

THIRD LANGUAGE LEARNING, TRILINGUALISM AND MULTILINGUALISM: A REVIEW

Fotini Anastassiou
Department of Special Education
University of Thessaly/Hellenic
Open University
GREECE

Georgia Andreou
Department of Special
Education
University of Thessaly/
Hellenic Open University
GREECE

Maria Liakou
Department of Special
Education
University of Thessaly/
Hellenic Open University
GREECE

ABSTRACT

Ever since the importance of multilingualism has been largely acknowledged more and more research is being conducted on the acquisition and learning of a third language (L3). This is mainly because of the vast mobility of populations between countries and mixed marriages (Barnes 2005). Since multilinguals are far more compared to monolinguals in the world (Tucker 1998) it is just as important to investigate the way bilinguals use their languages while still in the process of learning their third language. A child's ability to communicate in more than one language is surely a more complex ability and thus represents a complex phenomenon too. This phenomenon entails acquiring more than one grammatical system as well as language learning processes that are not part of a single vacuum.

Keywords: Bilingualism, trilingualism, multilingualism, third language learning, children, English as a third language, beneficial effect.