonen und die unzureichende Berücksichtigung von Erstsprachen im formalen Unterricht.

Die Arbeit kommt zu dem Schluss, dass MVLs eine niederschwellige und wirkungsvolle Maßnahme darstellen, um sowohl fachsprachliche Kompetenzen als auch inklusive Unterrichtspraktiken zu fördern. Sie plädiert für eine grundsätzliche Neuausrichtung hin zu mehrsprachigen Didaktiken, die sprachliche Vielfalt nicht als Hindernis, sondern als Ressource anerkennen und aktiv einbinden. Die Ergebnisse leisten einen Beitrag zu aktuellen Diskursen in der angewandten Linguistik, Sprachendidaktik und Bildungspolitik und bieten sowohl theoretische Impulse als auch praxisnahe Empfehlungen für Lehrkräfte und Lehrplangestaltende in mehrsprachigen Lernumgebungen.

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List of Abbreviations

CLI	Cross-Linguistic Influence
CLIL	Content and Language Integrated Learning
DMM	Dynamic Model of Multilingualism
EFL	English as a Foreign Language
ELT	English Language Teaching
FM	Focus on Multilingualism
L1	First Language
L2	Second Language
L3	Third Language
MVL	Multilingual Vocabulary Log
PBCS	Pedagogically Based Code-Switching
SRL	Self-Regulated Learning
TOLC	Translation for Other Learning Contexts
VL	Vocabulary Log

1 Introduction

Today, the number of plurilingual speakers exceeds that of monolingual speakers in the world (De Bot, 2019; Edwards, 2019). As there are more languages than independent countries on the planet, it becomes clear that most people need to speak more than just one language. The reason can either be that one is a speaker of an autochthonous language and needs to learn the dominant state language, or multilingualism might also be due to immigration. Furthermore, multilingualism is more widespread nowadays due to globalization and the spread of English all over the world and as a lingua franca (Cenoz & Gorter, 2024, p. 7).

Above all in big cities, language landscapes have changed into more diverse spheres, which reflects how the population changed due to migration, international mobility, and the technological development in communication. Urban spaces often function as melting pots where multiple languages coexist in daily interactions. This interaction within but even more between languages raises important questions about language acquisition and the implications of multilingualism in our society. In these settings, language learners often rely on their varied language skills and multicultural experiences. These experiences not only influence how new languages are acquired but also how existing ones interact with each other in dynamic and often creative ways.

Simultaneously, multilingualism is not just an individual phenomenon but more so a societal one as it influences language and educational policies. In educational contexts, research has shown that leveraging a learner's first language (L1) can significantly facilitate the acquisition of additional languages. Theories of bilingual education and translanguaging suggest that knowledge and skills in one language can transfer to another, enabling learners to build upon their existing linguistic resources rather than treating language learning as a separate and isolated process (Cenoz and Gorter, 2014, p. 360; Herdina and Jessner, 2002, p. 55). In foreign language acquisition, particularly in an English as a Foreign Language (EFL) context, the strategic use of the L1 has been found to support vocabulary learning, comprehension, and overall linguistic proficiency (Cummins et al., 2005, p. 40; Efeoglu, Yüksel, and Baran, 2020, p. 535). This contrasts with traditional monolingual approaches that have often discouraged the use of the L1 in foreign language classrooms (Hélot, 2021, p. 3; Farr and Song, 2011, p. 650).

The increasing recognition of multilingualism as an educational resource has led to a growing body of research that advocates for the implementation of plurilingual pedagogies.

These pedagogies promote the flexible use of students' entire linguistic repertoires and encourage cross-linguistic comparisons, metalinguistic reflection, and identity-building through language. They shift the classroom focus from language separation to language integration, positioning multilingual learners as active agents in their language development. Considering these developments, this study aims to explore the role of multilingualism in vocabulary learning within an EFL context in Austria. More specifically, it seeks to investigate how multilingual learners draw on their linguistic repertoire when acquiring new vocabulary and whether the use of their first language supports the learning process. By examining this relationship, the study aims to contribute to a deeper understanding of multilingual language acquisition and inform educational practices that foster more effective language learning strategies in increasingly diverse classrooms. It also helps close the gap between theory and practice by introducing a practical classroom activity that encourages students to connect what they know in different languages in a structured and thoughtful way.

To do so, this study implements a multilingual vocabulary log (MVL) as a classroom-based tool that encourages students to work with new English vocabulary by drawing on their entire linguistic repertoire, including German and their home languages. Rather than treating new words as isolated items to be memorized, the MVL encourages students to make cross language comparisons, write sentences, use visuals, and apply personalized learning strategies.

The study was carried out using an action research approach in a linguistically diverse Austrian middle school classroom. Over an eight-week period, students used the MVL to support their vocabulary development in English. The effectiveness of the intervention was examined through a mixed-methods design, including vocabulary revision tests, student questionnaires, and interviews. Additionally, a correlation analysis was conducted to explore whether including test-relevant words in the MVL influenced test performance.

By combining theoretical insights from plurilingual pedagogy with concrete classroom practice, this thesis aims to bridge the gap between research and real-world language teaching. It also aligns with the Austrian curriculum's emphasis on competence-oriented, inclusive education and contributes to the ongoing discussion about how multilingualism can be more effectively integrated into foreign language instruction.

1.1 Aim of the study

This study explores how Austrian middle school students with plurilingual backgrounds use their linguistic knowledge to support vocabulary retention in English as a Foreign Language (EFL). In many classrooms, traditional monolingual approaches overlook the benefits of students' existing language skills. To address this, the study investigates the impact of structured multilingual vocabulary practices, specifically the use of Multilingual Vocabulary Logs (MVLs), on vocabulary acquisition and metalinguistic awareness.

The research aims to assess whether integrating plurilingualism into vocabulary learning leads to improved retention rates and fosters deeper cognitive engagement. The study builds upon the assumption that language development is a dynamic, socially embedded, and cognitively rich process that benefits from meaningful cross-linguistic connections. By examining the impact of cross-linguistic strategies, self-regulated learning, and translinguaging practices, the study contributes to the growing body of research advocating for multilingual approaches in foreign language education.

Furthermore, the study aims to provide practical insights for educators on how plurilingual strategies can be implemented effectively in EFL classrooms. Through an action research framework, this study not only evaluates the effectiveness of MVLs but also seeks to develop teaching methodologies that validate and incorporate students' linguistic repertoires. By doing so, it promotes a shift from monolingual language instruction to inclusive, multilingual pedagogies that recognize linguistic diversity as an asset in language learning. The relevance of this study is strongly supported by the Austrian middle school curriculum (Lehrplan der Mittelschule), which emphasizes inclusive, competence-oriented, and linguistically responsive teaching. The general curriculum highlights the importance of developing both cognitive and social competencies through individualized and multilingual approaches, calling for the recognition of students' diverse linguistic resources and the promotion of self-regulated learning. These principles are echoed in the English subject curriculum (Fachlehrplan Englisch), which prioritizes communicative competence, the development of word-learning strategies, and reflective vocabulary work. Within the competence area "Linguistic Competence" (Linguistische Kompetenzen), students are expected to apply vocabulary strategies, draw on multilingual resources to derive meaning, and compare linguistic structures across languages. Furthermore, the curriculum promotes language-sensitive instruction (sprachsensiblen Unterricht) that builds bridges between everyday language and academic language use (Lehrplan der MS, 2023).

By implementing MVLs, this study not only supports key didactic principles and cross-curricular themes such as language awareness and inclusive pedagogy, but also offers a concrete, classroom-based strategy that enables learners to actively engage with their full linguistic repertoires. In doing so, it contributes to both academic success and social inclusion in increasingly multilingual learning environments. The findings aim to inform classroom practices, contribute to teacher education, and support the development of more equitable and responsive educational systems.

1.2 Structure of the thesis

This thesis is structured into eight main chapters, each contributing to a comprehensive exploration of the role of multilingual vocabulary logs in EFL learning among Austrian middle school students.

The following second chapter explores the theoretical and empirical foundations of multilingualism in education. It reviews key frameworks such as cross-linguistic influence (CLI), translanguaging, and the focus on multilingualism, all of which support vocabulary acquisition and foster reflective learning. It also contrasts monolingual and multilingual approaches in language education and discusses how vocabulary retention is shaped by metalinguistic awareness, language proximity, and cognitive engagement.

The third chapter establishes the theoretical underpinnings of the study, drawing from language acquisition theories, bilingual education models, and cognitive perspectives on vocabulary learning. It introduces the Dynamic Model of Multilingualism (DMM) and its implications for vocabulary retention, while also discussing self-regulated learning strategies that enable students to take an active role in their language development. This chapter provides the conceptual basis for designing and interpreting the intervention.

The fourth chapter introduces the concept, design, and pedagogical potential of the Multilingual Vocabulary Log, the central tool used in the intervention. Building on the theoretical foundations laid in previous chapters, it outlines how MVLs promote vocabulary retention, metalinguistic awareness, and learner autonomy by integrating learners' entire linguistic repertoires. The chapter discusses the role of metalinguistic transfer, self-regulated learning, and translanguaging in supporting vocabulary development. It also presents the structure of the MVL template, provides examples of classroom implementation, and aligns the tool with Nation's four-strand framework for vocabulary instruction (Nation, 2011). By

doing so, the chapter highlights how MVLs can foster inclusive, reflective, and linguistically responsive teaching practices in multilingual EFL classrooms.

The methodology chapter outlines the research design, data collection methods, and analytical framework used in the study. It describes the action research approach adopted for the intervention and explains how multilingual vocabulary logs were implemented in the classroom. The mixed-methods approach, which combines quantitative analysis of vocabulary retention and qualitative insights into student engagement and metalinguistic awareness, is presented in detail. Furthermore, the participants, the structure of the intervention phase, and the data analysis techniques are described, with attention to ethical considerations and classroom dynamics.

The chapter on results presents the main findings of the study, focusing on the impact of multilingual vocabulary logs on vocabulary retention and metalinguistic awareness. It includes comparative analyses between traditional vocabulary learning methods and the MVL-based approach. Both statistical data and qualitative responses from students are examined to provide a comprehensive understanding of the intervention's effectiveness.

The discussion chapter interprets these findings in relation to the theoretical frameworks introduced in the conceptual chapters. It explores the pedagogical implications of multilingual vocabulary logs in EFL classrooms and addresses both successes and challenges encountered during the intervention. Systemic and institutional factors influencing the implementation of multilingual pedagogies are also considered. Moreover, the discussion situates the study within the broader discourse on multilingual education, with a view toward future curricular development and teacher education.

The final chapter summarizes the key insights gained from the study, emphasizing the relevance of multilingual strategies in EFL learning. It provides practical recommendations for educators and policymakers interested in implementing plurilingual pedagogies. Additionally, the study's limitations are acknowledged, and suggestions for future research are proposed. In doing so, the thesis concludes with a call for continued reflection and innovation in multilingual language education, highlighting the value of inclusive, student-centred practices in meeting the linguistic realities of contemporary classrooms.

2 Multilingualism in Education: Language as a Resource

“Diversity is as inevitable and as restrictive as gravity. It is not to be deplored, nor to be exalted. It is simply there, to be used as a resource.”
(Blommaert & Verschueren, 1998, p. 14)

Diversity is a central feature of modern societies and holds a major position on the social and educational agenda. Tolerance is regarded as a defining characteristic of progressive society in Western democratic countries, yet managing diversity requires more than just acceptance. It calls for proactive, purposeful actions to guarantee fair coexistence. Drawing on Blommaert and Verschueren (1998, p. 14), migration is intrinsic to the human condition, ensuring that individuals from diverse ethnic, linguistic, and cultural backgrounds will continue to coexist.

The way diversity and “others” are depicted in public discourse and policy is shaped by underlying power dynamics, habitual frames of reference, and individual or collective motivations (Blommaert & Verschueren, 1998, p. 16). Language policies often reflect these dynamics, perpetuating monolingual ideologies that marginalize minority languages and uphold linguistic hierarchies (Farr & Song, 2011, p. 650). These depictions can influence whether diversity is embraced as a resource or seen as a disruption. For educational systems, this calls for a shift toward inclusive pedagogies that recognize and utilize the linguistic and cultural assets of all students.

This coexistence presents challenges but also offers opportunities to redefine societal norms and educational practices. Almosa (2023, p. 586) adds that multilingual learners often employ strategies like language mixing and borrowing to navigate linguistic diversity, demonstrating how their repertoires adapt to multilingual environment. These strategies are both pragmatic and creative, as they enable learners to retain vocabulary more effectively while navigating complex linguistic landscapes (Almosa, 2023, p. 589). Building on this perspective, the present study seeks to explore the effectiveness of one such vocabulary learning strategy by implementing a multilingual vocabulary log in an Austrian middle school context.

2.1 Language Ideologies in Education

Educational systems are embedded in and shaped by dominant language ideologies, which are socially constructed beliefs about what language is, how it should be used, and which languages hold value. These ideologies have historically privileged monolingualism, often positioning the national or dominant language as the sole medium of instruction, identity, and participation (Farr & Song, 2011, p. 650).

In this context, the role of teachers becomes especially significant. Research by Dooly (2005) highlights the importance of teacher attitudes in shaping the educational experiences of linguistically diverse students. Teachers' perceptions of minority languages and their speakers can significantly influence both the quality of instruction and students' academic outcomes (Dooly, 2005, p. 98). Teachers who have positive perceptions of multilingualism are more likely to promote an inclusive classroom atmosphere and encourage students to use their linguistic abilities. Negative perceptions, however, can lead to lower expectations and hinder the learning process. This underscores the relevance of addressing biases in teacher training to foster more supportive and equitable learning environments (Dooly, 2005, p. 99). Therefore, cultivating an awareness of linguistic diversity is crucial for EFL teachers to support students' language acquisition and academic success.

These micro-level classroom dynamics reflect broader ideological forces embedded in national language policy. Teachers' views on language can affect students' academic success and reflect broader societal attitudes toward language use. As Farr and Song (2011, p. 650) discuss, language policies often reflect underlying cultural ideologies about language, citizenship, and social hierarchy. These ideologies can shape both official language policies and informal beliefs about the value of different languages. For instance, traditional monolingual policies have historically served as tools of assimilation, erasing minority languages and cultures while privileging dominant ones (Farr & Song, 2011, p. 654). Teachers need to recognize that linguistic diversity is not an obstacle but a resource that can enhance communication and learning in the classroom. By adopting a plurilingual perspective, where students' language practices are seen as fluid and dynamic rather than fixed, teachers can support the development of multilingualism in ways that reflect the students' lived experiences (Farr & Song, 2011, p. 656).

Nonetheless, educational systems have often maintained outdated monolingual practices that fail to utilize the potential of multilingualism as a resource. Such practices can silence students' voices and erase their linguistic resources – actions shown to be discriminatory and

contributory to broader patterns of exclusion, which Hélot (2023) terms symbolic violence. Although teaching through a single dominant language often aims to foster social integration, it frequently overlooks the rich linguistic resources students bring to the classroom. This oversight also misses critical opportunities to promote social cohesion through inclusive education that values all languages (Hélot, 2023, pp. 4–5).

Such monolingual language ideologies are deeply embedded in educational structures. Students are thus encouraged or required to assimilate linguistically into a monolingual framework, which can negatively affect their sense of belonging and participation in the classroom. The persistence of these ideologies often results in the normalization of exclusionary practices that are perceived as standard or necessary.

This shift away from monolingual norms is particularly relevant in foreign language classrooms. Yet, many teachers remain unprepared for this evolving reality, potentially overlooking the needs of students from immigrant backgrounds (Illman & Pietilä, 2018, p. 237). As a result, they may unconsciously uphold monolingual norms, enforcing policies that stigmatize students' linguistic identities, reinforcing symbolic violence and inequality. Such practices reveal a need for greater critical awareness among educators to challenge monolingual beliefs and embrace multilingual pedagogies (Hélot, 2023, p. 6).

Furthermore, while bilingual and multilingual education might appear to address these issues, it does not inherently imply inclusive practices. As Purkarthofer (2023) shows in her comparative study of Austrian schools, languages that are not explicitly supported by the curriculum often remain absent in classroom practice. This frequently results in systemic exclusion, with some ethnic groups, such as migrant youths speaking Arabic, being particularly vulnerable to marginalization in European schools (Hélot, 2023, p. 7).

These monolingual ideologies are not only outdated but also harmful. A substantial body of research shows that censoring home languages in schools is unnecessary for learning the dominant language. The exclusion of students' home languages silences minoritized speakers, denies them their voice, and erases their linguistic resources. Such practices constitute symbolic violence, reinforce systemic inequalities, and perpetuate a deficit perspective regarding minoritized students' competence in the national language (Blommaert, Spotti, & Van der Aa, 2016; Hélot, 2023). Their home languages are often perceived not as valuable assets, but as obstacles to integration, which further marginalizes these learners and hinders their educational and social inclusion.

These challenges point to the need for truly inclusive multilingual practices—both in classroom pedagogy and institutional language policy—that value linguistic diversity as a foundation for learning, belonging, and equity.

2.2 Multilingualism in the Austrian classroom

Similar to most other countries, in the Austrian educational context, monolingual ideologies persist even though many students grow up using more than one language. Multilingualism is steadily increasing, particularly in Austria's middle schools, with the country's capital, Vienna, leading the trend. Nationally, 35.5% of students at this school-type speak a non-German everyday language, while in Vienna, this figure soars to a remarkable 80.1% (Statistik Austria, 2023). This trend has been evident for years, as both the overall student population and the proportion of multilingual students in Austria have been consistently rising. The numbers emphasize Vienna's unique linguistic diversity, which has consistently outpaced national averages in past years.

Despite this demographic shift, Austria's school system remains largely monolingual in structure and practice (Purkarthofer, 2023). Educational policy and implementation continue to prioritize standard German as the language of instruction and integration, often at the expense of students' linguistic repertoires. The implementation of German Language Support Classes (Deutschförderklassen), introduced in 2018/19, has been widely criticized for separating students from the mainstream classroom and thereby limiting opportunities for meaningful language interaction and social integration (Erling, Gitschthaler, & Schwab, 2022). This approach perpetuates a deficit perspective, viewing students' home languages not as resources but as barriers to learning.

Research highlights the limited preparedness of Austrian teachers for addressing linguistic diversity. Teachers in highly multilingual contexts like Vienna often report insufficient training, low self-efficacy, and lack of resources (Woltran, Hassani, & Schwab, 2024; Kast & Schwab, 2020). Many also express discomfort and insecurity in dealing with multilingual learners, revealing the enduring influence of monolingual ideologies within teacher education and professional development programs (Purkarthofer, 2023).

Furthermore, the ideology-policy-practice gap remains a challenge. While national and EU-level discourse promotes the value of multilingualism and linguistic inclusion, the organizational practices within schools often contradict these ideals (Purkarthofer, 2023). Teachers may acknowledge the presence of linguistic diversity yet fail to integrate students'

languages into classroom instruction. This contradiction results in symbolic inclusion but practical exclusion—languages are acknowledged, but not used, thereby marginalizing students who speak so-called "Othered languages" (Thomauske, 2023).

Areas like Vienna thus represent not only centres of linguistic diversity but also critical testing grounds for inclusive pedagogical innovation. As Hélot (2023) argues, schools must move beyond tokenism and toward what she calls "pedagogies of the possible" — approaches that reflect students' identities and empower them as active participants in their learning. This includes recognizing and incorporating students' full linguistic repertoires in meaningful and sustained ways.

To achieve this, systemic reform is necessary – not only at the level of individual classrooms, but across curricula, assessment practices, and teacher education. As the preceding discussion has shown, the challenges of linguistic inclusion cannot be reduced to individual teachers' competencies or willingness to adapt, rather, they reflect deeper structural shortcomings in how the education system prepares for and responds to multilingual realities. Teachers are often placed in linguistically complex classrooms without the institutional support, training, or frameworks needed to enact inclusive pedagogies. This underscores the urgent need for meso- and macro-level reforms that align with a plurilingual ethos and provide sustainable infrastructures for linguistic inclusion. Schools, especially in urban contexts like Vienna, thus hold the potential to become models for equitable and transformative multilingual education.

2.3 Key Theoretical Perspectives on Multilingualism

In contemporary educational settings, particularly in Europe, the increasing linguistic and cultural diversity in classrooms demands that teachers adapt their approaches to meet the needs of students from various backgrounds. Third-language acquisition is now the norm rather than the exception in many schools, with multilingual classrooms becoming increasingly common due to international mobility and immigration. As Abney and Krulatz (2015, p. 1) note, teachers are tasked with creating environments that foster multilingual competence, supporting students as they simultaneously develop proficiency in the community's primary language, as well as in EFL. In this context, the concept of multilingualism should be embraced as an asset, contributing to both cognitive and social growth (Abney & Krulatz, 2015, p. 2).

Research by Almosa (2023) underscores the importance of recognizing learners' individual strategies for navigating multilingual classrooms. Language mixing and borrowing are particularly common, with students blending their linguistic resources to support comprehension and vocabulary retention (Almosa, 2023, p. 590).

In such multilingual environments, teachers must navigate complex linguistic systems – from students' home languages to the dominant school language and English as a foreign language (Abney & Krulatz, 2015, p. 4). This requires not only linguistic flexibility but also pedagogical approaches that integrate students' linguistic repertoires to enhance language learning (Cenoz & Gorter, 2014, p. 246). The presence of multiple languages in the classroom can enrich the learning environment, with research suggesting that minority language students bring valuable cultural and linguistic knowledge that enhances not only their own language development but also the classroom's overall linguistic awareness (Cummins et al., 2005, p. 40).

The role of EFL teachers extends beyond simply teaching English; they are integral in fostering multilingualism by supporting students' development in both their mother tongue and the target language. By adopting strategies that activate students' multilingual resources, such as identifying cognates and shared vocabulary between their native language, the community's language, and English, teachers can help students recognize the interconnectedness of their linguistic knowledge and build stronger language skills (Cenoz & Gorter, 2014, p. 247). This aligns with the Focus on Multilingualism (FM) approach, which views learners' languages as interconnected resources and advocates for activities such as translanguaging (Cenoz & Gorter, 2011, p. 239).

Recent research also draws attention to how schools and educators can reinforce or disrupt hegemonic ideologies through classroom practice. As Hélot (2023) and Thomauske (2023) show, dominant language ideologies often manifest in schooling practices that privilege monolingualism and exclude students' full linguistic repertoires. By embedding theoretical frameworks like FM and the Dynamic Model of Multilingualism (DMM) into pedagogy, educators can disrupt such exclusion and design learning environments that affirm students' complex language identities.

Diversity in classrooms requires teachers to perpetually and actively manage language differences, recognizing multilingualism as a critical educational resource (Blommaert & Verschueren, 1998, p. 14). Multilingual learners should not be viewed as incomplete versions of monolingual speakers in an additional language but rather as students who

possess unique competencies derived from their diverse linguistic repertoires, which can enrich their learning experiences and classroom interactions (Illman & Pietilä, 2018, p. 238). Jessner et al. (2016, p. 195) further emphasizes that cross-linguistic influence (CLI) is an inherent feature of multilingualism, where the knowledge of one language positively or negatively affects the acquisition of another. This phenomenon, while sometimes leading to interference, often facilitates vocabulary learning by allowing learners to transfer linguistic structures or lexical patterns from their existing repertoires.

The Focus on Multilingualism (FM) framework, developed by Cenoz and Gorter (2011), challenges traditional views that treat languages as separate systems. It promotes the idea that all of a learner's languages form part of an interconnected repertoire that should be flexibly used in learning. Figure 1 below illustrates the difference between traditional approaches (separate circles) and the FM approach (interconnected circles).

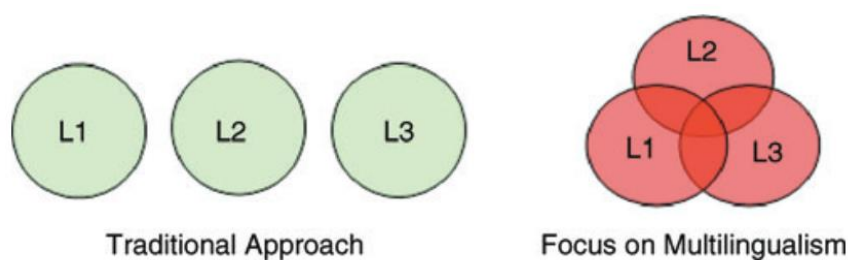


Figure 1: Traditional Approach and Focus on Multilingualism (Cenoz & Gorter 2011: 360)

FM includes activities such as translanguaging or pedagogical code-switching, which blur the lines between languages. This can enhance students' metalinguistic awareness, making them more conscious of how their languages interact with each other (Illman & Pietilä, 2018, p. 239).

The Dynamic Model of Multilingualism (DMM), proposed by Herdina and Jessner (2002), takes a systems-based view of language learning, describing the learner's linguistic repertoire as dynamic and constantly evolving. New languages do not develop in isolation but interact with and reshape existing linguistic knowledge. DMM challenges monolingual benchmarks by presenting multilingualism as the norm and emphasizing the fluid, reciprocal nature of language acquisition. By incorporating DMM, educators can recognize that fostering multilingualism involves both maintaining existing languages and supporting new ones, which can lead to deeper metalinguistic insight (Illman & Pietilä, 2018, p. 243).

Similarly, Cummins et al. (2005, p. 40) advocate for a transformative approach to multilingual education, emphasizing that students' home languages are not merely auxiliary but integral to their academic success. This shift encourages educators to validate and build upon the linguistic resources students bring to the classroom.

Ultimately, EFL teachers must balance the complex linguistic realities of their classrooms and recognize that multilingualism can be a powerful tool for both personal and academic development. By fostering an environment where all languages are valued, teachers can help students build a strong foundation for lifelong learning and intercultural communication. Such efforts are not merely pedagogical but also address issues of equity and social justice, ensuring that multilingual students are empowered to succeed in diverse and inclusive educational settings (Hélot, 2021, p. 9). By adopting frameworks like FM and DMM, teachers can move beyond deficit views and actively harness students' linguistic knowledge as a tool for deeper learning.

2.4 Pedagogical responses to linguistic diversity

The theoretical perspectives outlined in the previous section offer not only a new lens for understanding multilingualism but also a foundation for inclusive, transformative classroom practice. In linguistically diverse settings, pedagogy must evolve to reflect students' full linguistic repertoires, recognising them as resources rather than deficits. This calls for intentional strategies that respond to the complexities of multilingual classrooms while promoting participation and learner agency.

A central strategy is translinguaging, defined by García and Li Wei (2014) as “the deployment of a speaker's full linguistic repertoire without regard for socially and politically defined language boundaries.” In classrooms, translinguaging can take many forms — from students discussing texts in their home language, to writing bilingual word lists, to explaining grammar rules to peers using a mix of languages. This approach not only challenges monolingual norms but also empowers learners to make meaning using all of their linguistic knowledge. It supports comprehension, encourages deeper engagement with content, and validates students' identities (Hélot 2021, pp. 10–11; Illman & Pietilä, 2018, p. 243). Translinguaging also enhances language skills such as pronunciation and vocabulary through authentic use across languages, while simultaneously promoting social inclusion and equity.

Translanguaging also plays a political role in the classroom. As Hélot (2023) argues, it constitutes a form of resistance to hegemonic norms that devalue home languages. Incorporating translanguaging can thus help educators foster equity and actively challenge the symbolic violence enacted by exclusive language policies. As Panagiotopoulou, Rosen, and Strzykala (2023) demonstrate, even multilingual teachers may avoid using their own linguistic resources due to institutional pressure and dominant ideologies. By deliberately integrating translanguaging into pedagogy, teachers reclaim their agency and validate their students' full linguistic repertoires.

In addition to translanguaging, more structured multilingual strategies offer complementary ways to integrate students' linguistic knowledge into the learning process. These include Pedagogically Based Code-Switching (PBCS) and Translation for Other Learning Contexts (TOLC), which offer structured methods for leveraging students' linguistic repertoires. These strategies are particularly effective in fostering metalinguistic awareness and reinforcing connections between a student's languages.

PBCS involves guided shifts between languages to clarify concepts, highlight grammatical patterns, or explain complex ideas using students' L1s. TOLC, on the other hand, leverages translation tasks, such as working with false cognates or creating multilingual glossaries, to deepen students' linguistic awareness and encourage critical reflection on language structures and usage. These approaches validate students' home languages as valuable tools for learning rather than obstacles, fostering inclusivity and equity in the classroom (Corcoll López & Gonzáles-Davies, 2016, pp. 73-75).

Teacher attitudes are central to the success of these pedagogical shifts. As Dooly (2005) emphasizes, educators' perceptions of minority languages significantly influence both the quality of instruction and student outcomes. Positive views of multilingualism are linked to more inclusive classroom environments, while negative attitudes can reinforce deficit thinking and limit opportunities for multilingual learners (Dooly, 2005, pp. 98–99). This underscores the importance of addressing language ideologies in teacher education and of equipping teachers with the tools to implement multilingual strategies effectively.

Ultimately, pedagogical responses to linguistic diversity must move beyond accommodation and toward transformation. Strategies such as translanguaging, PBCS, and TOLC are not just tools for language support, they enact the principles of models like FM and DMM by treating students' full linguistic repertoires as interconnected and dynamic resources. By embedding these practices into daily instruction, educators can foster classrooms that are academically rigorous, socially inclusive, and responsive to the realities of multilingual

learners — a theme further explored in the next chapter through the lens of vocabulary learning.

3 Vocabulary Learning in Multilingual Contexts

Research from the 1980s and 90s has established that vocabulary proficiency is essential in second language acquisition. Not only does it influence overall language proficiency, but it also directly influences the development of other key skills such as reading, writing, or speaking. However, studies have shown that vocabulary does not develop sufficiently without support—particularly when it comes to achieving literacy in a first language or learning a second language. As a result, explicit vocabulary instruction has been recognized as an essential component of effective language education (Nation, 2001, p. 242).

3.1 Vocabulary and the mental lexicon

Vocabulary knowledge is often conceptualized as the mental lexicon, a metaphorical dictionary in the human brain where lexical items are stored, organized, and accessed. Words in this dictionary are interconnected and in multilingual individuals, these connections span across multiple languages (Kersten, 2010, p. 1). Learning new words contributes to the expansion of the interconnected mental lexicon, integrating each new word into the existing network. The more connections can be made for a new word, the higher are the chances that the new word will be retained in long-term memory (Kersten, 2010, p. 2).

As noted in Pavičić Takač (2008, p. 5-6), “vocabulary of any language consists of a wide range of lexical forms” and “lexical items can hardly be viewed in isolation from each other, for they enter, semantically speaking, into various relations”. Learning new words expands these relations, creating a more robust lexical network. This reflects the importance of vocabulary depth, the richness of connections and meaning associated with each word, in contrast to vocabulary breadth, which refers to the number of words known. Vocabulary retention is enhanced when learners engage with lexical items that collocate, as “collocations are not merely random combinations of lexical items but are part of their meaning in the broadest sense of the word” (Pavičić Takač, 2008, p. 7).

The existing words in our mental lexicon influence the acquisition of new words from additional languages, which is one form of CLI (Efeoglu, Yüksel & Baran, 2020, p. 535). The role of the first language (L1) in this process can either facilitate or hinder second language (L2) acquisition, depending on the equivalency between languages (Pavičić Takač 2008: 8).

Multilingualism introduces even greater complexity into the structure and functioning of the mental lexicon. Defined as the ability to speak three or more languages to varying degrees, multilingualism increases the likelihood of both positive and negative transfer due to interactions across multiple linguistic systems. In particular, it is crucial to consider the differences between the L2 and L3. The term L3 denotes the language currently being acquired, while L2 refers to any language learned after the first language (L1) (Hammarberg, 2001, p. 22). While the acquisition of the L2 and L3 might seem similar, there are some key differences in the acquisition. L2 learners typically rely on a single source for transfer (L1), whereas L3 learners experience interactions between the grammatical systems of both L1 and L2. This results in more dynamic and sometimes unpredictable interactions between systems. The second difference concerns the interplay of numerous factors, such as linguistic features, age of acquisition, and the type and amount of input, which can influence the language acquisition process (Efeoglu, Yüksel & Baran, 2020, p. 537). These complex interactions highlight the importance of understanding how multilingual learners structure and access vocabulary across languages. Recognising the mental lexicon as an interconnected and dynamic system supports more effective vocabulary instruction — especially when learners are encouraged to build cross-linguistic connections.

3.2 Cross-linguistic influence in vocabulary learning

The role of plurilingualism in vocabulary learning highlights how linguistic diversity can serve as a powerful resource for language acquisition. Research has shown that incorporating multiple languages into the classroom supports multiliteracy and fosters more communicative competence, particularly when linguistic similarity between languages is high, which facilitates transfer and recognition of shared features (Cenoz & Gorter, 2010, p. 38–40). Typological proximity helps learners recognise cognates, patterns, and morphosyntactic parallels — all of which support vocabulary retention and retrieval.

Additionally, plurilingual strategies such as Pedagogically Based Code-Switching (PBCS) and Translanguaging enable learners to navigate between languages, which promotes metalinguistic awareness and helps them notice and connect linguistic features across their linguistic repertoire (Corcoll López & Gonzalez Davies, 2016, p. 69). Building on this, Ecke (2015, p. 147) explores the role of language similarity in CLI. He demonstrates that

typological closeness enhances learners' ability to identify cognates and transfer grammatical structures across languages, thus making vocabulary acquisition more intuitive and efficient.

Cummins et al. (2005, p. 38-40) argue that fostering cross-language transfer in the classroom enriches vocabulary acquisition by drawing on students' pre-existing knowledge encoded in their home languages. This approach positions students' prior language experiences not as interference, but as resources that can be leveraged strategically.

Illman and Pietilä propose activities such as translanguaging, where students intentionally use multiple languages in a systematic way, to enhance vocabulary acquisition and deepen their understanding of language structures (Illman & Pietilä, 2018, p. 238-239). These approaches align with the notion of multilingual competence, which views learners' language systems as interconnected and co-activated, rather than isolated and distinct systems (Illman & Pietilä, 2018, p. 239).

Further elaborating on these ideas, Ecke (2015) highlights how typological similarities, and the status of the learner's second language (L2) significantly influence their ability to retrieve and acquire vocabulary in additional languages (Ecke, 2015, p. 147-148). His findings suggest that learners' experiences with L2 can act as a bridge to acquiring third languages (L3) or beyond, further demonstrating the interconnected nature of multilingual vocabulary learning (Ecke, 2015, p. 148).

Together, these studies underscore the importance of embracing plurilingualism in language education. By leveraging linguistic diversity and fostering connections between languages, educators can create an inclusive environment that enhances vocabulary learning while nurturing learners' metalinguistic awareness.

3.3 Strategies for vocabulary retention

Beginner learners of a language must make deliberate attempts to acquire new lexical items. These are often learned with synonyms, definitions, translations into their L1, or illustrations. While many words can be learned through rote learning, vocabulary learning is not simply a mental collection of words with identical correspondences in the learners' L1; knowing a word goes deeper than its semantic aspect (Pavičić Takač, 2008, p. 16). As Nation notes, vocabulary development should ideally occur across four strands: meaning focused

input, meaning focused output, language focused learning, and fluency development (Nation, 2007, p. 2).

Important aspects in vocabulary learning include the use of vocabulary learning strategies, as they “activate explicit learning that entails many aspects, such as making conscious efforts to notice new lexical items, selective attending, context-based inferencing and storing into long-term memory” (Pavičić Takač, 2008, p. 17). However, such strategies do not operate in a vacuum; individual learner differences, such as motivation, prior language knowledge, or affective factors like anxiety, can significantly influence their effectiveness (Pavičić Takač, 2008, p. 17). These insights align with Nation’s (2024) principle-based approach to vocabulary learning, which highlights the importance of repetition, retrieval, elaboration, and focused attention. Both frameworks emphasize that successful vocabulary acquisition requires not only appropriate strategies, but also meaningful engagement and adaptation to the learner’s cognitive and emotional context.

Among the most effective vocabulary learning strategies is semantic elaboration, which facilitates creating connections between new lexical items and existing vocabulary. This can include semantic feature analysis, where a word is broken into its components, or semantic mapping, which uses visual tools like diagrams to organize words meaningfully (Pavičić Takač, 2008, p. 21-22). Semantic mapping not only supports vocabulary depth by highlighting semantic relationships but also enhances long-term recall through visual and conceptual reinforcement. Additionally, personalization proves to be highly beneficial. Connecting words with personal experiences makes learning more meaningful and memorable and ultimately, personalization enhances memory retention by making the material “real” for learners (Pavičić Takač, 2008, p. 22). Nation (2024, p. 1) also supports elaboration and attention as key cognitive processes in effective vocabulary acquisition.

Vocabulary acquisition depends not only on learners’ active engagement but also on the instructional strategies used by teachers. Broadly, two approaches to vocabulary teaching can be distinguished: the naturalistic (or implicit) approach and the explicit approach. The naturalistic approach promotes incidental learning through exposure to language in context, encouraging learners to infer meaning and use monolingual dictionaries. In contrast, explicit vocabulary teaching involves direct instruction and systematic presentation of lexical items. While both methods offer valuable learning opportunities, they also have limitations. Incidental learning, for example, may lead to incorrect inferences that go uncorrected, while explicit instruction does not guarantee retention, as learners may not internalize or actively use newly introduced vocabulary (Pavičić Takač, 2008, p. 18). To address these challenges,

a combined approach is recommended. Both Pavičić Takač (2008) and Nation (2007) emphasize the importance of integrating implicit and explicit methods to optimize vocabulary learning. Nation, in particular, advocates for a balanced distribution across four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2007, p. 2), ensuring that learners encounter and use vocabulary in diverse and meaningful ways.

Furthermore, we distinguish between planned and unplanned teaching strategies. Unplanned teaching strategies entail spontaneous reactions by the teacher to help when needed and improvising by using, as Seal (1991) suggests, the three C's, which describes a three-step process "where the teacher (1) conveys the meaning, (2) checks meaning by, for example, asking questions and (3) consolidates the meaning in learners' memory by, for example, relating it to the context or personal experience" (Seal, 1991, p. 301).

On the other hand, there is planned vocabulary teaching, which refers to deliberate, explicit, and clearly defined vocabulary teaching, where the teacher introduces new words and encourages learners to review these new items as well as evaluate the retention of the new words. For planned vocabulary teaching, one needs teaching strategies. These can be divided into two main categories: "(1) presentation of meaning and form of new lexical items and (2) review and consolidation of presented lexical items" (Pavičić Takač, 2008, p. 19). The former describes teaching preselected words, while the latter focuses on the procedures that aim to get learners to review the previously learned new items. Teaching lexical items entails presenting their meaning and their form and can be done either verbally or non-verbally. Some of the most common forms of presentation are connecting the L2 item with the L1 equivalent, finding definitions, or connecting the meaning to objects, visual aids or realia. Such multimodal input is aligned with current principles of vocabulary retention, particularly when visual, auditory, and semantic elements are integrated (Uchihara, Webb & Yanagisawa, 2019, p. 1).

Connecting the words with the learners' L1's can be useful to highlight similarities and differences between words and languages. Definitions can take many different forms that range from synonyms, antonyms, analytic or taxonomic definitions, examples, to describing the function or defining by classification. However, they are supposed to be simple and clear so to stay in the long-term memory. When one additionally includes visual aids to the definition, the effectiveness is even higher as it results in 'dual encoding', i.e. linguistic and visual storing of information (Pavičić Takač, 2008, p. 19-21).

Vocabulary teaching also requires reviewing and consolidating lexical items to ensure long-term retention. This is achieved through repeated exposure and diverse activities, such as repetition, word copying, semantic elaboration, mental imagery, and productive use in speaking or writing tasks. Activities like solving puzzles or creating mental links encourage deeper processing and meaningful encounters with vocabulary. Furthermore, engaging learners in multiple encounters with a word, both written and spoken, helps establish long-term retention (Pavičić Takač, 2008, p. 22-23). Nation further emphasizes that fluency development depends on repeated exposure in a variety of contexts, ensuring automatization and deeper memory encoding (Nation, 2007, p. 2).

Additionally, Pavičić Takač (2008) underscores the importance of systematic planning, monitoring, and motivation in vocabulary lessons. Teachers must promote active learning, peer cooperation, and autonomous vocabulary expansion. The integration of explicit vocabulary learning strategies enables learners to independently manage lexical acquisition, fostering continuous development (Pavičić Takač, 2008, p. 24). As Nation puts it, motivation plays a central role in the attention-quality-quantity triangle of effective vocabulary learning (Nation, 2024, p. 1).

Research by Uchihara, Webb & Yanagisawa (2019, p. 1) underscores the retention is further bolstered by multimodal learning techniques, such as combining visual, auditory, and kinesthetic methods to reinforce lexical knowledge. This integration of sensory modalities facilitates deeper processing, improving long-term retention.

Repetition is a general and well-established factor in vocabulary learning, applying to both monolingual and multilingual learners. Its importance has been proven time and again by multiple researchers. Research identified a moderate correlation between the number of exposures to a word and learners' knowledge of these words, referred to as the "repetition effect" (Uchihara, Webb & Yanagisawa, 2019, p. 1). The repetition has an influence on incidental learning, which means that learners who encounter a word multiple times in an informative context show larger gains in vocabulary knowledge than those learners who have less encounters with a new and unknown word (Webb, 2007, p. 64). Webb and Nation emphasize that acquisition happens not just through retrieval, but retrieval prompted by encounters in novel contexts (Webb & Nation, 2017, p. 2).

Researchers have furthermore found out that the repetition was influenced by diverse factors, such as learner characteristics (age and prior vocabulary knowledge), experimental or learning conditions (visual aids and interaction with L2 words), and methodological variations (being warned about a test and the type of vocabulary test used). This repetition

effect is mainly noticeable in the initial stages of vocabulary learning, especially with limited prior knowledge and when learning completely new words (Uchihara, Webb & Yanagisawa, 2019, p. 1). As Pavičić Takač (2008, p. 10) notes, “knowledge of a lexical item is not an “all-or-nothing” proposition; it is rather to be conceived of as a continuum of knowledge”, meaning even partial knowledge represents progress.

However, the repetition effect was shown to be influenced by contextual and teaching factors, which can be as simple as visual aids or also learners’ engagement with the words, for example using a dictionary from time to time. These factors reduced the number of repetitions required for effective vocabulary retention, making learning more efficient when pedagogical supports were present (Uchihara, Webb & Yanagisawa, 2019, p. 1).

Furthermore, it has been shown that natural exposure alone is often insufficient for building a vocabulary and that teaching related words together can cause confusion in learners. This aligns with Rivers (qtd. in Pavičić Takač, 2008, p. 9) observation that “vocabulary cannot be taught”, which implies the need for strategic learning approaches. Students benefit from the strategic use of L1-L2 translations and bilingual dictionaries, which can enhance retention and facilitate the acquisition of new vocabulary (Nation, 2001, p. 244). But if vocabulary cannot be directly taught, as Rivers suggests, how then can learners effectively equip themselves with the tools needed to expand and retain their lexical knowledge? One promising answer lies in self-regulated learning.

3.4 The Role of Self-Regulated Learning

Learner-directed vocabulary strategies offer an efficient and personalized approach to language learning by enabling students to actively select, engage with, and reflect on the lexical items most relevant to them. This individualized strategy promotes deeper connections with the vocabulary, laying the groundwork for autonomous, self-regulated learning, increased motivation, and improved overall language acquisition. By focusing on cross-linguistic awareness and encouraging critical thinking, these logs evolve vocabulary acquisition into a metacognitive and reflective process. When these strategies are designed with a plurilingual focus, they also support cross-linguistic awareness and encourage metacognitive engagement with language.

Research in vocabulary acquisition (Nation, 2001) and multilingual education (Illman & Pietilä, 2018) provides a theoretical foundation for learner-centred approaches that integrate both linguistic and cognitive development. These perspectives emphasize the value of

strategic engagement, autonomy, and metalinguistic awareness as key components in the vocabulary learning process.

Self-regulated learning (SRL) is an active process in which learners set specific goals for their learning, actively monitor their own progress, and adapt their cognitive, motivational, and behavioral strategies to attain the desired results. The “locus of control” in SRL is on the learners themselves, empowering them to take control of their learning process through planning and decision making (Zhang & Zou, 2022, p. 722). This learner-driven autonomy is particularly valuable in language learning contexts, where individual preferences, prior knowledge, and linguistic diversity influence how vocabulary is processed and retained.

SRL strategies are divided into four types: cognitive, metacognitive, behavioral, and motivational. Cognitive strategies, such as rehearsal and elaboration, enhance retention by helping learners connect new information to prior knowledge, a crucial process in multilingual language learning, where existing language systems interact. Metacognitive strategies, including planning and self-monitoring, enable learners to organize their tasks and reflect on their progress, developing deeper engagement with vocabulary. Behavioral strategies, like resource management and environmental structuring, ensure learners set the necessary environment for learning. The final strategy, the motivational strategy, such as emotion regulation and effort persistence, aids students to overcome challenges and maintain a positive attitude toward learning (Zhang & Zou, 2022, p. 724-725).

These four domains of SRL align closely with the broader aims of plurilingual pedagogy and strategy-based vocabulary instruction. Rather than following a teacher-led approach, learners become active agents in their own development, choosing how to record, revisit, and apply lexical knowledge across languages. As later sections will explore, tools such as multilingual vocabulary logs can serve as practical platforms for enacting these self-regulatory principles. They encourage students to connect words with personal meaning, manage their learning routines, and track their lexical growth — all of which promote long-term autonomy and cross-linguistic competence. Furthermore, SRL’s focus on lifelong learning aligns with the broader educational aim of fostering reflective, motivated learners who can take ownership of their language development beyond the classroom (Zhang & Zou, 2022, p. 721). To deepen the understanding of how self-regulated learning operates within the context of vocabulary acquisition, a subsequent chapter will explicitly connect SRL theory with concrete vocabulary strategy use.

3.5 Plurilingual Strategies for Vocabulary Retention

The practical implementation of plurilingualism in the classroom requires strategies that actively integrate students' linguistic resources to enhance vocabulary retention and overall language learning. These approaches shift away from traditional monolingual methods to embrace multilingualism as a dynamic tool for inclusive and effective education. A number of plurilingual strategies can be used to support vocabulary retention. These include (1) translanguaging techniques, (2) pedagogically based code-switching, and (3) cross-linguistic awareness activities, each of which engages students' linguistic repertoires in distinct but complementary ways.

Translanguaging can be implemented through activities such as multilingual explanations, collaborative vocabulary tasks, or home-language reflections, all of which support vocabulary development and validate students' linguistic identities (Hélot, p. 6). Another option is the creation of glossaries, which can be done as a collaborative project where students develop multilingual glossaries for specific topics, fostering vocabulary acquisition and cross-linguistic connections (Cummins et al., 2005, p. 40). Finally, assignments where students reflect on their learning experiences in both their home and target languages enhance metalinguistic awareness (Illman & Pietilä, 2018, p. 243). These activities are not only limited to language education but can be incorporated to other subjects as well in the form of CLIL classes for instance.

Another method besides translanguaging is Pedagogically Based Code-Switching (PBCS), which involves structured shifts between languages to clarify concepts or highlight linguistic structures. Teachers can alternate between the dominant classroom language and students' home languages to address challenging material. For instance, in vocabulary exercises, teachers can use home languages to provide synonyms or examples, helping students contextualize new words (Cummins et al., 2005, p. 39). This approach reduces cognitive load and supports the retention of complex vocabulary by bridging linguistic gaps. However, this approach is most feasible when only a limited number of home languages are represented in the classroom; in linguistically highly diverse groups, it may be challenging for teachers to effectively incorporate all students' L1s.

Further useful methods in the classroom are cross-linguistic awareness activities. These are activities that emphasize similarities and differences between languages and so promote deeper understanding and retention of vocabulary. For example, cognate recognition or word

mapping. The former activity involves students identifying words that share roots across languages, such as "nation" (English), "nación" (Spanish), and "Nation" (German), facilitating quick vocabulary acquisition (Ecke, 2015, p.148). The latter describes visual tools like multilingual word maps allowing students to connect synonyms, antonyms, and collocations across languages (Cenoz and Gorter, 2014, p. 38-39). These activities encourage students to recognize the interconnectedness of their linguistic knowledge, building a stronger mental lexicon.

By implementing these practical strategies, teachers can create inclusive classrooms where linguistic diversity is celebrated and utilized as a resource. These approaches not only improve vocabulary retention but also foster metalinguistic awareness and collaboration, equipping students with tools for lifelong language learning and intercultural communication.

3.5.1 The Dynamic Model of Multilingualism in Vocabulary Learning

A central model in this context is the Dynamic Model of Multilingualism (DMM), developed by Herdina and Jessner (2002), offers a nuanced framework for understanding language acquisition in multilingual individuals. Unlike traditional, linear models that view additional language learning as the sequential addition of isolated systems, the DMM conceptualizes multilingual competence as a dynamic, non-linear, and constantly evolving process. In this model, the different languages within an individual's repertoire interact continuously and influence one another depending on various internal and external factors such as language dominance, emotional variables, cognitive load, and language use patterns.

This model is particularly relevant to vocabulary learning, as it highlights the interplay between languages during the acquisition process. For instance, the DMM posits that language dominance may shift over time based on input and environmental exposure. This fluid interaction enables learners to draw on their entire linguistic repertoire when encountering new lexical items. Furthermore, the model underscores the importance of metalinguistic awareness, which often emerges in multilingual learners. This awareness facilitates deeper lexical processing by allowing learners to compare meanings, identify false cognates, and recognize cultural nuances in word usage. Thus, vocabulary learning becomes not just the memorization of isolated terms, but a reflective process shaped by the dynamic interrelation of known and emerging languages.

Central to the DMM is the concept of the "M-factor"—a term introduced by Jessner (2006) to refer to the heightened metalinguistic awareness, increased cognitive flexibility, and strategic language use typical of multilingual individuals. The M-factor is a key differentiator between bilingual and multilingual learners, as it reflects the ability to operate across multiple linguistic systems in a reflective and adaptable way. In vocabulary learning, this manifests as the ability to consciously apply strategies such as language comparison, translation, and context-based inferencing, which significantly enhance retention and understanding.

The DMM also recognizes that language development is influenced by contextual factors, including educational settings and social environments. This makes it especially relevant for understanding how vocabulary acquisition unfolds in multilingual classrooms, where students bring varied linguistic experiences and cultural backgrounds. By acknowledging the inherent variability in multilingual development, the DMM encourages a more flexible and responsive approach to language instruction—one that accommodates the unique trajectories of learners and leverages their linguistic diversity as a cognitive and pedagogical resource.

3.5.2 Self-Regulated Learning and Vocabulary Strategy Use

Self-Regulated Learning (SRL) provides another key theoretical lens for understanding how vocabulary acquisition can be supported in multilingual contexts. Rooted in the work of Zimmerman (2002), SRL refers to learners' capacity to actively manage their own learning through planning, goal setting, monitoring progress, and reflecting on outcomes. In language learning, this framework has been extended by scholars such as Zhang and Zou (2022), who emphasize the role of metacognitive strategies, motivation, and behavioural regulation in effective vocabulary acquisition.

SRL is particularly relevant to vocabulary learning because it promotes learner autonomy and encourages strategic engagement with new lexical items. Rather than relying solely on teacher-led instruction, students are seen as active agents who can shape their own learning experiences. Key SRL processes—such as identifying challenging words, creating personalized study techniques, and evaluating one's understanding—help learners internalize vocabulary more effectively and retain it over time.

Moreover, SRL aligns well with multilingual learning contexts where students must navigate between multiple languages and apply individualized strategies. For example, learners may choose to translate new words into their home languages, associate them with familiar contexts, or create visual representations to aid memory. These practices are not only strategic but also reflective, engaging learners in a deeper cognitive process that supports long-term retention.

In classroom settings, fostering SRL means creating opportunities for students to make choices about how they learn vocabulary, encouraging them to set personal goals, and providing tools for reflection. When students are given the autonomy to adapt their strategies to fit their linguistic background and learning preferences, they become more motivated and more effective in their language development. In this way, SRL provides a powerful framework for designing vocabulary instruction that is both learner-centred and adaptable to diverse linguistic profiles.

3.5.3 From Theory to Classroom Practice

Bringing together the insights from the Dynamic Model of Multilingualism and Self-Regulated Learning provides a comprehensive foundation for understanding how vocabulary instruction can be effectively designed for multilingual learners. Both models emphasize flexibility, learner autonomy, and the value of linguistic awareness, making them particularly well-suited for contemporary classrooms where students bring diverse language backgrounds and learning needs.

The DMM encourages educators to recognize the fluid, interconnected nature of learners' language systems. This perspective supports teaching strategies that draw on all of a student's languages, rather than treating them as separate or fixed. It also highlights the importance of creating learning environments that allow for the dynamic interplay of languages, fostering deeper vocabulary knowledge through comparison, contrast, and contextual understanding.

Similarly, the SRL framework underscores the importance of engaging learners as active participants in their own vocabulary development. By supporting goal setting, strategic decision-making, and reflective thinking, SRL-informed instruction empowers students to take control of their learning. This is especially crucial in multilingual contexts, where

learners benefit from being able to adapt their approaches to accommodate the complexity of their linguistic repertoires.

Together, DMM and SRL provide complementary perspectives that advocate for inclusive, responsive, and cognitively engaging vocabulary instruction. Their integration encourages teachers to design learning experiences that are not only effective in promoting retention but also affirming of students' identities as multilingual, strategic, and reflective language users. These theoretical insights pave the way for the development of classroom tools and practices that operationalize multilingual and learner-centred principles—an issue explored in greater detail in the following chapter.

4 The Multilingual Vocabulary Log: Design and Pedagogical Potential

Building on the theoretical foundations of vocabulary acquisition and the role of plurilingualism in education discussed in the previous chapter, the following section provides the theoretical foundation for the implementation of multilingual vocabulary logs. A multilingual vocabulary log is a learner-generated tool for recording, organizing, and reflecting on vocabulary across multiple languages — incorporating translations, example sentences, and visual cues. With reference to research on multilingualism, vocabulary acquisition, and language pedagogy, the objective is to portray how these logs can facilitate vocabulary retention and promote metalinguistic awareness. This chapter continues to discuss the principles that shape the design and use of multilingual vocabulary logs. These logs integrate linguistic diversity as a resource, seeking to foster deeper engagement in language learning.

4.1 Supporting metalinguistic awareness

Building on the foundation of SRL, multilingualism provides unique opportunities to elevate learners' ability to manage their learning by strengthening metalinguistic awareness and cognitive flexibility. Jessner et al. (2016, p. 194) argues that the complexity of multilingualism surpasses that of bilingualism, as it requires individuals to navigate and integrate multiple linguistic systems simultaneously. This increased complexity requires learners to engage deeper with the language they are learning and to develop strategies for understanding and managing the linguistic diversity. Considering this perspective, multilingual learners are not merely learning new vocabulary but also drawing on their existing linguistic knowledge to identify patterns, contrasts, as well as overlaps across different languages, which involves metacognitive strategies.

Building up a multilingual repertoire is a dynamic process that evolves over time in a non-linear and reversible way (Jessner et al., 2016, p. 195). For instance, learners might experience both language growth and decline during the learning process, which highlights the relevance of adaptability and continuous reflection in one's learning strategies. The dynamic quality of multilingualism aligns with SRL principles, which emphasize the ability

to monitor one's own learning progress, make necessary adjustments to learning strategies, and maintain motivation and effort even when faced with obstacles. Particularly multilingual learners gain significant advantages from the ability to transfer linguistic knowledge from one language to another. This transfer can manifest in various ways, leading to both beneficial and challenging outcomes as highlighted by Jessner et al. (2016, p. 195).

When guided effectively, this transfer allows learners to harness cross-linguistic influences to deepen their understanding of vocabulary and grammatical structures. CLI occurs when existing linguistic knowledge influences the acquisition of subsequent languages, demonstrating the importance of leveraging prior knowledge in learning (Efeoglu, Yüksel & Baran, 2020, p. 535). For example, identifying cognates or recognizing syntactic parallels between their first language (L1) and the target language (L2) fosters both retention and critical analysis of linguistic forms. This type of reflection also supports the development of noticing, a key component of language awareness, which involves consciously recognizing linguistic features and contrasts during learning.

Furthermore, the process of transfer itself, as Jessner et al. (2016) describes, is not merely about copying structures between languages but represents a dynamic interaction shaped by the learner's cognitive and linguistic repertoire. By framing transfer as an opportunity for exploration and reflection, educators can empower learners to transform potential challenges, such as interference, into opportunities for growth and metalinguistic insight. When used purposefully, multilingual reflection strategies might involve mapping semantic fields across languages, comparing grammatical gender systems, or exploring false cognates — all of which can be incorporated into tools like multilingual vocabulary logs.

The multilingual vocabulary log serves as a practical tool in this regard, allowing learners to document their observations, connections, and reflections across languages in an organized format. This tool not only facilitates the active use of SRL strategies, such as planning and self-monitoring, but also validates learners' linguistic diversity as an asset in their educational journey.

Incorporating Jessner et al.'s insights, multilingual vocabulary logs are uniquely positioned to bridge the gap between theory and practice. By encouraging learners to actively reflect on their multilingual repertoire and adapt their learning approaches dynamically, these logs promote a holistic development of metalinguistic awareness, critical thinking, and self-regulation. The integration of linguistic diversity within such tools reinforces their potential to foster a deeper engagement with language learning, enabling students to become independent and critically reflective language users over time.

4.2 Designing the multilingual vocabulary log

An integral part of this study is the Multilingual Vocabulary Log (MVL) — a tool developed to support vocabulary acquisition through active, reflective, and plurilingual learning strategies. While vocabulary logs themselves are not new to language education, the version employed in this study introduces an explicit focus on multilingualism and metalinguistic awareness, moving beyond rote memorization toward meaningful engagement with language.

The idea of vocabulary logs as personalized learning tools is grounded in language pedagogy. As defined in the Oxford English Dictionary (2020), a log is “any record in which facts about the progress or performance of something are entered in the order in which they become known.” In the context of language education, Heaney (2021, p. 260) describes the vocabulary logs used in the Integrated Language and Study Skills (ILSS) course at the English Department of the University of Vienna as “a record of vocabulary to be learnt, ranging from a list of new L2 words with their L1 equivalents, or a list with definitions and personalized examples in the L2.” These logs are used with university students to promote deeper vocabulary retention and learner autonomy as well as assure a deeper and more meaningful understanding and retention of the newly acquired vocabulary (Heaney, 2021, p. 260).

The Multilingual Vocabulary Log designed in this project builds on these principles but introduces a key difference: the explicit focus on learners’ plurilingualism. For the purpose of this study, it was defined as a structured tool in which learners record new vocabulary using multiple languages, while also adding personalized definitions, translations, and examples. This format is designed to foster critical reflection, cross-linguistic awareness, and self-regulated learning.

MVLs serve as both a learning and assessment tool, enabling students to document new vocabulary while leveraging their linguistic resources. Each log entry can include multiple aspects, such as the target language word and its translation(s) in students' home languages, personal examples or associations that connect the word to their lives, or visual aids, such as diagrams or word trees, that reinforce understanding. Features such as personalized examples and linguistic diversity can have a positive impact on vocabulary retention as well as engagement in learners (Heaney, 2021, p. 260).

By connecting vocabulary learning with the Dynamic Model of Multilingualism (Herdina & Jessner, 2002) and SRL theory (Zhang & Zou, 2022), the MVL aligns with research that supports autonomy, metacognition, and linguistic identity in multilingual learners.

Instead of simply memorizing isolated words, learners are asked to analyse and contextualize vocabulary.

The final design of the multilingual vocabulary logs includes five sections: *Word*, *Definition*, *German Translation*, *Translation(s)*, and *Example sentence*. Each section is designed to promote active engagement, personalized learning, and the development of metalinguistic awareness and draws on the literature by Nation (2001), Jessner et al. (2016), Heaney (2021) and Zhang & Zao (2022), researching the benefits of plurilingualism in education. Three examples of student-completed MVLs can be found in Appendix 4.

The *Word* section provides space for students to document new vocabulary items encountered during lessons or in their free time. By explicitly recording words, students begin the process of embedding them in their mental lexicon. The act of writing down vocabulary encourages focused attention, a key component of vocabulary retention (Nation, 2001).

In the second section, the *Definition* section, students are encouraged to create their own definitions of the newly acquired word. The definitions help them process the new word more deeply and also reflect their understanding. To accommodate varying proficiency levels, students in the advanced group (Standard-AHS group) are required to write the definitions in English, while the weaker group (Standard group) may use either English or German. This differentiation supports inclusivity. Although students' home languages are encouraged in the translations section, the definition is limited to English or German to ensure clarity and facilitate teacher feedback. Since teachers may not share all students' home languages, restricting definitions to shared instructional languages supports consistency and allows teachers to monitor understanding effectively.

The third section is the *German Translation* section, which is clearly separated from the *Translation(s)* section. The inclusion of the German translation of the new words helps to reinforce students' German proficiency. This feature is particularly beneficial for students with limited German proficiency, as it supports the acquisition of both languages. Moreover, it allows the teacher to verify the accuracy of students' entries, even when the teacher may not speak all the languages included.

The *Translation(s)* section invites students to then list the translations of the target word in all the languages they know. This invites them to identify cognates, compare grammatical structures, notice semantic shifts, and reflect on cultural connotations. This layout directly supports cross-linguistic transfer and noticing (Jessner 2016; Efeoglu, Yüksel & Baran 2020).

The final section, the *Example sentence* section, encourages students to use the target word in context. Students can create sentences that are personally meaningful, thereby deepening their engagement with the vocabulary. This encourages context-based learning and deeper engagement.

For instance, a student learning the word "pants" might include:

- English: pants
- German: Hose
- Turkish: pantolon
- Serbian: pantalone
- Example: "I usually wear black pants."
- Association: A drawing of pants.

The MVL template is designed to be flexible, allowing students to engage with vocabulary in ways that are meaningful to them. They can add drawings, create word trees, or connect the vocabulary to their cultural background or personal experiences, for which the template makes a provision. This personalization supports self-regulated learning. The inclusion of multiple languages not only validates students' linguistic identities but also transforms their linguistic repertoire into a resource for learning. By integrating translations, definitions, and contextual examples, the vocabulary log fosters active learning, critical reflection, and cognitive engagement. This design aligns with Heaney's (2021) findings that personalized vocabulary activities enhance relevance and retention. The MVL's structure is designed to balance consistency with flexibility, enabling adaptation to diverse learner profiles, classroom contexts, and linguistic repertoires.

4.3 Why vocabulary logs matter

By encouraging learners to engage with their linguistic diversity and reflecting on the relationships between languages, metalinguistic awareness develops. This process exceeds

mere memorization of vocabulary and offers students opportunities to compare, analyze, and evaluate linguistic and cultural differences. These tasks lead to the enhancement of cognitive skills, including the ability to reflect and think critically about language structures as well as their meanings.

Multilingual speaker's linguistic repertoires should not be viewed as separate systems, because their interconnectedness allows learners to draw parallels between their languages, which ultimately creates a richer cognitive framework for analysis (Cenoz & Gorter, 2011, p. 357). For instance, when a student encounters a new word in a second language, they might compare it with equivalents in their L1 and other known languages. This comparative process not only helps in understanding but also sharpens their ability to identify patterns and structural similarities (Cenoz & Gorter, 2011, p. 357).

DMM offers a theoretical framework that highlights the dynamic interplay between language systems in multilingual individuals, with the M-factor capturing the cognitive and metalinguistic benefits that emerge from managing multiple languages. This M-factor contributes to increased metalinguistic awareness, enabling learners to critically analyze linguistic structures and assess their applications across different contexts. Metalinguistic awareness, a crucial aspect of multilingualism, enables students to reflect on how languages function and interact (Herdina & Jessner, 2002, p. 55). For example, a learner might observe that a particular grammatical structure exists in both their L1 and L2 but is used differently in each. This reflection deepens their understanding of language as a dynamic and interconnected system rather than a set of isolated rules.

By including translations in multiple languages, students actively engage with their linguistic repertoire. They are encouraged to explore connections between words, analyze similarities and differences, and reflect on the cultural aspects in language. This practice aligns with the DMM's emphasis on the dynamic interplay between languages, where new words are integrated into the learner's mental lexicon by linking them to existing knowledge (Herdina & Jessner, 2002, p. 116).

The integration of multilingual vocabulary logs into language education exemplifies a practical approach to leveraging multilingualism for cognitive development. By encouraging students to analyze and compare languages, educators create opportunities for learners to enhance their linguistic competence and deepen their understanding of cultural diversity.

Multilingualism can transform language teaching practices and create inclusive, equitable, and linguistically diverse classrooms. By leveraging tools such as multilingual vocabulary

logs and adopting holistic teaching strategies, educators can validate and empower students' linguistic identities while encouraging deeper cognitive and linguistic engagement.

The integration of students' home languages into classroom activities is essential for identity development and cognitive engagement. When educators actively incorporate linguistic diversity into their teaching, they challenge the traditional monolingual practice that often marginalizes multilingual learners. Cummins et al. highlight that embracing students' linguistic repertoires not only enhances language acquisition but also respects and validates their cultural identities (Cummins et al. 2005, p. 38). This approach aligns with broader goals of inclusivity and equity in education, emphasizing that students' prior knowledge and experiences, often encoded in their home languages, are valuable resources for learning.

As a practical pedagogical tool, multilingual vocabulary logs facilitate the integration of multiple languages into language learning. Nation (2001, p. 244) emphasizes that structured vocabulary tasks, particularly those incorporating translations, are highly effective for retention. By including entries in students' first languages (L1), additional languages (L2), and the target language, these logs promote critical reflection on linguistic structures and relationships.

The use of these logs contributes to moving away from monolingual teaching practices and to a multilingual approach which according to research by Illman and Pietilä (2018), has multiple benefits. In their study, teachers who adopted translanguaging techniques—such as comparing linguistic structures and using students' L1s in classroom activities—reported increased student engagement and improved language acquisition (Illman & Pietilä, 2018, p. 242). Similarly, García and Wei (2014) found that translanguaging enabled more meaningful classroom interaction, while Creese and Blackledge (2010) observed that translanguaging facilitated clearer conceptual understanding and inclusivity in culturally diverse classrooms.

These findings suggest that incorporating multilingual strategies can lead to more dynamic and inclusive classrooms. For instance, tasks that involve comparing the target language with students' L1s can illuminate structural and cultural similarities, encouraging deeper linguistic understanding. By making learning more relevant to the learners' experiences, these personalized, multilingual vocabulary tasks can increase engagement on the one hand and enhance retention on the other (Heaney 2021, p. 260). By offering students a structured space to engage their full linguistic repertoire, multilingual vocabulary logs support inclusive practice by recognizing diversity not as a challenge but as a core resource for learning.

In conclusion, multilingualism offers key opportunities to create more inclusive and equitable language classrooms. By incorporating learning tools like multilingual vocabulary logs and embracing strategies that validate diversity, teachers can transform their classrooms into spaces of empowerment and engagement. This approach not only benefits multilingual learners but also enriches the educational experience for all students.

4.4 Integrating logs into the classroom

Successfully integrating multilingual vocabulary logs into the classroom requires clear instruction, meaningful integration into existing learning routines, and ongoing feedback. Students are introduced to the concept of the multilingual vocabulary log as a new tool for learning vocabulary that allows them to use their linguistic knowledge to explore connections between languages, personalize their learning, and enhance vocabulary retention.

To ensure motivation and active engagement, students must understand both the purpose and the benefits of the MVL. Therefore, it is necessary to give them a thorough explanation of the concept. This includes explaining how the log connects new English words to students' existing languages and how it makes vocabulary learning more engaging and effective.

To ensure students understand how to use the logs, teachers can model the process with a collaborative activity, guiding the class to fill out an example entry together. Once familiar with the format, students can begin using the logs independently, updating them on a regular basis - daily or weekly - with new vocabulary encountered in lessons.

Teachers can integrate this activity into their lessons by encouraging students to record words from reading exercises, listening tasks, or class discussions. Personalized elements, such as drawings or cultural references, can be included to help students engage more deeply with the vocabulary.

The theoretical foundation for implementing multilingual vocabulary logs can be drawn from Nation's (2011) four-strand framework. The approach offers a model for enhancing vocabulary retention and learner autonomy by balancing meaning-focused input, meaning-focused output, language focused learning, and fluency development.

Nation (2011) emphasizes that successful vocabulary learning requires both meaningful input and output. MVLs can serve as a bridge between these two strands. For instance, learners identify new vocabulary while reading or listening (meaning-focused input) and

then use the new words in sentences (meaning-focused output). The language-focused strand is addressed through translation and analysis across students' known languages, fostering deeper lexical understanding and long-term retention. This aligns with Nation's support for deliberate practice, such as using bilingual word cards (2011, p. 60). Fluency, the fourth strand, is supported through repeated, active engagement with vocabulary, reinforcing ease of recall.

Moreover, Nation advocates for reduced teacher dependence and increased learner autonomy, which MVLs inherently promote. By encouraging students to take ownership of their vocabulary development, MVLs help foster metacognition and long-term retention.

However, teachers still play an important role in the successful implementation of multilingual vocabulary logs. Teachers can review logs periodically, as regular feedback is essential at the average middle school age, offering constructive suggestions. Positive reinforcement for creative and insightful entries can motivate students. Monitoring students' engagement with their logs over time also helps teachers identify areas where additional support might be needed, such as grammar or translation accuracy. Multilingual vocabulary logs can also serve as an effective tool for assessment. Teachers can use the logs to identify students' strengths and areas for improvement, offering targeted guidance where necessary. By connecting new vocabulary to students' existing linguistic knowledge, the logs support Nation's strategies while addressing the unique needs of multilingual learners in Austrian middle schools. Over time, it is hoped that students develop greater autonomy and confidence in their language abilities, becoming not only proficient but also critically engaged learners. Through tasks like creating personal sentences, drawing, and comparing translations, multilingual vocabulary logs also promote self-regulated learning (Zhang & Zou, 2022, p. 721). For multilingual learners, particularly those with an immigration background, incorporating multiple languages (e.g., English, the school language, and L1) may offer additional advantages by strengthening vocabulary development in both the target and community languages (Illman & Pietilä, 2018, pp. 244–245).

Multilingual vocabulary logs are thus not merely tools for recording vocabulary, but dynamic instruments that foster critical reflection, promote equity, and validate students' linguistic repertoires. Their long-term benefits extend beyond individual lessons, aligning with the broader goals of inclusive education by supporting both academic development and identity formation.

5 Methodology

The current study aimed to examine how Austrian middle school students with plurilingual backgrounds can leverage their linguistic knowledge to retain new English vocabulary. The aim was to develop strategies that enable learners to acquire vocabulary more effectively, while also providing insights into how plurilingualism can be applied in everyday EFL classes to enhance language education.

To achieve this goal the study employed a mixed-methods approach, integrating both qualitative and quantitative methods to provide a comprehensive understanding of how multilingual vocabulary logs affect vocabulary retention and metalinguistic awareness in plurilingual students. This approach allowed for the measurement of learning outcomes as well as an exploration of students' individual experiences with multilingual learning.

The study followed an action research design to implement and evaluate multilingual vocabulary logs in the classroom. This approach facilitated reflection on teaching practices and allowed for ongoing adjustments based on student needs. Quantitatively, retention rates between the traditional copying of bilingual word lists and the use of multilingual logs were compared to assess any significant differences in vocabulary retention. Qualitatively, student responses from the questionnaire as well as the final interview were examined to identify patterns in metalinguistic awareness and cross-linguistic connections.

The study focused on addressing the following research questions:

1. To what extent do multilingual vocabulary logs improve vocabulary retention among Austrian middle school students with plurilingual backgrounds?
2. How do multilingual vocabulary logs support the development of metalinguistic awareness in these students?

5.1 Research Design

As mentioned earlier, the study employed an action research approach integrated with mixed methods, offering a flexible framework for both implementation and evaluation. This design enabled continuous assessment of the intervention while combining measurable outcomes with insights into student experiences.

Action research, as described by Burns (2009, p. 289), provides a reflective and iterative process that aligns closely with the study's objectives. Its collaborative and cyclical structure of planning, implementing, observing, and reflecting (Burns 2009, p. 290) enables ongoing assessment based on student feedback and learning outcomes. This iterative process is crucial for evaluating multilingual vocabulary logs and understanding how plurilingual strategies influence vocabulary retention and metalinguistic awareness.

The integration of mixed methods within this action research framework enhances the study's ability to address its research questions comprehensively. Quantitative data, such as vocabulary retention rates, provide objective measures of the intervention's impact. Qualitative data, including students' experiences and evolving metalinguistic awareness, offer insights into the cognitive and affective dimensions of language learning. This combination ensures a holistic view of the intervention's effectiveness, directly addressing how multilingual vocabulary logs impact vocabulary retention and foster metalinguistic awareness among plurilingual students.

By situating this research within an action research framework and incorporating mixed methods, the study aimed to bridge the gap between research and teaching practice. As Burns (2009, p. 291) notes, this approach is particularly valuable in language education, enabling critical evaluation of methods while actively contributing to our understanding of effective language learning strategies. However, it is important to acknowledge potential limitations, such as the challenge of generalizing findings from a specific classroom context to broader educational settings.

Ultimately, this methodological approach supports the study's dual objectives: evaluating the effectiveness of multilingual vocabulary logs in leveraging students' existing linguistic resources and generating practical insights for educators interested in implementing similar plurilingual approaches. The combination of action research and mixed methods ensures that the findings are both academically rigorous and directly applicable to classroom practice, potentially leading to meaningful advancements in plurilingual language education.

5.1.1 Rationale for Action Research

The choice of action research for this study was guided by the desire to not only evaluate an instructional intervention but to improve practice in a real classroom setting. Unlike quasi-experimental or case study designs, action research allows for a recursive process of planning, implementing, observing, and reflecting. This was essential for capturing the

evolving dynamics of language learning and adapting the use of the multilingual vocabulary logs (MVLs) in response to student feedback. Action research is particularly suited to educational contexts where change is iterative and context-specific, offering a level of immediacy and responsiveness that traditional experimental models may lack (Burns 2009). In this study, action research made it possible to actively involve students in the research process. By reflecting on their learning experiences through the MVLs and offering feedback via questionnaires and interviews, students became co-constructors of knowledge rather than passive participants. The flexibility of the action research framework enabled ongoing adjustments, such as revisions to the MVL template and in-class support strategies, to better address emerging student needs. This ensured that the research was not only academically robust but also pedagogically meaningful.

From a methodological perspective, this approach aligns with the study's mixed-methods design. The integration of qualitative data, i.e. student reflections, interviews, and open-ended survey responses, alongside quantitative data, i.e. test results and Likert-scale questionnaire items, enabled a nuanced exploration of vocabulary retention and metalinguistic awareness. This triangulation of data increased the study's credibility and allowed for a holistic interpretation of student engagement with multilingual learning strategies.

To support the reliability of the qualitative findings, coding procedures were conducted systematically. The interview data was coded inductively, allowing key themes to emerge organically from student responses. Codes were grouped into broader categories such as "perceived benefits," "challenges," and "language connections." Triangulation between interview data, questionnaire responses, and test results further strengthened the analysis. Although interviews were not audio-recorded, detailed notes taken by the neutral facilitator captured both the substance and tone of student feedback, enabling meaningful thematic interpretation.

This combination of reflective action research and methodological triangulation enhances the transparency, validity, and practical relevance of the study. It reinforces the goal of bridging research and practice by centring student voices and real-world teaching experiences.

5.2 Participants

The study focused on a group of 26 second-grade middle school students, aged between 11 and 13, at an Austrian middle school located in the 11th district of Vienna. The class, consisting of 11 male and 15 female students, was selected due to its accessibility within my teaching context and its multilingual composition, with students collectively speaking 15 different languages in addition to German and English as the target language.

This diversity provided an ideal setting for exploring how multilingual vocabulary logs could support vocabulary retention, particularly by drawing on students' existing linguistic resources.

A pre-intervention questionnaire was administered during a lesson prior to starting the intervention. According to this questionnaire, only 8% of students reported speaking exclusively German at home. The majority (76%) indicated using both German and at least one other language, which highlights their multilingual identities. The remaining 17% indicated to speak exclusively non-German languages at home, underscoring the linguistic richness of the classroom environment.

All students and their parents or guardians provided informed consent to participate in this study, and all data were anonymized to protect their privacy. Ethical considerations were carefully addressed, ensuring that the research was conducted in a manner that respected the children's rights, and adhered to the guidelines for ethical research involving young participants.

5.3 Researcher Reflection

Researcher positionality also played a central role in shaping the design and implementation of this study. As a multilingual educator with personal experience navigating multiple languages in both academic and social contexts, I brought a strong belief in the value of linguistic diversity to the research. My own background informed my sensitivity to students' experiences of linguistic inclusion and exclusion, as well as my desire to create space for their home languages in the classroom. This positionality influenced my choice of research topic and the emphasis on inclusive pedagogy. While my insider status as the classroom teacher allowed for authentic, in-depth observation, it also required careful attention to potential biases, particularly in how students' engagement with the MVLS was interpreted.

5.4 Intervention

The intervention phase, spanning eight weeks, involved the active integration of MVLs (see 5.5.1) into regular classroom practices. This intervention emerged from initial classroom observations, which revealed that the original vocabulary log format was not being used effectively by students. The lack of meaningful engagement with the template highlighted the need for a revised approach that better leveraged students' multilingual resources. Redesigning the vocabulary log marked the beginning of the cyclical process of action research, guiding both the implementation and ongoing evaluation of the intervention.

Each week, students were required to elaborate on a minimum of ten new vocabulary words using the MVL template (Appendix 3) and completed their logs, engaging with the words through translation, contextualisation, and creative elements.

Throughout the intervention, I as the teacher played a key role as a facilitator and guide. This involved: providing guidance on vocabulary selection; offering feedback on MVLs to encourage deeper and more meaningful engagement; addressing any challenges students encountered in using the logs; and fostering a classroom environment that valued and celebrated multilingualism. Part of this role was to observe students' engagement with the MVLs throughout the process, allowing for thoughtful adjustments to the intervention as necessary.

To ensure the vocabulary log remained manageable and did not overwhelm students, the weekly target was limited to ten words. This number struck a balance between encouraging consistent vocabulary work and keeping the task achievable within their weekly workload. To support vocabulary selection, I guided students in identifying their individual learning needs by instructing them to mark unknown words in red and partially understood ones in yellow—either during lessons or directly in the word list. This approach helped students prioritize words that were necessary for their learning.

Each week, I reviewed the completed vocabulary logs, corrected mistakes, and provided brief written comments to acknowledge effort and guide improvement. I also took time to give oral feedback when handing the logs back, creating a moment for personal connection and clarification. To foster a positive learning environment, I actively showed interest in the students' linguistic and cultural backgrounds, praised their use of other languages, and reinforced the value of their multilingual knowledge. For example, when a student contributed a translation in a less common language or noticed a similarity between

languages, I acknowledged it as a strength and encouraged others to do the same. These strategies aimed not only to support vocabulary acquisition but also to build confidence and create an inclusive classroom culture where all languages were valued.

5.5 Data Collection Instruments

To investigate the impact of multilingual vocabulary logs on vocabulary retention and metalinguistic awareness, data were collected using a mixed-methods approach. The primary instruments were: (1) student-generated multilingual vocabulary logs, (2) pre- and post-intervention questionnaires assessing student engagement, (3) vocabulary retention tests administered after each unit, and (4) a post-intervention student interview. This combination of instruments provided both quantitative and qualitative data, offering a comprehensive understanding of the intervention's effects.

5.5.1 Multilingual Vocabulary Log Templates

At the beginning of the school year, students were introduced to vocabulary logs to encourage deeper engagement with new vocabulary. However, the initial template, which included sections for sentences and drawings, was not being utilized effectively as students continued to copy word lists, treating the additional sections as optional. Recognizing this limitation, the intervention involved a revised template (see Appendix 3) specifically designed to elicit and utilize students' plurilingual language repertoire. The key change was the addition of a translations section, encouraging students to engage with the vocabulary across their known languages. This revision stemmed from an initial observation and reflection on classroom practice, aligning with the cyclical nature of action research.

During the eight-week intervention phase, students covered units five through nine of the *More! 2 English books*, following the standard progression of the curriculum. Each week, they individually completed their vocabulary logs, elaborating on a minimum of ten words per week selected from the word list in the respective unit. Students selected these words autonomously from the *More! 2 Workbook* unit word lists, fostering engagement and encouraging learner autonomy. The MVL template guided students to translate the word into German, provide a definition in German or English, include translations in their first or other languages, and contextualize the word using example sentences or drawings. These steps

were designed to promote deeper processing of vocabulary and encourage cross-linguistic transfer.

This student choice is intended to foster learner autonomy by allowing them to focus on vocabulary that is most relevant or challenging to them. To facilitate word selection, students were encouraged to mark unknown words in red and partially understood words in yellow—either during classroom activities or directly in the word list. They were then instructed to begin their vocabulary logs with the red-marked words, followed by the yellow ones. If fewer than ten marked words were available in a given week, students could choose the remaining words freely. Emphasis was placed on selecting words from the provided word list, as these were included in the weekly revision tests, ensuring consistency and test validity. In this way, the intervention also directly supported the research focus on multilingualism by examining how engaging students' full linguistic repertoire could enhance vocabulary retention and metalinguistic awareness.

5.5.2 Questionnaires for Student Engagement

To gain further insight into student engagement and attitudes towards the multilingual vocabulary logs, questionnaires were administered both before and after the intervention phase. These questionnaires gathered qualitative feedback on the students' experiences with the new vocabulary learning tool.

The pre-intervention questionnaire (Appendix 2.1) established a baseline of student attitudes and practices. It included questions about students' language backgrounds and usage at home and school, current vocabulary learning strategies such as writing words multiple times, translation, and using flashcards or apps. It also explored perceived usefulness of using their first language or other languages in vocabulary learning, experience with vocabulary logs and their most useful components, confidence in speaking English, and awareness of similarities between languages.

The post-intervention questionnaire (Appendix 2.2) explored students' perceptions of the effectiveness, usefulness, and enjoyability of the multilingual vocabulary logs. It included questions about changes in vocabulary learning methods, perceived usefulness of using their first language or other languages after the intervention, and the most helpful parts of the vocabulary log such as German translation, translation to other languages, definitions, sentence writing, and drawing. It also inquired about the effectiveness of the vocabulary log

in learning new words, awareness of language similarities during the project, new strategies learned for better word retention, and willingness to use the vocabulary log for other subjects or languages.

Both questionnaires used a mix of multiple-choice and open-ended questions to capture a comprehensive view of students' experiences. These responses provided valuable context for interpreting the quantitative vocabulary retention data and offered insights into the development of students' metalinguistic awareness throughout the intervention. The two questionnaires were designed to be compared, allowing for an evaluation of changes in students' perceptions, strategies, and attitudes toward multilingual vocabulary learning over the course of the project.

5.5.3 Revisions for Vocabulary Retention

To measure the impact of the multilingual vocabulary logs on vocabulary retention, vocabulary tests were administered after the completion of each unit (units five through nine) of the *MORE! 2 English book*. These revisions were designed to assess students' vocabulary acquisition and their ability to apply this knowledge in practical contexts.

Since this is a middle school setting, co-teaching is implemented three out of four English lessons per week, meaning two teachers are present in the classroom. The vocabulary revision tests used during the intervention were originally designed by my co-teaching colleague the previous year as part of the standard assessment practice. To ensure consistency, as well as the validity and reliability of the tests for comparative analysis, the format of these revision tasks remained unchanged throughout the study.

The vocabulary revisions can be found in Appendix 5. They consist of two sections: (1) writing original sentences using target vocabulary and (2) translating words directly from German to English and vice versa. This format assesses both productive (sentence writing) and receptive (translation) vocabulary knowledge and usage. While not specifically designed for this study, these revisions provide a consistent measure of vocabulary retention throughout the intervention period. The implementation of these vocabulary revisions aligns with the ongoing assessment and reflection within the action research cycle (Burns, 2009).

5.5.4 Post-Intervention Student Interview

To ensure students provided honest feedback about their experiences with multilingual vocabulary logs, a final interview discussion was conducted by a neutral person who was not affiliated with the school. The decision to involve an outsider aimed to ensure objectivity and encourage students to speak openly and honestly about their experiences. By selecting a person who does not work at the school, it was made clear to students that their responses would remain confidential and would not influence their grades in any way.

The interviews were conducted in groups of five to six students, with all students participating. The interviewer took written notes rather than recording the sessions, both to help students feel more comfortable sharing their thoughts openly and because of their age, as younger students may be less at ease with being audio-recorded. This approach aimed to create a more relaxed and trusting atmosphere, encouraging honest and reflective responses. During the interview, students participated in informal conversations about how they used MVLs, which strategies they found most effective, what challenges they faced, and how they would improve the process (see Appendix 2.3). Their responses provided additional qualitative insights into the effectiveness and perceived usefulness of MVLs, complementing the data gathered through questionnaires.

This group interview format allowed for a balance between individual responses and potential peer discussions, which could enrich the qualitative data collected. The written documentation of responses, while not as comprehensive as audio recordings, still provided valuable insights into students' experiences with the multilingual vocabulary logs.

5.6 Data Analysis Techniques

The data collected during the intervention was analyzed using a mixed-methods approach, combining quantitative and qualitative techniques to provide a comprehensive understanding of the research questions. This approach aligns with the action research principle of triangulation, enhancing the validity of the findings.

5.6.1 Quantitative Data Analysis

To evaluate the effectiveness of the intervention in a systematic and measurable way, a range of quantitative analysis tools was employed. Vocabulary retention rates were assessed by analysing scores from the vocabulary revision tests administered after each unit. To provide

an overall picture of student performance, descriptive statistics—including mean, median, and standard deviation—were calculated. In addition to these descriptive measures, inferential statistics were used to explore the significance of changes over time. Paired *t*-tests were conducted to compare students' performance before and during the intervention, determining whether the observed differences in retention rates were statistically significant. The significance threshold was set at $p < 0.05$. Furthermore, to assess the practical significance of any improvements, effect sizes were calculated using Cohen's *d*. This allowed for a deeper understanding of the magnitude of the intervention's impact, beyond the mere presence of statistical significance.

In addition to the analysis of test scores, quantitative data from the pre- and post-intervention questionnaires were analysed to identify patterns in student responses. This involved calculating frequencies and percentages for selected closed-ended questions (see Appendices C and D), such as:

- changes in vocabulary learning strategies (post-questionnaire, Q1),
- perceived usefulness of using their first language or other languages (pre- and post-questionnaire, Q3),
- the most helpful components of the vocabulary log (post-questionnaire, Q4),
- perceived helpfulness of the MVL for learning new vocabulary (post-questionnaire, Q5), and
- awareness of similarities between languages (post-questionnaire, Q6).

The resulting data served to illustrate trends in students' attitudes and practices before and after the intervention. These trends provided additional context for interpreting vocabulary retention outcomes and offered insight into how students responded to the multilingual vocabulary log on a broader level.

Beyond these analyses, a correlation analysis was also conducted to explore the relationship between students' engagement with test-relevant vocabulary in their logs and their performance on the corresponding revision tests.

Each test was based on a predefined word list consisting of 11 target vocabulary items, from which students were also encouraged to select entries for their weekly vocabulary logs. The revision test format remained consistent across each of the four tests. Students were first asked to write three original sentences, each containing one of the target words. Each

sentence could earn up to 2 points: one for semantic accuracy and one for grammatical correctness, making a total of 6 points for this section. The second part of the test consisted of eight additional vocabulary items to be translated from German to English or vice versa, bringing the total score to a maximum of 14 points.

To examine the relationship between vocabulary log engagement and test performance, the number of test-relevant words (out of 11) that appeared in each student's log was recorded and compared to their score on the corresponding vocabulary test. This analysis was conducted separately for each of the four testing phases. To ensure reliable results, all students were required to complete both the vocabulary log and the corresponding test for each unit. Even in cases of absence due to illness or other reasons, students made up for the missed work by submitting the vocabulary log later or retaking the test. For each test, the Pearson correlation coefficient (r) was calculated to determine whether greater engagement with test-relevant vocabulary in the logs was associated with improved test performance.

5.6.2 Qualitative Data Analysis

The qualitative data consisted of open-ended responses from the pre- and post-intervention questionnaires, as well as group interviews conducted at the end of the intervention. These responses were analysed thematically to gain a deeper understanding of students' engagement with the multilingual vocabulary logs (MVLs), their vocabulary learning experiences, and their perceptions of the intervention.

The post-intervention questionnaire offered insights into students' views on the usefulness of various MVL components, including German translations, translations into other known languages, the writing of example sentences, and the use of drawings. Students also reflected on how the MVL supported their vocabulary retention and whether they developed greater awareness of similarities between languages as a result of the intervention.

Interview data, based on written notes, was also analysed using thematic analysis. A combination of deductive and inductive coding was applied: while initial categories were guided by the research focus and questionnaire items, additional themes were identified during the close reading of responses. Common patterns emerged across the interviews, which were then grouped into broader thematic categories. These included students' preferences for specific strategies, such as translations or sentence writing; challenges they encountered, including managing their time or feeling uncertain about how to complete

particular sections; and reflections on their growing awareness of language similarities. Furthermore, many students expressed appreciation for the autonomy they had in choosing which words to include, and several offered suggestions for improving the MVL format, such as providing more examples or simplifying the structure.

These emerging themes helped contextualize the quantitative findings by shedding light on the students' subjective experiences. They offered a richer understanding of how and why the intervention may have influenced vocabulary learning, beyond what test scores alone could reveal. The combination of questionnaire and interview data thus contributed to a more holistic evaluation of the intervention's impact.

5.6.3 Integration of Findings (Triangulation)

Findings from the final interview were cross-referenced with questionnaire responses and test results to identify areas of convergence and divergence in student perceptions and learning outcomes. Statistical findings, particularly changes in vocabulary retention rates and correlations between log engagement and test performance, were examined alongside recurring themes from the qualitative data, such as learner autonomy, cross-linguistic awareness, and strategy use. This integrative approach allowed for the identification of patterns in how students' engagement with the multilingual vocabulary logs translated into academic outcomes. It also highlighted the individual and contextual factors that influenced the effectiveness of the intervention, including motivation, language background, and personal learning strategies.

By combining quantitative and qualitative data, the evaluation went beyond test scores to include students' subjective experiences, beliefs, and reflections. This mixed-methods approach ensured that the assessment of the MVL intervention captured both its pedagogical impact and its reception among learners, providing a more holistic basis for understanding its effectiveness and potential for broader application.

6 Results

This chapter presents the results of the study conducted over an eight-week intervention period. A pre-intervention questionnaire was administered in December, followed by weekly vocabulary revision tests and a post-intervention questionnaire in March. To gain further qualitative insight, a final group interview was conducted by an external interviewer. The findings are organized into four sections: students' linguistic backgrounds and vocabulary learning strategies prior to the intervention, quantitative outcomes related to vocabulary retention, changes in learning strategies based on the post-intervention questionnaire, and student reflections drawn from qualitative feedback.

6.1 Linguistic Profile and Pre-Intervention Baseline

The study involved 26 students who collectively speak 15 different languages, reflecting a high degree of linguistic diversity within the class. The majority of students, 63%, reported speaking German alongside one additional language at home, while 13% spoke German along with multiple other languages. A smaller proportion, 17%, spoke exclusively non-German languages at home, and 8% were monolingual German speakers.

The figure below shows all the different languages spoken at home by the students and the percentage of students speaking that language. Among the most common home languages were Turkish, which accounted for 10%, followed by Arabic at 6%. Other languages spoken within the group included Serbian (4%), Polish (4%), and Dari (4%), among others.

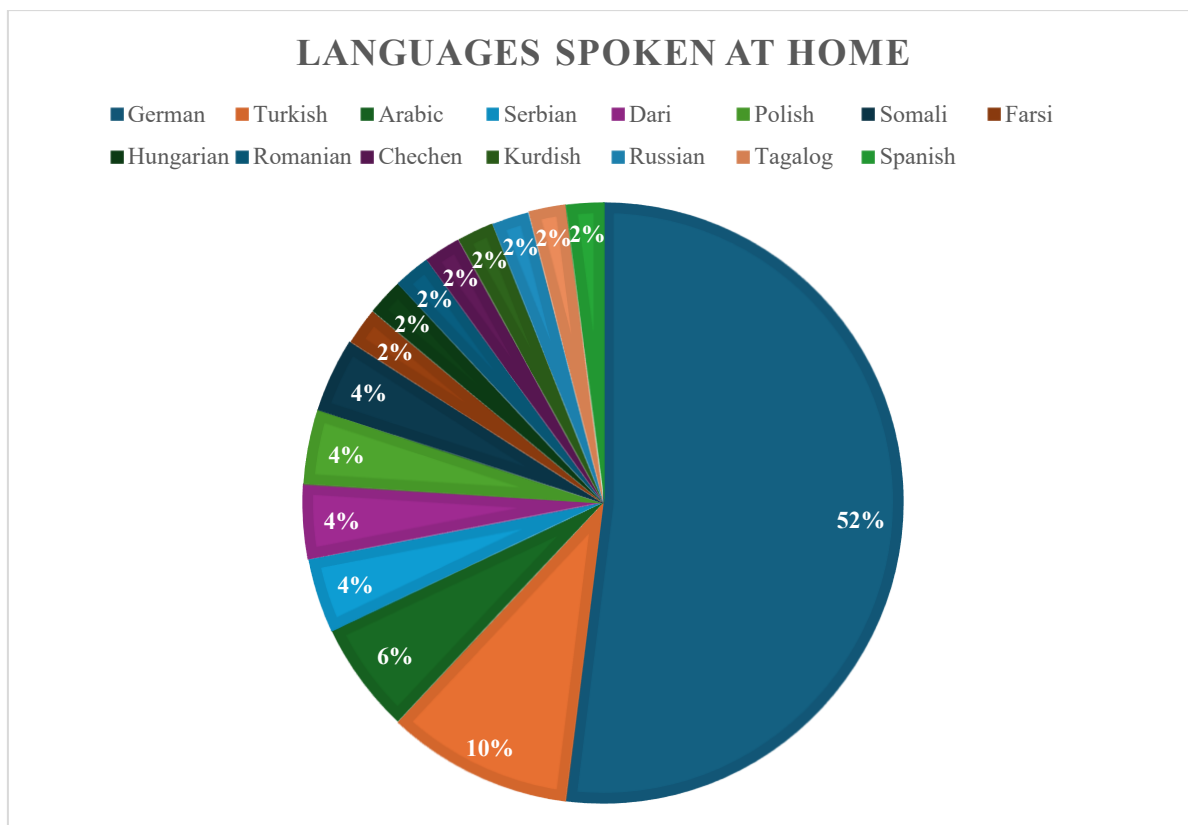


Figure 2: Pre-Intervention Questionnaire

In contrast to home language use, 92% of students stated that German was their dominant language in school and social interactions. However, 88% reported also using English in daily life, indicating a strong presence of English in their linguistic repertoire. Other languages used in peer interactions included Turkish, used by 12% of students, Polish by 8%, and Chechen by 4%.

Building on this multilingual context, students also reported using a range of vocabulary learning strategies prior to the intervention, as illustrated in the figure below.

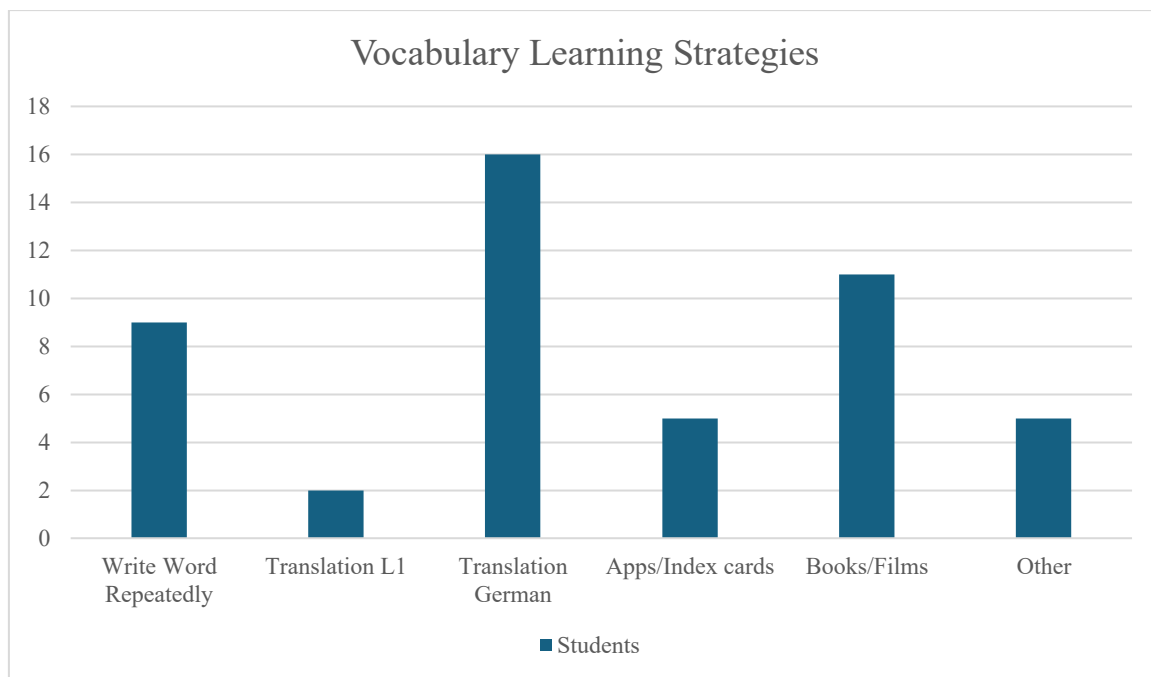


Figure 3: Pre-Intervention Questionnaire

As the figure shows translation into German was the most frequently mentioned method, used by 62% of participants. Other frequently used techniques included media consumption, such as watching films and reading books in the target language, reported by 42% of students, and rote memorization, such as writing words multiple times, used by 35%. Less common strategies included the use of apps or index cards, reported by 19% and only 8% of students indicated actively using their first language as a tool for learning new words. An additional 19% of participants selected the “Other” category, most commonly describing repeatedly reading the new words as their preferred method.

Prior to the intervention, students had already engaged with earlier versions of vocabulary logs, although not with the final template used during the project. In the pre-intervention questionnaire, they were asked to identify both their favourite and most challenging aspects of the logs.

As shown in the table below, drawing was the most frequently mentioned favourite component (40%), followed by writing example sentences (23%). The use of translations was selected by only 10% of students, while 23% indicated that they appreciated all aspects of the vocabulary log equally.

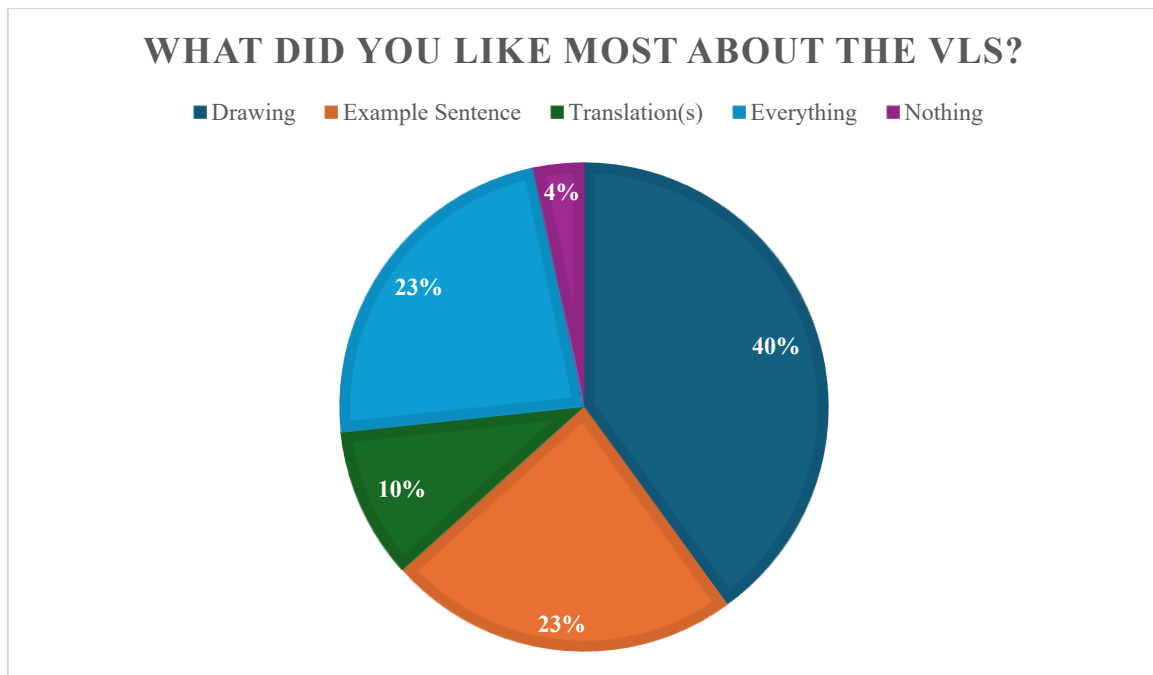


Figure 4: Pre intervention Questionnaire

The task of writing example sentences, although rated positively by 23 %, was also perceived as the most difficult component, with 52% of participants selecting it as the most challenging. Drawing was reported as the second most difficult aspect (18%), whereas 22% of respondents stated that they did not find any part of the vocabulary logs particularly challenging. Another 4% each rated the translation(s) and too many words as the most difficult aspect.

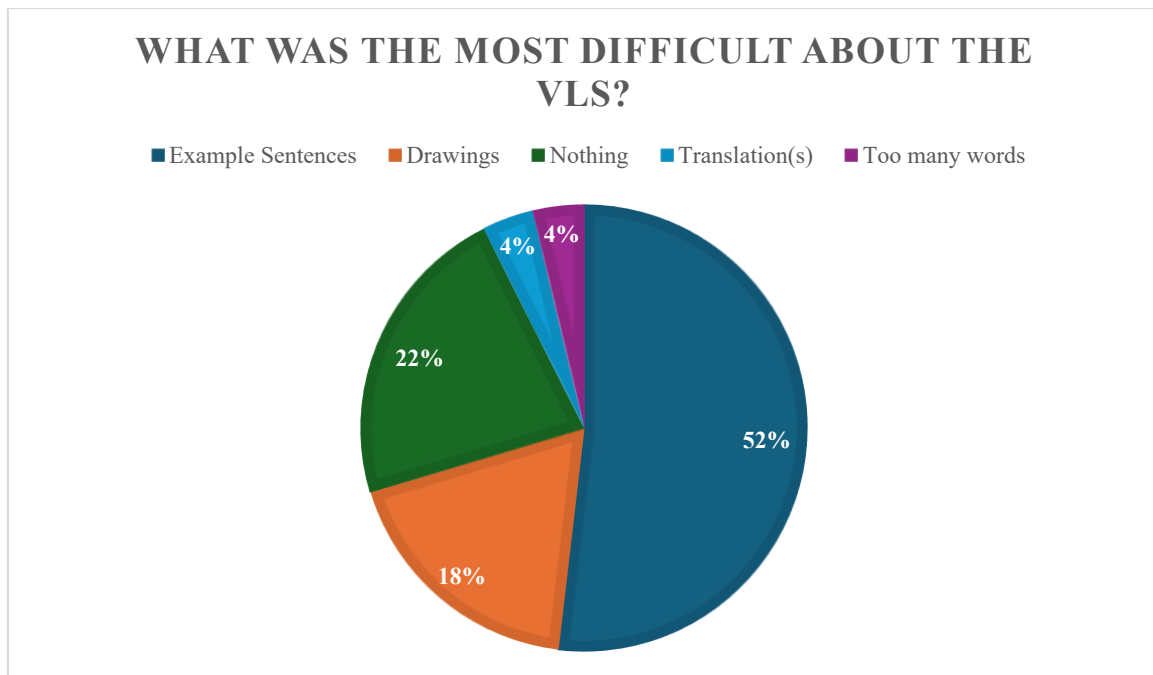


Figure 5: Pre-intervention Questionnaire

The questionnaire also asked students whether the other languages they speak support their understanding of English. The responses are illustrated in Figure 6 below.

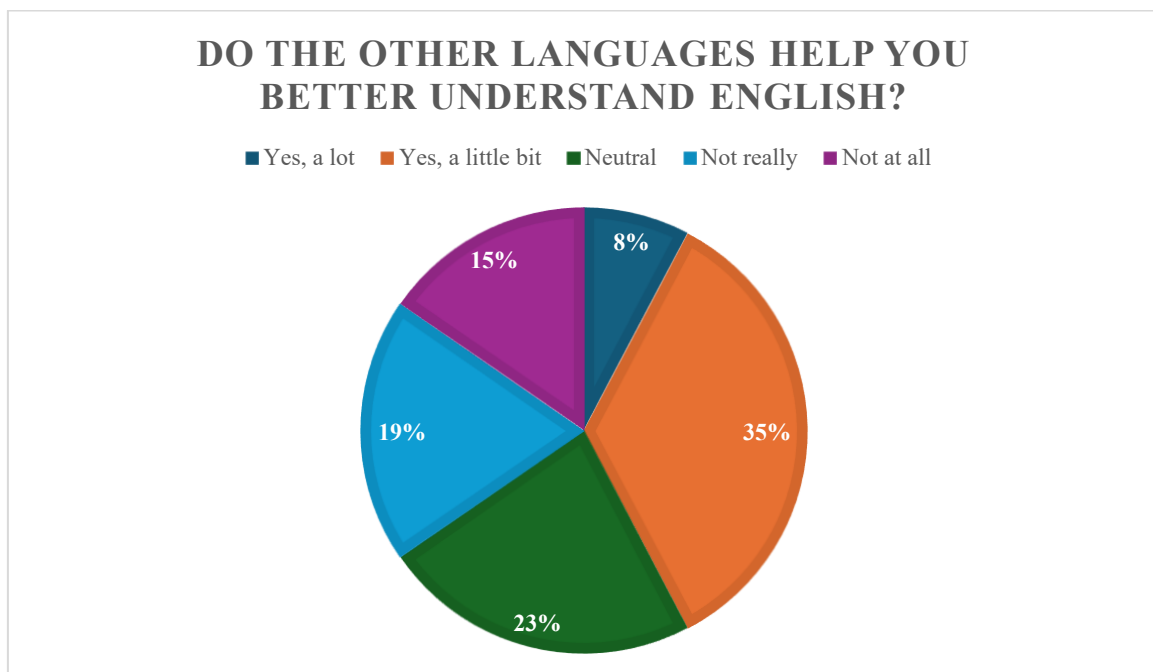


Figure 6: Pre-intervention Questionnaire

The data show that 43% of students responded affirmatively, indicating that their knowledge of other languages helped them better understand English. In contrast, 23% reported that it did not help them or helped only to a limited extent, while another 23% remained neutral. In summary, the data reveal a highly multilingual student group, with the vast majority using at least one additional language alongside German at home and in peer interactions. Despite this linguistic diversity, German and English emerged as dominant languages in school and everyday life. Students reported using a range of vocabulary learning strategies, with translation into German, media consumption, and rote memorization being the most common. While students were familiar with earlier versions of vocabulary logs, their feedback highlighted both their preferences—such as drawing and sentence writing—and the challenges they faced, particularly in creating example sentences. Notably, almost half of the participants felt that their knowledge of other languages supported their understanding of English, suggesting potential for cross-linguistic transfer that the intervention sought to build upon.

6.2 Intervention Outcomes

To evaluate the impact of the MVLs on vocabulary retention, test scores from five pre-intervention assessments, in which students copied traditional word lists into their vocabulary books or VLS, were compared with four assessments conducted during the intervention phase, where students used MVLs to learn new vocabulary.

6.2.1 Vocabulary Retention Gains

This section presents the results of vocabulary retention based on students' performance in vocabulary revision tests conducted before and during the intervention period. Data was collected across multiple assessments and analysed to examine potential differences in mean scores and patterns of improvement at both the individual and group levels.

Table 1 below displays the mean test scores of individual students before and during the intervention, along with the calculated improvement and percentage change. These values were based on the average scores each student achieved in pre-intervention and post-intervention revision tests.

Student	Pre Intervention Mean	During Intervention Mean	Improvement	Improvement %
1	13.0	14.0	1.0	7.69
2	12.33	13.66	1.33	10.81
3	7.66	11.25	3.58	46.74
4	8.75	11.88	3.13	35.71
5	11.5	12.75	1.25	10.87
6	7.5	10.88	3.38	45.0
7	12.75	12.75	0.0	0.0
8	8.5	12.13	3.63	42.65
9	11.0	12.5	1.5	13.63
10	8.66	11.88	3.21	37.02
11	11.5	12.75	1.25	10.87
12	10.25	11.75	1.5	14.63
13	8.0	12.13	4.13	51.56
14	7.0	12.0	5.0	71.43
15	5.33	8.25	2.92	54.69
16	2.75	7.88	5.13	186.36
17	4.0	9.25	5.25	131.25
18	4.25	8.5	4.25	100.0
19	4.66	6.75	2.08	44.64
20	7.0	9.25	2.25	32.14
21	3.0	3.5	0.5	16.66
22	2.5	8.25	5.75	229.99
23	5.0	3.5	-1.5	-30.0
24	2.5	2.0	-0.5	-20.0
25	5.25	6.5	1.25	23.81
26	7.0	7.5	0,5	20.0

Table 1: Vocabulary Revision Test Results Mean and Improvement

From the table, it can be observed that most students showed a positive change in their vocabulary retention scores. For example, student 14's results rose from a mean score of 7.0 to 12.0, which corresponds to a 71.4% increase. Student 16, who started with one of the lowest averages (2.75), improved to 7.88, reflecting a relative gain of over 180%. Similarly, student 17 improved from 4.0 to 9.25, more than doubling her initial score. Some

students, such as student 7, maintained the same average (12.75), while a few showed slight declines—for instance, student 23 dropped from 5.0 to 3.5, and student 24 from 2.5 to 2.0.

Table 2 provides an overview of group performance using descriptive statistics—mean, median, and standard deviation—for each test administered during the study.

Test	Mean Score	Median Score	Standard Deviation
Test 1	8.39	9.0	3.94
Test 2	7.04	8.0	4.22
Test 3	7.70	8.0	3.01
Test 4	7.23	7.5	3.23
Test 5	7.64	8.0	2.93
Test 6	10.29	11.0	2.90
Test 7	10.19	11.0	3.43
Test 8	10.36	11.0	3.74
Test 9	10.56	12.0	3.61

Table 2: Descriptive Statistics of the Vocabulary Test Revisions

The results show an increase in student performance during the intervention period. The mean test score before the intervention was 7.72, while during the intervention phase, the mean increased to 10.53, reflecting a 36.4% improvement. Similarly, the median score rose from 8.2 to 11.5, marking a 40.2% increase. The minimum score also showed a significant improvement, rising from 5 to 7, which represents a 40% increase.

A paired t-test confirmed that these differences were statistically significant ($t(26) = -6.94$, $p < .001$), signalling an improvement and meaningful effect of the intervention. The effect size, calculated using Cohen’s d , was found to be large ($d = 1.42$), further reinforcing the substantial impact of the multilingual vocabulary logs on vocabulary retention.

Individual performance patterns also reflected gains. For instance, one student’s score doubled from 6 to 12, marking a 100% improvement, while another student improved from 7 to 11, reflecting a 57% increase. A third student increased their score from 8 to 13, achieving a 62% gain. These individual cases exemplify the broader trend observed across the class, where students not only retained vocabulary more effectively but also showed greater consistency in their performance across multiple assessments.

Looking at overall trends, students with lower pre-intervention scores generally showed higher relative improvements compared to those with initially higher scores. In contrast, students who had already achieved relatively high scores tended to maintain their performance throughout the intervention period.

The standard deviation across tests was slightly lower during the intervention phase (ranging between 2.90 and 3.74) compared to the pre-intervention phase (3.00 to 4.22), indicating more consistent performance among students.

6.2.2 Comparative Analysis of Vocabulary Retention

A detailed comparison of test results before and during the intervention reveals distinct changes in vocabulary retention performance. In the pre-intervention phase, mean test scores ranged from 7.04 to 8.39, with median scores fluctuating between 7.5 and 9. The standard deviation varied between 3.01 and 4.22, reflecting variability in individual performance. During the intervention phase, mean scores increased to a range between 10.19 and 10.87, and median scores consistently reached 11 or 12. The standard deviation during this period ranged from 2.90 to 3.74, slightly lower than in the pre-intervention phase, reflecting reduced variability in scores.

At the individual level, students with lower initial scores in the pre-intervention tests tended to show the largest absolute improvements in mean scores. Several students who had performed below the pre-intervention median demonstrated increases of more than three points. Students with higher initial scores also improved, although their gains were generally smaller due to ceiling effects—i.e., those already performing well had less room for improvement. This pattern suggests that the intervention supported learning across the full range of initial proficiency levels, with particularly notable effects among lower-performing students.

This pattern indicates that gains occurred across the full range of initial proficiency levels. The score distribution prior to the intervention exhibited greater variability, with some students scoring considerably lower than the class average. During the intervention, the performance gap between lower- and higher-scoring students decreased, as shown by the reduced standard deviation across test scores. These changes reflect a trend toward more consistent performance among students over the course of the intervention period.

To further examine the relationship between student engagement and test performance, a correlation analysis was conducted. For each of the four revision tests, the number of test-

relevant vocabulary items that students included in their vocabulary logs was compared with their corresponding test scores. The Pearson correlation coefficient (r) was calculated for each test using only complete data sets, meaning that both a vocabulary log entry and a test score were available for the same student in a given round.

The results of the correlation analysis did not reveal any statistically significant relationships between vocabulary log engagement and test scores. For Revision 1, a weak negative correlation was observed ($r = -.31, p = .14$). Revisions 2 and 3 showed negligible correlations ($r = .059, p = .817$ and $r = .057, p = .807$, respectively), while Revision 4 yielded a weak positive correlation ($r = .308, p = .214$). In all cases, the p -values were above the threshold of 0.05, indicating that the correlations were not statistically significant.

These findings provide further quantitative insight into students' performance trends during the intervention period. A more in-depth interpretation of the implications will follow in the discussion chapter.

6.2.3 Strategy Adoption

The post-intervention questionnaire revealed that 15% of participants reported having acquired a new learning strategy using the MVLs, while 54% indicated that their existing strategies had changed slightly but remained largely the same. In contrast, 31% stated that their learning methods had not changed at all.

The newly adopted learning strategies are illustrated in Figure 7 below.

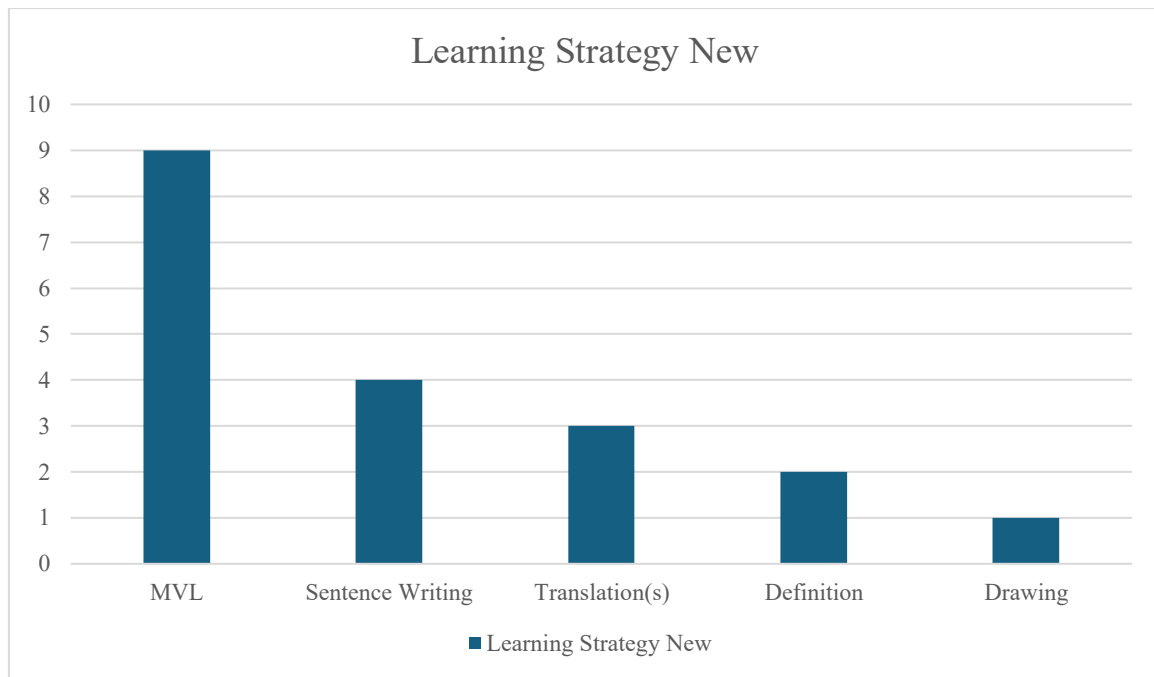


Figure 7: Post Intervention Questionnaire

Among the most frequently mentioned strategies, the MVL itself was named by nine students as a newly adopted approach. Other commonly cited elements included sentence writing, translation, the use of definitions, and incorporating drawings—all of which reflect core components of the MVL template.

The intervention also led to an increase in students' awareness of linguistic similarities as illustrated in Figure 8 below.

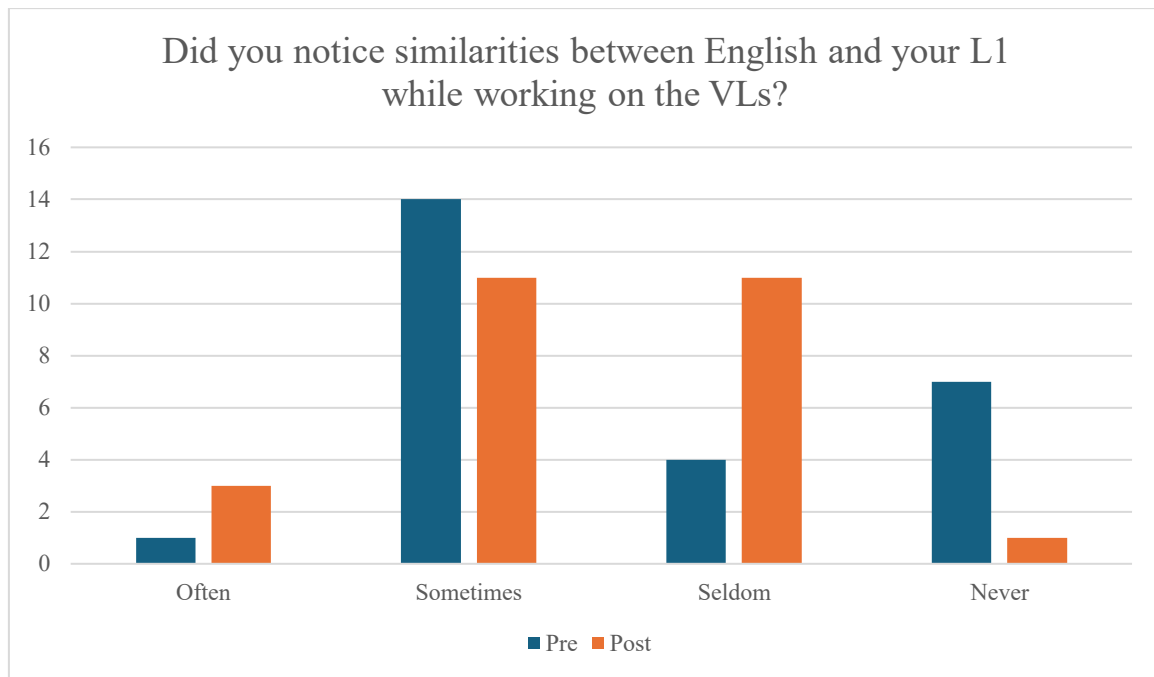


Figure 8: Pre & Post Intervention Questionnaire

Prior to the intervention, only one student reported frequently noticing similarities between languages. A majority of 54% indicated that they *sometimes* noticed such similarities, while 15% *seldom* did. Notably, 27% stated that they had *never* observed any linguistic similarities at all.

In contrast, post-intervention responses show a shift in awareness. Only one student still reported never having noticed similarities, while 42% each indicated that they *seldom* or *sometimes* recognized them. Importantly, the number of students who reported *often* noticing similarities increased to 12%.

Although more students reported noticing linguistic similarities after the intervention, not all perceived these similarities—or the use of their L1—as particularly helpful for learning new vocabulary. As shown in Figure 9 below, opinions on the usefulness of the first language (L1) shifted noticeably between the pre- and post-intervention questionnaires.

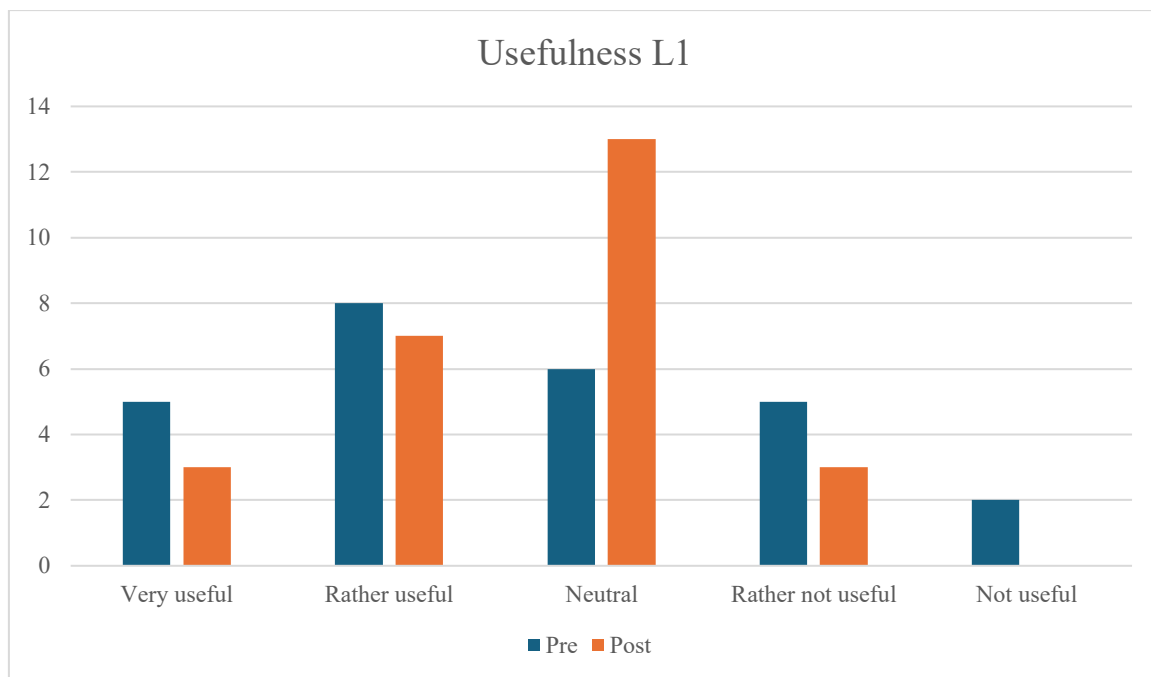


Figure 9: Pre & Post Intervention Questionnaire

In the pre-intervention questionnaire, 27% of participants indicated that they found their L1 *rather not* or *not at all* useful when learning vocabulary in English. This number dropped to 12% in the post-intervention responses. However, while 50% initially considered their L1 to be *very* or *rather* useful, only 38% maintained this view after the intervention. Notably, neutrality increased significantly: 50% of students reported a *neutral* stance on the usefulness of their L1 post-intervention, compared to just 23% beforehand.

While these quantitative findings reveal measurable changes in performance, students' perceptions also shifted. The following sections explore how students engaged with and reflected on their learning strategies and experiences with the MVLs.

6.3 Qualitative Shifts in Learning

Students' perceptions of the MVLs were explored through the post-intervention questionnaire, particularly in relation to how they engaged with different components of the template described earlier (see 5.3.1). The students indicated in both the pre and the post intervention questionnaire what the most useful part of the logs was to them as illustrated below.

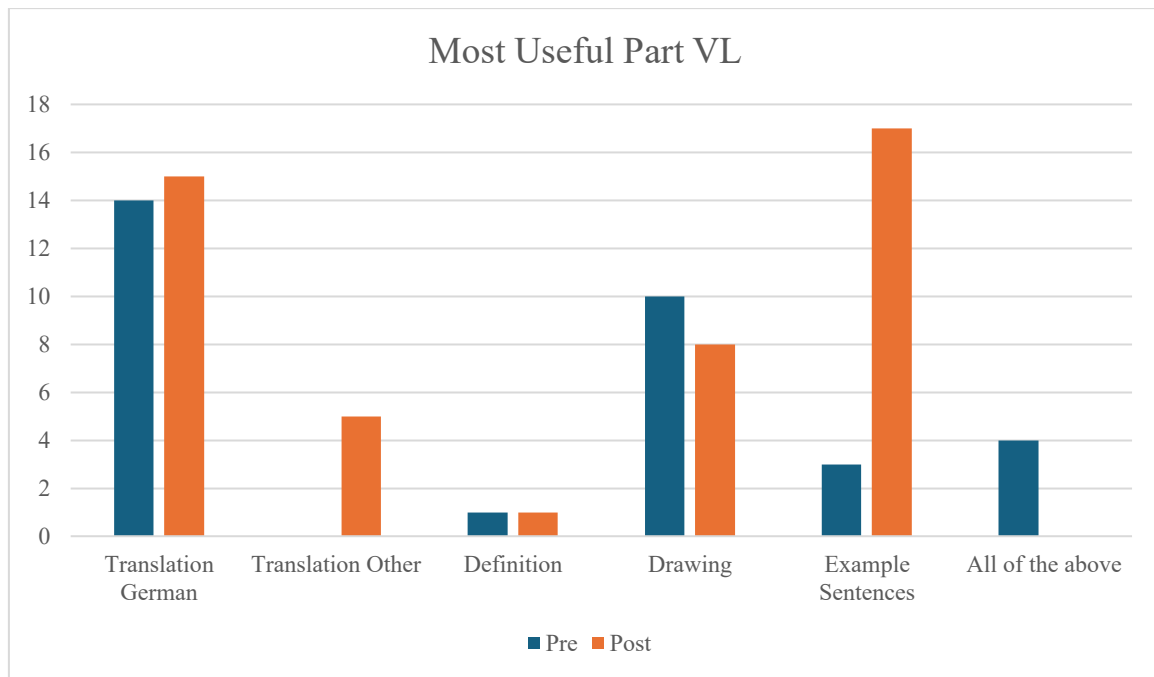


Figure 10: Pre & Post Intervention Questionnaire

The responses revealed a notable improvement in students' perceptions of certain MVL components. The most significant increase was seen in the perceived usefulness of writing example sentences, which rose from 12% in the pre-intervention questionnaire to 65% post-intervention. Translations into German also showed a slight increase in perceived usefulness, from 54% to 58%, while the use of translations into other languages rose from 0% to 19%. The definition component remained unchanged, with only one student identifying it as the most useful part in both questionnaires. The usefulness of drawings decreased slightly, from 38% to 31%.

When asked whether they enjoyed working with the MVLs, 22 students reported a positive attitude in the pre-intervention questionnaire, three stated they did not enjoy it, and one participant was neutral. In the post-intervention questionnaire, 25 students expressed a positive opinion, while only one student responded negatively. The students' responses to the question of how they experienced the project were generally positive, with many describing it as *good* or *very good*. Several students highlighted the opportunity to incorporate multiple languages into their learning, particularly through translating vocabulary into their mother tongues, as a motivating and helpful feature. Others noted that the regular vocabulary practice helped improve their English skills, and some even mentioned that they had not received any negative marks on vocabulary checks since they

started using the log. The design of the vocabulary log also received attention, with mixed reactions—some students expressed a preference for the new layout, while others favored the previous version.

In addition to the positive feedback, a number of students offered more neutral or critical reflections. A few found the weekly task of filling in the log somewhat repetitive or boring over time, and some remarked that it was not always possible to provide definitions or illustrations for every word. A small number of participants, seven to be exact, described their experience with the project as only *okay* or *mediocre*, indicating that its effectiveness and appeal may vary depending on individual preferences and learning styles.

Students were also asked whether they would use the MVL to learn vocabulary in another language. As illustrated in the figure below, 65% indicated they would use the MVL again, while 35% said they would not.

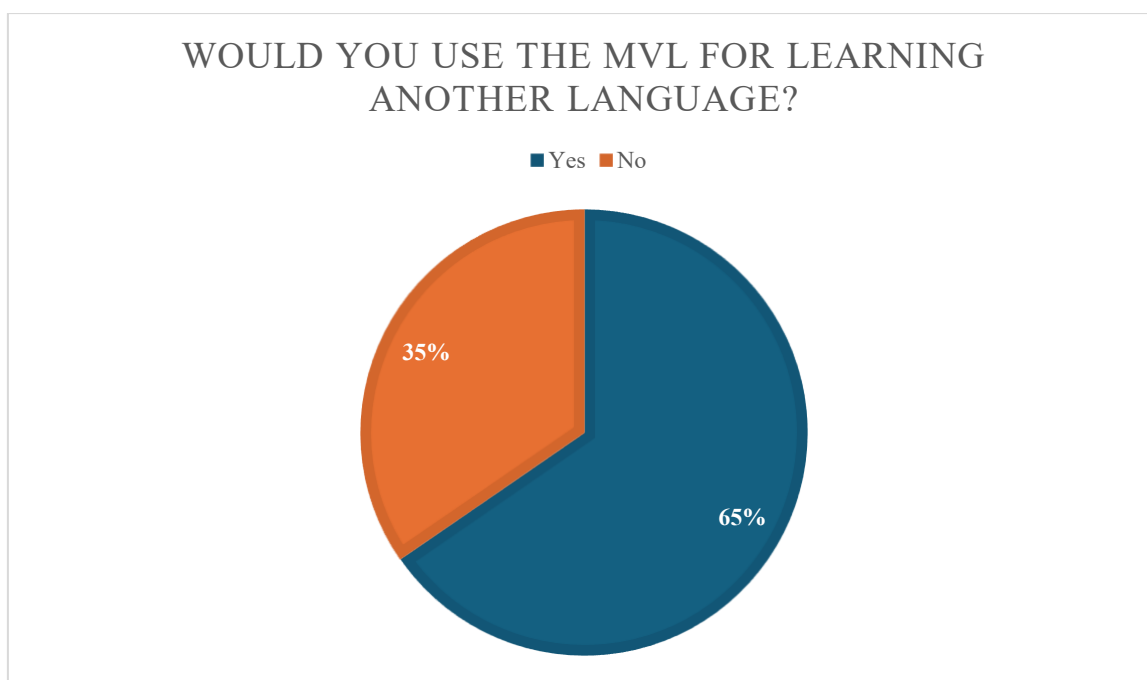


Figure 11: Post Intervention Questionnaire

In addition to survey feedback, students participated in a group interview to share more nuanced reflections on the MVLs. These qualitative insights help contextualise and deepen the understanding of how students experienced the intervention.

6.4 Student Reflections from the Final Interview

The final student interview, conducted by an external neutral individual unaffiliated with the school, provided additional qualitative insights into how students engaged with the MVLs. In the interview students shared reflections on their usage, preferences, difficulties and suggestions for improvement of the MVL template.

A general consensus emerged across all groups that completing the MVLs was time-consuming. Students described the weekly task as sometimes overwhelming, especially during periods of high academic pressure such as exam weeks. In those situations, several students admitted to rushing through the log rather than engaging with it thoroughly. Despite this, three out of the five groups emphasised that they tried to make time to complete the MVLs properly, as they believed that careful engagement contributed to better vocabulary retention.

The ability to choose words from a given word list was identified as a motivating factor. Students appreciated the opportunity to focus on vocabulary that was unfamiliar or personally interesting, instead of having to analyse words they already knew. One group also noted that limiting the number of words to ten per week was beneficial, as it made the task feel more manageable compared to previous approaches that involved twenty or thirty words at once.

When asked about the most helpful components of the MVL, students most frequently mentioned writing example sentences, creating drawings, and using multiple languages. Sentence writing was the most popular feature across three groups. Students explained that constructing their own sentences helped them verify their understanding of the words and ensured they could use them appropriately in context. Additionally, this task was seen as beneficial for practicing overall English skills.

The drawing component was mentioned as both enjoyable and educational. Students reported that illustrating the vocabulary made the learning process more engaging and allowed them to use their creativity while reinforcing word meanings. The multilingual element of the MVLs was also highlighted positively. Many students found it helpful and interesting to use their L1 or other languages they were learning, both for comprehension and memory retention. Some participants even noted that translating words into their L1 supported their understanding more effectively than using the German translation alone.

However, one group pointed out that translating into the L1 could be challenging for students who do not feel confident in writing in their L1. One student mentioned that while they found writing in the L1 difficult, simply thinking about the word in their first language was still helpful for memory retention. Others reported consulting online dictionaries or asking family members for support.

While the drawings were generally well-received, four of the five groups mentioned that this task could be challenging, especially for abstract words such as adverbs or prepositions. The most frequently mentioned difficulty, however, was writing definitions. Students found this task particularly demanding and expressed that it often did not contribute meaningfully to their understanding of the vocabulary. As a result, four out of five groups stated that they would prefer to remove the definition component from the MVL template altogether. One group suggested replacing definitions with synonyms or similar words, which they believed would help them expand their vocabulary more effectively.

Although some students found drawing challenging, only a few suggested removing this component. In most of these cases, the suggestion came from a single student within the group, while the others preferred to keep the drawing element. The main concern expressed by students across multiple groups was the time constraint. Several students reported that completing the MVLs felt stressful at times and that they would prefer having more time to work on them more thoroughly.

Two groups also suggested integrating the MVLs into regular lesson time rather than assigning them exclusively as homework. This, they argued, would reduce stress and allow for collaborative learning. One group reported that they would not change anything about the current MVL structure, stating that the logs were helpful and functioned well as they were.

Overall, the student feedback was largely positive. Despite some difficulties—particularly related to time management and the challenge of writing definitions—students expressed that they enjoyed working with the MVLs. The opportunity to personalise vocabulary selection, the creative and multilingual elements, and the practical application through sentence writing were all seen as beneficial components. The feedback also highlighted a strong desire for more classroom integration and a simplification of some tasks to make the MVLs more accessible and less time intensive.

7 Discussion

This chapter provides an interpretation of the study's findings and reflects on their significance in the context of vocabulary acquisition, multilingual pedagogy, and classroom practice. It considers how the results align with the theoretical frameworks introduced in earlier chapters, particularly the Dynamic Model of Multilingualism, Focus on Multilingualism, and Self-Regulated Learning.

The chapter also returns explicitly to the central research questions:

1. To what extent do multilingual vocabulary logs improve vocabulary retention among Austrian middle school students with plurilingual backgrounds?
2. How do multilingual vocabulary logs support the development of metalinguistic awareness in these students?

The discussion is structured in three parts. First, it outlines insights on vocabulary acquisition strategies and how these were shaped by the MVL. Then, it connects these findings to the broader discourse on multilingualism in Austrian educational contexts, including reflections on student's active involvement and metalinguistic growth. Finally, it addresses challenges encountered during the implementation, as well as limitations that need to be considered when interpreting the results or applying the MVL in other contexts.

7.1 Insights for Vocabulary Acquisition Strategies

The implementation of the multilingual vocabulary log revealed several important insights into how vocabulary can be acquired more effectively when learners are supported in drawing on their full linguistic repertoire. One of the clearest patterns observed during the intervention was that vocabulary retention was significantly enhanced when students were given opportunities to establish cross-linguistic connections. The quantitative data showed a 36.4% increase in average vocabulary scores, with a large effect size ($d = 1.42$) and statistically significant improvement, confirming the intervention's efficacy in boosting retention.

Rather than treating new English words as isolated units to be memorized, the MVL encouraged learners to reflect on the relationships between the new vocabulary and the

words they already knew in German or in their home languages. This finding supports Nation's (2001, p. 242) argument that explicit vocabulary instruction becomes more effective when it incorporates strategies like repetition, elaboration, and active engagement. Nation's framework of the four strands highlights the importance of integrating vocabulary instruction into varied learning contexts (Nation 2007, p. 2). In this study, the MVL allowed for a blend of these strands. For instance, students encountered new words during input-based classroom activities and then transferred them into the log, where they created personalized examples, translated the words, and sometimes even added drawings. This aligns with Nation's (2024, p. 1) emphasis on elaboration and attention as central cognitive processes that facilitate retention.

The test data confirmed these trends: students with initially lower scores made the greatest relative gains, with some more than doubling their original performance. This suggests that the MVL was particularly impactful for learners who had previously struggled with traditional vocabulary methods. At the same time, students who were already performing well maintained or improved their scores modestly, indicating the tool's adaptability across proficiency levels.

The act of translating and associating new words with real-life contexts likely contributed to what Pavičić Takač (2008, p. 21–22) calls “semantic elaboration,” a strategy where learners deepen their understanding by actively connecting new vocabulary to known concepts. Many students used the “example sentence” section of the log to relate the vocabulary to their everyday lives, which, according to Pavičić Takač (2008, p. 22), increases retention by grounding the words in meaningful contexts.

This was reflected in the post-intervention questionnaire, where 65% of students identified sentence writing as the most useful component, up from only 12% before the intervention. Students explained in interviews that constructing their own sentences helped verify their understanding and practice real-world application.

Additionally, when students added visual elements, they engaged in what Uchihara, Webb, and Yanagisawa (2019, p. 1) refer to as “multimodal learning,” which supports dual encoding and strengthens memory through combined visual and linguistic processing. The drawing element, while slightly less valued post-intervention (decreasing from 38% to 31%), still played a key role for many learners, especially those who responded well to creative and visual tasks.

Another significant finding was the development of metalinguistic awareness. Several students commented in interviews and survey responses that they had started to notice

similarities and differences between languages more consciously — a shift also evidenced in the post-intervention survey, where the number of students reporting they *often* notice such similarities rose from just one student to 12% of the group. This supports the idea of cross-linguistic influence (CLI), particularly as described by Efeoglu, Yüksel, and Baran (2020, p. 535), who argue that learners' existing lexical systems influence the acquisition of new vocabulary by facilitating or hindering transfer depending on language proximity.

In addition to CLI, the MVL promoted aspects of self-regulated learning (SRL). Students reported taking greater ownership over their vocabulary practice, as they could choose words, add meaningful associations, and reflect on progress, all of which correspond to SRL dimensions identified by Zhang and Zou (2022, p. 722–725), such as goal setting, self-monitoring, and strategic learning. The MVL functioned not only as a memory aid, but also as a planner, motivator, and self-assessment guide. This represented a shift from prior vocabulary activities, which were less personally meaningful.

While the overall trends in test performance and student feedback point to the success of the vocabulary log, a closer look at the relationship between vocabulary log content and test outcomes offers a more nuanced perspective.

Although students' overall test scores improved during the intervention, the correlation analysis did not reveal a statistically significant relationship between including test-relevant vocabulary items in the logs and higher performance on the corresponding revision tests. All students used the same vocabulary log format and recorded a similar number of words, but they had the freedom to choose which ones to include from a given list. The aim of the analysis was to explore whether including words that later appeared in the test would aid recall. However, the results showed no consistent pattern. This suggests that simply noting a test word in the MVL did not guarantee improved performance.

These findings highlight that vocabulary retention is shaped not only by the content of the log but by the depth of engagement with that content. Learners may have recorded a word without reviewing it later, using it in a sentence, or connecting it to prior knowledge — all of which are strategies known to enhance retention (Nation 2007; Pavičić Takač 2008). Furthermore, qualitative feedback suggested that the MVL's primary value lay in promoting metalinguistic awareness and learning autonomy rather than in short-term test gains.

Moreover, many students reported that the vocabulary log helped them reflect on language and organize their learning, suggesting that its benefits may lie more in supporting metalinguistic awareness and learning autonomy than in short-term test outcomes.

7.2 Reflections on Multilingualism and Plurilingual Education in Austrian Classrooms

The findings of this study highlight both the potential and the complexity of implementing plurilingual pedagogical practices in Austrian classrooms. The MVL was more than just a tool for learning vocabulary, and it became a space for change, where both students and the teacher-researcher started to rethink how language learning works in the classroom.

While the intervention offered strong support for the value of multilingual approaches, it also surfaced several systemic challenges that require attention if such practices are to be adopted more widely in educational settings.

One of the most significant implications for classroom practice concerns the repositioning of students' home languages from peripheral or invisible elements to active resources in the learning process. As the results show, learners were not only capable of reflecting on their existing linguistic repertoires but also eager to draw on them when given the opportunity. This supports the principles outlined by Cummins et al. (2005, p. 38–40), who advocate for classroom environments that recognize the cognitive and academic benefits of home language use. When students were invited to contribute translations and associations from their L1s, it fostered a sense of ownership and inclusion.

The quantitative results reinforce this finding: the proportion of students who reported that their L1 was not helpful in learning vocabulary decreased from 27% to 12% post-intervention, and the number of neutral responses rose, suggesting increased reflection even among those previously unaware of the potential benefits. Additionally, translations into students' L1s were rated as one of the most helpful elements of the MVL by 19% of students' post-intervention, up from 0% before.

Rather than viewing language as a barrier to overcome, the MVL promoted it as a bridge, enabling students to connect with the English language through their prior knowledge and lived experiences. In this way, the MVL aligned with the “Focus on Multilingualism” framework proposed by Cenoz and Gorter (2011, p. 360), which emphasizes the interconnected nature of learners' linguistic systems. The classroom became a space where these connections were made visible, not only through the logs themselves but also in the classroom discussions.

As such, the MVL encouraged a pedagogical stance that values translanguaging, the fluid movement between languages, as both a natural process and a didactic strategy. From a teaching perspective, this meant rethinking the traditional division between languages and

instead embracing what Garcia and Wei (2014) describe as “dynamic bilingualism,” where students' diverse linguistic resources are mobilized in flexible and creative ways.

This was also echoed in the interview findings, where students described how writing in multiple languages, even if just mentally or with family support, helped them process vocabulary more effectively. One student noted that even thinking in their L1 helped with retention, even if they struggled to write it out, which is a good example of multilingual processing.

However, the implementation of the MVL also exposed structural and systemic limitations. One notable challenge was the limited L1 proficiency among some students. While the log encouraged learners to draw on their home languages, it became evident that not all students felt confident doing so. Several reported difficulties recalling vocabulary or writing in their L1, which in some cases had not been formally taught or actively used in writing contexts. This issue reflects broader patterns in multilingual educational settings, where home languages are often underdeveloped in literacy terms, despite being used orally at home. As a result, although the MVL sought to promote cross-linguistic transfer, some students were unable to fully leverage their L1 knowledge due to gaps in formal proficiency. These findings suggest that fostering home language literacy alongside target language instruction could enhance the effectiveness of plurilingual approaches like the MVL.

Another challenge was the time-intensive nature of the MVL. For students, completing the logs required significant effort, especially at the beginning of the intervention when the routine was unfamiliar. The interviews confirmed that many students found the weekly task time-consuming, particularly during high-stress periods like exam weeks. Nonetheless, most students reported that the effort was worthwhile and associated the logs with better vocabulary learning.

For teachers, reviewing the logs, particularly in large or highly diverse classes, demanded time and attention that may not always be available within standard classroom constraints. Unlike standardized worksheets or assessments, MVLs involve open-ended responses and multiple languages, which require more nuanced feedback and monitoring.

Despite these constraints, several low-effort adaptations emerged from student suggestions: two groups recommended integrating MVLs into regular lesson time to reduce homework burden and allow for peer support. Others suggested simplifying or adjusting certain components, for example, replacing definitions with synonyms, to better suit their learning styles. Another option here would be to let them choose between one or the other.

In summary, the MVL became a transformative pedagogical tool, that helped create a more equal, expressive, and student-centred learning environment. The challenge moving forward lies in making such practices sustainable within the broader educational system. Teachers must be empowered to embrace linguistic diversity not only as a reality of their classrooms but as a resource for transformative pedagogy. These findings not only reflect current research on multilingual pedagogy but also align closely with the Austrian middle school curriculum, which emphasizes competence-oriented and inclusive education. The curriculum calls for the recognition of learners' diverse linguistic backgrounds and encourages the use of multilingual strategies to promote language acquisition and metalinguistic awareness. Through the use of MVLs, this study demonstrates how a classroom-based practice can translate curricular goals into meaningful learning experiences and foster deeper engagement with vocabulary learning.

Beyond cognitive gains, the intervention also had an affective impact: it helped students feel seen, valued, and included. By encouraging them to use their full linguistic repertoires—including home languages that are often excluded from classroom practice—the MVL approach signalled that their diverse backgrounds were not only acknowledged but appreciated as assets. This validation fostered a stronger sense of belonging among learners, many of whom expressed joy at being able to include their own languages in English class. In this way, the MVL became a bridge between students' linguistic identities and their academic experience, reinforcing the idea that multilingualism is a strength rather than a deficit.

7.3 Challenges and Limitations

While this study offered valuable insights into plurilingual vocabulary acquisition and innovative classroom practice, several methodological and practical challenges emerged. This section reflects on those limitations and their implications for both research and pedagogy.

A key strength of the study was its mixed methods design, which aimed to capture both measurable learning outcomes and more nuanced aspects such as student engagement, strategy use, and metalinguistic awareness. However, the combination of methodological approaches also presented challenges. One notable issue concerned comparability within the quantitative data. Although students worked from a common word list, they were free to choose which vocabulary items to include in their logs. This structure preserved student

agency and personalization, core goals of the intervention, but it also meant that not all students recorded the same words. As a result, post-test performance could not be analysed at the item level across the group. The analysis had to shift toward general trends (e.g., total number of words remembered), which may have obscured differences in how specific strategies or language backgrounds affected retention.

An additional layer of complexity stemmed from the variation in word difficulty. Some students selected familiar, high-frequency words, while others chose more abstract or challenging vocabulary. This variability may have influenced learning outcomes but could not be systematically controlled within the study design.

Future research might benefit from using a more structured hybrid model to balance autonomy and consistency. For example, combining a fixed core list of target vocabulary (for comparability) with an optional section for self-selected words could maintain student ownership while improving the reliability of results. Adopting such a model can be particularly beneficial when aiming to compare specific learning strategies or interventions. Another limitation was the small scale of the study and the absence of a formal control group. Conducted within the natural constraints of a single school and classroom, the study involved a limited number of participants. Ethical guidelines, institutional schedules, and the realities of daily teaching made it difficult to expand the sample or implement a parallel comparison group. As a practicing teacher in a linguistically diverse Viennese middle school, I prioritized an authentic, classroom-integrated approach, which, while valuable for ecological validity, limited the generalizability of the findings.

Finally, the study also faced systemic and pedagogical challenges. Time constraints, curriculum demands, and the need for teacher support in working with multilingual strategies, such as facilitating vocabulary entries in multiple home languages or allocating classroom time for cross-linguistic comparisons, all influenced the implementation. These are not just limitations of this study but reflect broader conditions in Austrian schools, where embracing multilingualism still requires structural support and ongoing professional development.

Despite these limitations, the study offers important contributions. The depth of the qualitative data provides a rich picture of how multilingual tools like the MVL can function in real classrooms. It also highlights the potential of student-centred, reflective approaches to vocabulary learning. Future research with larger samples and comparative designs could build on this foundation, helping to further bridge the gap between multilingual theory and educational practice.

7.4 Implications for Policy and Inclusion

The findings of this study not only contribute to classroom practice but also carry important implications for educational policy, particularly in the Austrian context. The Austrian national curriculum already acknowledges the importance of multilingualism and inclusive education; however, implementation remains inconsistent. This study highlights the need for clearer guidance, professional development, and institutional support to ensure that multilingual strategies like the MVL are integrated into everyday teaching practices. Given the linguistic diversity present in many Austrian schools, the MVL can serve as a practical tool to fulfill the curriculum's call for language-sensitive instruction and the recognition of learners' linguistic backgrounds.

At the European level, the findings align with the goals of the Common European Framework of Reference for Languages (CEFR) and the Council of Europe's promotion of plurilingual and intercultural education. The CEFR Companion Volume (2020) emphasizes that "learners build up a communicative competence to which all knowledge and experience of language contributes" and encourages the development of a plurilingual repertoire rather than treating languages as isolated systems (CEFR CV, 2020, p. 28).

This approach supports pedagogies that recognize and actively engage learners' diverse linguistic backgrounds. By fostering cross-linguistic awareness and metalinguistic reflection, the MVL offers a concrete strategy for what the CEFR describes as "flexibly mobilising resources across languages and cultures," thereby operationalizing these broader educational aims (CEFR CV, 2020, p. 30).

A central implication of this study concerns inclusion and equity. The MVL functioned as more than a vocabulary tool; it became a space where marginalized languages and identities were made visible and valued. Students who may not often see their languages reflected in formal education were given a platform to integrate these languages into their learning. This recognition can have profound effects on learners' self-esteem, motivation, and sense of belonging. Particularly for students from refugee or migrant backgrounds, whose linguistic knowledge is often undervalued, the MVL offered a rare moment of validation. This reinforces existing research that emphasizes the connection between language inclusion and academic engagement (Cummins et al., 2005; Cenoz & Gorter, 2011).

While many findings supported prior research on plurilingual pedagogies and vocabulary learning, the study also revealed unexpected nuances. For example, the correlation analysis

between test-relevant vocabulary entries and test scores did not yield significant results. This highlights a tension between assumed linear models of vocabulary acquisition and the more holistic, reflective nature of MVLs. It suggests that language learning cannot always be measured by direct input-output relationships but must also consider affective, cognitive, and identity-related factors. These insights call for assessment methods that go beyond test scores to evaluate vocabulary learning in multilingual contexts.

Overall, this study suggests that effective plurilingual pedagogy demands a systemic shift in how linguistic diversity is viewed, supported, and assessed within schools. Embedding practices like MVLs into curriculum policy, teacher education, and school culture could be a key step toward more equitable and inclusive language education in Austria and beyond.

8 Conclusion

This final chapter synthesizes the findings of the study, situates them within broader theoretical and pedagogical discourses, and outlines implications for teaching and future research. The implementation of multilingual vocabulary logs in an Austrian middle school setting provided valuable insights into the intersections of vocabulary acquisition, multilingual pedagogy, learner identity, and self-regulated learning. The results reinforce the idea that inclusive, student-centred vocabulary tools not only support lexical development, but also promote cognitive engagement, learner agency, and linguistic awareness.

The chapter is structured in three sections: a summary of the study's key findings, implications for educational practice, and recommendations for future research based on limitations and emerging questions.

8.1 Summary

The primary aim of this study was to investigate how multilingual vocabulary logs (MVLs) influence vocabulary retention, learner engagement, and metalinguistic awareness among plurilingual students in Austrian middle schools. The intervention was grounded in theoretical models that highlight the dynamic and interconnected nature of language development, including the Dynamic Model of Multilingualism (Herdina & Jessner, 2002), Self-Regulated Learning theory (Zhang & Zou, 2022), and the Focus on Multilingualism framework (Cenoz & Gorter, 2011).

Using a mixed methods approach, the study combined quantitative vocabulary tests with qualitative data from student interviews and MVL content. The goal was to capture both measurable outcomes and subjective experiences of language learning. Quantitative findings indicated a clear improvement in vocabulary retention over the intervention period. More notably, qualitative data revealed that students were able to make rich, cross-linguistic connections between English, German, and their home languages. They used the MVL not merely to store words but to explore meaning, cultural nuances, and structural relationships. The MVL functioned as a metalinguistic workspace that encouraged reflection, creativity, and personalization. Students translated vocabulary into multiple languages, invented example sentences rooted in their personal lives, and included visual representations that supported dual encoding. These practices contributed to deeper semantic processing and

helped foster a more holistic approach to vocabulary learning. Moreover, students reported greater motivation and confidence when their multilingual identities were acknowledged and valued.

The MVL also fostered self-regulated learning by encouraging students to plan, monitor, and adapt their vocabulary strategies — fostering a greater sense of ownership. Importantly, the study revealed that learners with higher L1 literacy or stronger German proficiency were able to draw more complex linguistic parallels, suggesting a need for differentiated scaffolding to support equitable access to MVL benefits.

Students' reflections during the final interviews highlighted an important affective dimension: many felt more confident using English and more open about using their home languages. These insights confirm that MVLs are not only effective cognitive tools but also meaningful supports for identity development and psychological well-being. The validation of linguistic diversity was not merely symbolic — it directly impacted learners' willingness to participate and persevere.

While overall vocabulary retention improved, a closer look at the correlation between test-relevant log entries and test scores revealed no consistent or statistically significant relationship. This suggests that engagement with the MVL may support vocabulary development more broadly, rather than through direct overlap with test content.

This study contributes to the existing literature by offering classroom-based evidence of how theoretical principles — such as the Dynamic Model of Multilingualism and translanguaging theory — can be translated into concrete pedagogical practices. It demonstrates how students do not only learn through language, but also about language, positioning them as active agents in their own vocabulary development.

8.2 Implications for Language Teaching

This study offers several important implications for language educators and policymakers seeking to address the needs of multilingual learners in inclusive classrooms.

First, the results validate a key principle of plurilingual pedagogy: students' existing linguistic knowledge should not be suppressed or ignored but harnessed as a resource. By inviting learners to reflect on vocabulary through the lens of all their languages, the MVL supported not just retention but also engagement and self-expression. This approach challenges monolingual norms and reframes linguistic diversity as pedagogical capital.

Second, the MVL supported a shift from passive vocabulary memorization toward active and strategic learning. Rather than merely translating isolated words, students were prompted to integrate vocabulary into their lived experience, personalize it, and engage multiple modalities. These actions align with constructivist learning theories and research on elaborative rehearsal, both of which highlight the value of meaningful connections in long-term memory formation.

Importantly, the logs also served an inclusive function by giving learners — especially those from migrant or refugee backgrounds — a space where their linguistic identities were seen as assets, not obstacles. This shift toward valuing heritage languages contributes to closing opportunity gaps for minoritized students, whose knowledge is often invisible or underutilized in traditional classroom settings. In this way, the MVL represents a tool for linguistic equity.

From a practical standpoint, the MVL can be implemented flexibly across a range of classroom settings. For instance, teachers can use it at the end of thematic units to consolidate key vocabulary, as part of CLIL lessons to support subject-specific terminology, or during project-based learning to document linguistic choices. Collaborative versions of the MVL (e.g., shared digital logs or group posters) could further reduce individual workload while encouraging peer discussion and co-construction of meaning.

Moreover, the study underscores the necessity of professional development for teachers in plurilingual and inclusive pedagogy. While many educators value linguistic diversity, they often lack the tools, training, or confidence to apply multilingual strategies effectively. Embedding multilingual methods like the MVL into national teacher training and mentoring systems could be a vital step toward sustainable change.

Beyond their pedagogical value, MVLs also serve as a practical implementation of the Austrian curriculum's principles for English language teaching. The Lehrplan Englisch für die Mittelschule emphasizes communicative competence, vocabulary strategy development, and language-sensitive instruction. By encouraging learners to reflect on and compare multiple languages, MVLs support the development of metalinguistic awareness and linguistic confidence. In this way, the use of MVLs helps teachers meet the curriculum's goals while also responding to the real linguistic diversity of today's classrooms.

Finally, the findings call for systemic support to embed inclusive practices like MVLs sustainably. This includes allocating time within curricula for reflection and metacognitive work, reducing administrative burdens to free up teacher capacity, and promoting school cultures that embrace multilingualism not as an exception but as a norm.

8.3 Recommendations for Future Research

While the study provided promising insights into the potential of MVLs, it also raised several questions that merit further investigation.

First, future research could explore the long-term impact of MVLs on vocabulary development, language attitudes, and learner confidence. Longitudinal studies tracking student progress over the course of a school year or multiple terms would provide deeper insights into how consistent use of MVLs influences language acquisition and identity formation.

Second, comparative studies across different educational contexts (e.g., rural vs. urban schools, German-medium vs. multilingual programs) could help determine how school structures, teacher beliefs, and student demographics influence the effectiveness of MVLs. A particular area of interest could be the differentiated impact of MVLs on learners with varying L1 literacy levels, refugee backgrounds, or recently arrived migrant status.

Third, digital adaptations of the MVL could be tested for their usability and effectiveness. Given the increasing integration of technology in classrooms, future studies might examine how digital vocabulary logs — potentially with multimedia inputs like voice notes or image tagging — affect engagement and learning outcomes. These formats may also address some of the time and feedback challenges faced in traditional MVL implementation.

Lastly, future research should give greater attention to teacher perspectives. While this study focused on learner experiences, the attitudes, needs, and practices of teachers will be critical in determining whether MVLs gain traction in broader educational contexts. Action research models or co-teacher inquiry groups could offer valuable insights into practical implementation, barriers, and adaptations.

In sum, the MVL is not just a vocabulary tool, it is a framework for inclusive, student-centred learning. This study offers a rare classroom-based perspective on how such a framework can be implemented, adapted, and experienced by learners in real time. As classrooms become increasingly multilingual, tools like the MVL — grounded in both theory and practice — provide actionable ways to recognize, include, and empower every learner in the language classroom.

8.4 Reflections from the Researcher

As a teacher-researcher, this project was not only an academic exploration but also a deeply personal and professional learning experience. Designing and implementing the MVL intervention allowed me to observe firsthand how multilingualism can be leveraged as a meaningful pedagogical resource. Throughout the process, I was consistently impressed by how creatively and confidently students engaged with their vocabulary logs when they were encouraged to draw from all of their languages. Their enthusiasm confirmed the power of validating linguistic identities in the classroom.

One of the most surprising aspects of the study was how visible the affective dimension became. While I had anticipated cognitive gains, I had not fully expected the strong emotional and motivational responses from students when their home languages were recognized and valued. This made it clear that language learning is not only an intellectual activity but also one closely tied to identity, belonging, and well-being. It reminded me of my own multilingual experiences as a learner and reinforced the importance of creating space for all languages in the classroom.

This experience has changed the way I view vocabulary instruction. I now see it as much more than a process of memorizing word lists. It is an opportunity to develop students' metalinguistic thinking, to promote creative expression, and to cultivate a sense of ownership over learning. In future classrooms, I will continue to use multilingual vocabulary logs and expand on the strategies I developed in this study. I also plan to advocate for more multilingual tools and training within my school and professional networks.

Finally, this project reaffirmed my belief in action research as a powerful tool for professional growth. Being able to reflect on, adapt, and refine my own teaching in real time — while also contributing to a broader academic conversation — was empowering. It has encouraged me to remain a reflective practitioner and continue seeking ways to align my teaching with the realities and needs of the students in front of me.

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Appendix

1 Consent form

Titel des Projekts:

„Multilingual Vocabulary Logs in Austrian Middle Schools: A Study on Enhancing Vocabulary Retention through Plurilingualism“



Einverständniserklärung zur Teilnahme an einem Forschungsprojekt

Sehr geehrte Erziehungsberechtigte,

Mein Name ist Ines-Lara Omerović, BEd, und ich bin die Englisch-Lehrerin Ihres Kindes. Im Rahmen meiner Masterarbeit an der Universität Wien führe ich derzeit ein Forschungsprojekt mit dem oben genannten Titel durch, das den Einsatz von mehrsprachigen Vokabelprotokollen im Englischunterricht untersucht. Ziel des Projekts ist es, die Wortschatzaneignung von Schülerinnen und Schülern durch die Berücksichtigung ihrer Mehrsprachigkeit zu fördern und innovative Lehrmethoden zu entwickeln. Die Datenerhebung der Studie findet im Januar und Februar

Ablauf des Projekts:

Wenn Ihr Kind an diesem Projekt teilnimmt, werden folgende Aktivitäten durchgeführt:

- **Schriftliche Arbeiten:** Anfertigung von Vokabelprotokollen im regulären Unterricht.
- **Fragebögen:** Reflexion über den individuellen Lernprozess (Dauer: ca. 15 Minuten).
- **Unterrichtsbeobachtungen:** Anonymisierte Notizen zur Dokumentation des Lernprozesses.

Freiwilligkeit und Datenschutz:

Die Teilnahme an diesem Forschungsprojekt ist freiwillig. Sie können jederzeit und ohne Angabe von Gründen die Teilnahme widerrufen und die Löschung der Daten verlangen. Es entstehen durch eine Nichtteilnahme keinerlei Nachteile für Ihr Kind. Die erhobenen Daten werden anonymisiert, sodass keine Rückschlüsse auf die Identität möglich sind, und sie werden ausschließlich für dieses Forschungsprojekt verwendet. Der Schutz der persönlichen Daten Ihres Kindes hat für mich oberste Priorität. Die Verarbeitung der Daten erfolgt in Übereinstimmung mit den geltenden Datenschutzgesetzen (DSGVO).

Ich bitte Sie, den beiliegenden Abschnitt auszufüllen, zu unterschreiben und mir wieder zukommen zu lassen. Falls Sie Fragen haben oder weitere Informationen benötigen, können Sie mich jederzeit per Mail kontaktieren oder eine Sprechstunde vereinbaren. Ich bedanke mich für Ihre Unterstützung und verbleibe mit freundlichen Grüßen,

Ines-Lara Omerović, BEd

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Einverständniserklärung:

Hiermit erkläre ich mein Einverständnis, dass mein Kind _____ an dem oben beschriebenen Forschungsprojekt teilnehmen darf. Mir wurden der Ablauf und die Ziele der Studie erläutert, und ich bin mir über meine Rechte als TeilnehmerIn im Klaren.

- ☐ Ich stimme der Teilnahme zu.
☐ Ich stimme der Teilnahme *nicht* zu.

Unterschrift der Eltern/Erziehungsberechtigten

Datum

Name in Druckbuchstaben

2 Questionnaires

2.1 Pre-Intervention Questionnaire

**Umfrage Forschungsprojekt
Mehrsprachigkeit und
Vokabelprotokolle**



Vielen Dank, dass Du an dieser Umfrage teilnimmst! Sie ist Teil meines Forschungsprojekts zu Mehrsprachigkeit und mehrsprachigen Vokabelprotokollen. Ich möchte herausfinden, wie solche Protokolle das Vokabellernen erleichtern und Dir neue Lerntechniken vermitteln können.

Zuerst wirst Du mehrere Fragen über Dich und Deine Sprachkenntnisse beantworten, danach möchte ich von Dir wissen, wie Du Vokabel lernst und welche Vokabel-Lerntechniken du nutzt.

Wichtige Hinweise:

- Deine Antworten bleiben anonym und werden nur für dieses Projekt verwendet.
- Die Ergebnisse haben keinen Einfluss auf Deine Schulnoten.

Teil 1: Hintergrundinformationen

1. Wie alt bist Du?

2. Welche Sprache(n) sprichst Du zu Hause oder mit Deiner Familie? (Bitte alle Sprachen nennen.)

3. Welche Sprache(n) sprichst Du noch zusätzlich in der Schule oder woanders?

Teil 2: Vokabellernen

1. Wie lernst Du normalerweise Vokabel? (Du kannst mehrere ankreuzen.)
 - ☐ Das Wort mehrmals schreiben
 - ☐ In meine Erstsprache übersetzen
 - ☐ Ins Deutsche übersetzen
 - ☐ Karteikarten oder Apps verwenden
 - ☐ Bücher lesen oder Filme/Serien schauen
 - ☐ Andere: _____
2. Wie nützlich findest Du es, Deine Erstsprache oder andere Sprachen beim Vokabellernen zu verwenden?
 - ☐ Sehr nützlich
 - ☐ Eher nützlich
 - ☐ Neutral
 - ☐ Eher nicht nützlich
 - ☐ Gar nicht nützlich

Teil 3: Erfahrung mit mehrsprachigen Vokabelprotokollen

1. Wie oft nutzt Du Vokabelprotokolle?
 - ☐ Täglich
 - ☐ Mehrmals die Woche
 - ☐ Manchmal
 - ☐ Selten
2. Welchen Teil der Vokabelprotokolle fandest Du am nützlichsten? (Wähle eine Option aus.)
 - ☐ Übersetzung(en)
 - ☐ Ähnliche Worte finden
 - ☐ Eigene Definitionen schreiben
 - ☐ Zeichnungen
 - ☐ Alles

3. Wie sehr hat Dir das Vokabelprotokoll geholfen, neue Wörter zu lernen?
- ☐ Sehr
 - ☐ Ein wenig
 - ☐ Neutral
 - ☐ Nicht viel
 - ☐ Gar nicht
4. Fühlst Du Dich sicherer beim Englischsprechen, seit Du die Vokabelprotokolle nutzt?
- ☐ Ja, viel sicherer.
 - ☐ Ja, ein bisschen sicherer.
 - ☐ Kein Unterschied
 - ☐ Unsicherer.

Teil 4: Mehrsprachiges Bewusstsein

5. Findest Du, dass Dir die anderen Sprachen, die du sprichst, helfen Englisch besser zu verstehen?
- ☐ Ja, sehr.
 - ☐ Ja, ein wenig.
 - ☐ Neutral
 - ☐ Nicht wirklich
 - ☐ Gar nicht
6. Sind Dir Ähnlichkeiten aufgefallen zwischen den Sprachen während du die Vokabelprotokolle angefertigt hast?
- ☐ Sehr oft
 - ☐ Manchmal
 - ☐ Selten
 - ☐ Nie

**Umfrage Forschungsprojekt
Mehrsprachigkeit und
Vokabelprotokolle**



7. Gefällt es Dir auf diese Weise Vokabel zu lernen? Warum (nicht)?

8. Was hat dir gefallen am Vokabelprotokoll?

9. Was fandest du schwierig am Vokabelprotokoll?

Vielen Dank für Deine Teilnahme!

2.2 Post-Intervention Questionnaire

Umfrage Forschungsprojekt Mehrsprachigkeit und Vokabelprotokolle



Vielen Dank, dass du an dieser Umfrage teilnimmst!

Diese Umfrage ist Teil meines Forschungsprojekts zu mehrsprachigen Vokabelprotokollen. Ich möchte herausfinden, wie dir das Projekt gefallen hat und ob das Vokabelprotokoll dein Lernen erleichtert hat.

Wichtige Hinweise:

- Deine Antworten bleiben anonym und werden nur für dieses Projekt verwendet.
- Die Ergebnisse haben keinen Einfluss auf Deine Schulnoten.

Teil 1: Über das Projekt

1. Wie hat dir das Projekt gefallen?

Teil 2: Über das Vokabellernen und das Vokabelprotokoll

1. In der ersten Umfrage hast du angegeben, dass du Vokabeln auf eine der folgenden Weisen lernst (z. B. Karteikarten, Übersetzen, Schreiben). Hat sich durch das Projekt etwas daran geändert?

- ☐ Ja, ich habe neue Methoden gelernt.
- ☐ Ein bisschen, aber ich lerne noch ähnlich wie vorher.
- ☐ Nein, ich lerne immer noch gleich.

2. Wenn sich deine Lernmethode geändert hat, welche benutzt du jetzt?

3. Wie nützlich findest du es jetzt, deine Erstsprache oder andere Sprachen beim Vokabellernen zu verwenden?

- ☐ Sehr nützlich
- ☐ Eher nützlich
- ☐ Neutral
- ☐ Eher nicht nützlich
- ☐ Gar nicht nützlich

**Umfrage Forschungsprojekt
Mehrsprachigkeit und
Vokabelprotokolle**



4. Welchen Teil des Vokabelprotokolls fandest du am hilfreichsten? (mehrere Antworten möglich)
- ☐ Deutsche Übersetzung
 - ☐ Übersetzung in andere Sprachen
 - ☐ Definition
 - ☐ Sätze schreiben
 - ☐ Zeichnung

Teil 3: Mehrsprachigkeit und mehrsprachiges Bewusstsein

5. Wie sehr hat dir das Vokabelprotokoll geholfen, neue Wörter zu lernen?
- ☐ Sehr
 - ☐ Ein wenig
 - ☐ Neutral
 - ☐ Nicht viel
 - ☐ Gar nicht
6. Sind dir beim Arbeiten mit dem Protokoll Ähnlichkeiten zwischen Sprachen aufgefallen?
- ☐ Sehr oft
 - ☐ Manchmal
 - ☐ Selten
 - ☐ Nie

Teil 4: Über Lernstrategien und Motivation

1. Hast du neue Strategien gelernt, um Wörter besser zu behalten? Wenn ja, welche?

2. Würdest du das Vokabelprotokoll auch für andere Fächer oder Sprachen nutzen?
- ☐ Ja
 - ☐ Nein

Vielen Dank für Deine Teilnahme!

2.3 Interview Questions

1 Wie genau hast du das Vokabelprotokoll genutzt? Gab es eine Strategie, die du besonders mochtest?

(How exactly did you use the vocabulary log? Was there a strategy you particularly liked?)

2 Was war das Beste daran? Warum?

(What was the best part about it? Why?)

3 Gab es etwas, das du schwierig fandest oder nicht mochtest? Warum?

(Was there anything you found difficult or didn't like? Why?)

4 Wie würdest du das Protokoll verbessern, wenn du es selbst gestalten dürftest?

(How would you improve the log if you were allowed to design it yourself?)

3 MVL template

Date:

Name:

VOCABULARY LOG

WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____

WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____

WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____

WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____

WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____

WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____



WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____



WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____



WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____



WORD: _____
GERMAN TRANSLATION: _____
TRANSLATION(S): _____
DEFINITION: _____
EXAMPLE SENTENCE: _____



4 MVL example

4.1 Student Example 1

Date: 23.1. Name: _____

VOCABULARY LOG #3

WORD: honestly

GERMAN TRANSLATION: ehrlich; wirklich

TRANSLATION(S): Wenn jemand die Wahrheit sagt.

DEFINITION: honestly

EXAMPLE SENTENCE: Honestly, my brother is Superman.



WORD: instead

GERMAN TRANSLATION: stattdessen

TRANSLATION(S): Wenn du etwas mehr magst, als das andere.

DEFINITION: unseres Toga

EXAMPLE SENTENCE: I don't like spiders instead I like cats.



WORD: to be ashamed

GERMAN TRANSLATION: sich schämen

TRANSLATION(S): Wenn man etwas falsch gemacht hat.

DEFINITION: schämen

EXAMPLE SENTENCE: Angela is ashamed of her self.



WORD: excuse

GERMAN TRANSLATION: Ausrede

TRANSLATION(S): Wenn du dir etwas ausdenkst, was nicht wahr ist.

DEFINITION: ausreden

EXAMPLE SENTENCE: I'll make an excuse.



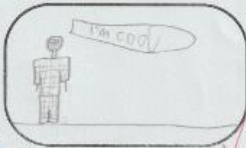
WORD: truth

GERMAN TRANSLATION: Wahrheit

TRANSLATION(S): Wenn jemand ehrlich ist

DEFINITION: istina

EXAMPLE SENTENCE: The truth is, that I am spiderman.



WORD: to get into trouble
 GERMAN TRANSLATION: in Schwierigkeiten geraten, Ärger bekommen
 TRANSLATION(S): Wenn du etwas nicht gemacht hast!
 DEFINITION: upstirren u. nerven
 EXAMPLE SENTENCE: Ana gets into trouble.



WORD: fancy dress party
 GERMAN TRANSLATION: Kostümparty
 TRANSLATION(S): Wo man sich verkleidet.
 DEFINITION: X Es gibt kein Wort dafür!
 EXAMPLE SENTENCE: There are lot of people at the dress party.



WORD: disappointment
 GERMAN TRANSLATION: Enttäuschung
 TRANSLATION(S): Wenn jemand die Hoffnung verliert.
 DEFINITION: razočaranie
 EXAMPLE SENTENCE: The hotel was a disappointment.



WORD: row
 GERMAN TRANSLATION: (Sitz-) Reihe
 TRANSLATION(S): In welcher Reihe man sitzt
 DEFINITION: red. redista
 EXAMPLE SENTENCE: I sit in the first row.



WORD: sold out
 GERMAN TRANSLATION: ausverkauft
 TRANSLATION(S): Wenn es das nicht mehr zum kaufen gibt.
 DEFINITION: razprodato
 EXAMPLE SENTENCE: The shampoo is sold out.



4.2 Student Example 2

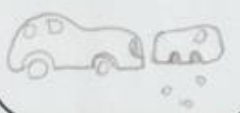
Date: _____ Name: Send

VOCABULARY

LOG #4

WORD: to be worried
 GERMAN TRANSLATION: besorgt sein
 TRANSLATION(S): Endiselenne
 DEFINITION: Es ist so z.B. jemand ist schon lange nicht ^{nach} Hause gekommen
 EXAMPLE SENTENCE: I'm always worried.

WORD: to crash
 GERMAN TRANSLATION: einen Unfall haben, gegen etw.
 TRANSLATION(S): Crashen
 DEFINITION: eine Unfall
 EXAMPLE SENTENCE: Someone ^{who} crashed my car.



WORD: to get into trouble
 GERMAN TRANSLATION: Ärger bekommen
 TRANSLATION(S): Başlı belaya sokmak işi
 DEFINITION: Mit jemandem kämpfen
 EXAMPLE SENTENCE: You will get into trouble if you do that.



WORD: posh dress party
 GERMAN TRANSLATION: Kostüm party
 TRANSLATION(S): Süslü elbise partisi
 DEFINITION: Eine Party
 EXAMPLE SENTENCE: I am invited to my posh dress party.



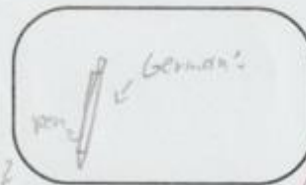
WORD: disappointment
 GERMAN TRANSLATION: Enttäuschung
 TRANSLATION(S): Kayıp kırılganlıca uğramis
 DEFINITION: Z.B. Wenn man eine schlechte Note bekommt und die Eltern nicht happy sind
 EXAMPLE SENTENCE: We are disappointed ^{about} in you.



/ A

WORD: German
GERMAN TRANSLATION: Deutsch
TRANSLATION(S): Almanac
DEFINITION: Spiele

EXAMPLE SENTENCE: What is ~~per~~ in German?



WORD: row
GERMAN TRANSLATION: (Stiz-) Reihe
TRANSLATION(S): Sind
DEFINITION: Kino Reihe

EXAMPLE SENTENCE: Was die ~~in~~ row 5.



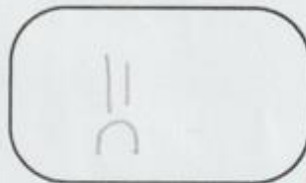
WORD: sold out
GERMAN TRANSLATION: ausverkauft
TRANSLATION(S): führend
DEFINITION: weg, nicht mehr da

EXAMPLE SENTENCE: All the tickets are sold out.



WORD: That's a pity
GERMAN TRANSLATION: Das ist schade
TRANSLATION(S): Das geht schief
DEFINITION:

EXAMPLE SENTENCE: That's a pity.



WORD: ticket
GERMAN TRANSLATION: Eintrittskarte, Ticket
TRANSLATION(S): Bilet
DEFINITION:

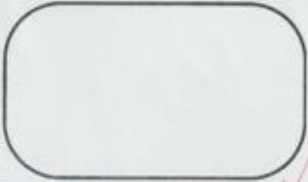
EXAMPLE SENTENCE: I have a ticket to the concert. Yay.



4.3 Student Example 3

Date: 25.2.2025 Name: Ana

VOCABULARY LOG #7

WORD: <u>pancakes</u> GERMAN TRANSLATION: <u>Palatschinken, Pfannkuchen</u> TRANSLATION(S): <u>Palatschinken</u> DEFINITION: _____ EXAMPLE SENTENCE: <u>My sister loves pancakes.</u>	
WORD: <u>apple juice</u> GERMAN TRANSLATION: <u>Apfelsaft</u> TRANSLATION(S): <u>sok od jabuke</u> DEFINITION: <u>Gepresste Apfel</u> EXAMPLE SENTENCE: <u>My brother always orders apple juice in a restaurant.</u>	
WORD: <u>cheesecake</u> GERMAN TRANSLATION: <u>Käsekuchen, Topfenkuchen</u> TRANSLATION(S): _____ DEFINITION: _____ EXAMPLE SENTENCE: <u>Last year, I bought my mom a cheesecake for her birthday.</u>	
WORD: <u>rice pudding</u> GERMAN TRANSLATION: <u>Milchreis</u> TRANSLATION(S): _____ DEFINITION: <u>Reis in Milch aufgekocht.</u> EXAMPLE SENTENCE: <u>My mom doesn't like it when I buy some rice pudding, she wants to make it her self.</u>	
WORD: <u>pumpkin pie</u> GERMAN TRANSLATION: <u>Kürbis kuchen</u> TRANSLATION(S): <u>kolac od tikve / budava</u> DEFINITION: <u>Kuchen mit Kürbis gefüllt</u> EXAMPLE SENTENCE: <u>I never tried pumpkin pie.</u>	

Ana

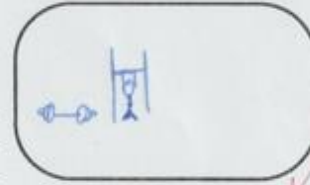
WORD: mineral water
GERMAN TRANSLATION: Mineralwasser
TRANSLATION(S): Kisela voda
DEFINITION: Wasser mit Kohlensäure
EXAMPLE SENTENCE: I don't like mineral water.



WORD: chocolate ice cream
GERMAN TRANSLATION: Schokoladen Eis
TRANSLATION(S): Čokoladni sladoled
DEFINITION:
EXAMPLE SENTENCE: My brother's favorite ice cream is chocolate ice cream.



WORD: gym
GERMAN TRANSLATION: Turnhalle; Fitnesscenter
TRANSLATION(S): Fitnessstudio
DEFINITION: Ein Saal, wo man Turngeräte ausprobiert
EXAMPLE SENTENCE: I have been to the gym.



WORD: delivery
GERMAN TRANSLATION: Lieferung
TRANSLATION(S):
DEFINITION:
EXAMPLE SENTENCE: I am waiting for my delivery.



WORD: crane
GERMAN TRANSLATION: Kran
TRANSLATION(S):
DEFINITION:
EXAMPLE SENTENCE: A crane is very high.



5 Vocabulary Revision Tests

5.1 Vocabulary Revision Test 1

Name: _____

Vocabulary Revision

1. Write sentences with the following words!

___ / 6

slow

to cross

second

2. Translate the following words!

___ / 8

to go straight on	
	einfach
to change trains	
to bother	
	Marktplatz
	unterbrechen
	höflich
airport	

14 - 11 | 10 - 7 | 7 >

5.2 Vocabulary Revision Test 2

Name: _____

Vocabulary Revision

1. Write sentences with the following words!

___ / 6

actually

to care

middle

2. Translate the following words!

___ / 8

to be afraid (of)	
	vertrauen
absolutely	
although	
	Tor
	unten; unterer/untere/unteres
	Fahrt
to be good at sth.	

14 - 11 | 10 - 7 | 6 >

5.3 Vocabulary Revision Test 3

Name: _____

Vocabulary Revision

1. Write sentences with the following words!

___ / 6

instead

to be worried

truth

2. Translate the following words!

___ / 8

honestly	
	besorgt sein
to be ashamed	
to get into trouble	
	Ausrede
	sich entspannen
	einen Unfall bauen, gegen etw. prallen
That's a pity.	

14 - 11 | 10 - 7 | 6 >

5.4 Vocabulary Revision Test 4

Name: _____

Vocabulary Revision

1. Write sentences with the following words!

___ / 6

completely

to complain

to miss

2. Translate the following words!

___ / 8

straightaway	
	einige, mehrere
delivery	
refund	
	sicher, gewiss
	einschenken, schütten
	Stück, Scheibe
to drop	

6 Graphs Multilingualism in Austrian Schools

