

Programme

DAY 1	
9-9-15	Opening Remarks
9.15-10.15	Keynote 1 – Education : Rowena Kasprovicz
10.15-10-30	Coffee break
	SESSION 1: EDUCATION
10.30-11	Raees Calafato. Teaching multiple foreign languages: classroom practices of multilingual teachers in Norway and Russia
11-11-30	Eowyn Crisfield and Aaron Deupree. Translanguaging pedagogy in a multilingual boarding school: small answers to big questions
11.30-12	Christopher Martin. Modern Foreign Language Learning: the impact of parental orientations on student motivation
11.30-12	Valeria Agostini, Ian Apperly and Andrea Krott. The earlier, the smarter. Socio-cognitive advantages of learning a new language in Early Years of school
12-14	Lunch and poster session 1
	SESSION 2: MIGRATION
14-14.30	Susan Joffe. An adult migration model of second language motivation
14.30-15	Vanessa Piccoli. Using digital tools in healthcare interactions with asylum seekers
15-15.30	Konstantina Olioumtsevits, Despina Papadopoulou and Theodoros Marinis. Vocabulary learning in migrant and refugee children: teaching and assessment approaches
15.30-16	Tony Capstick. Migration literacies in Pakistan and the UK: a discourse-ethnographic approach to transnational literacies
16-16.30	Coffee break and poster session 1
DAY 2	
9.15.10.15	Keynote 3 – Language & Literacy: João Verissimo
10.15-10-30	Coffee break
	SESSION 3: LANGUAGE AND LITERACY
10.30-11	Noorin Rodenhurst and Kate Messenger. Socioeconomic and age differences in monolingual and bilingual children's sentence interpretation
11-11-30	Osmer Balam, Usha Lakshmanan and M. Carmen Parafita Couto. Gender assignment strategies among Spanish/English simultaneous bilingual children
11.30-12	Gunnar Jacob, Moritz Schaeffer, Katharina Oster, Silvia Hansen-Schirra and Shanley Allen. 'Do what you are told' or 'Do what you are primed for'? - A cross-linguistic structural priming study with trained translators
12-12.30	Rhona Amos, Kilian Seeber, Martin Pickering and Robert Hartsuiker. Prediction during consecutive interpreting in noise
12.30-14	Lunch and poster session 2
	SESSION 4: HEALTH

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14-14.30	Arpita Bose, Yesi Cheng, Ranita Nandi, Aparna Dutt, Abhijeet Patra and Niladri Dash. Narrative production characteristics in Bengali-English bilinguals with post-stroke aphasia and Alzheimer's disease
14.30-15?	Isabel Ortigosa and Azucena García Palacios. The foreign language effect on Exposure Therapy in phobias
15-15.30	Marco Calabria, Nicholas Grunden, Federica Iaia and Carmen García Sánchez. Interference and facilitation in phonological encoding: two sides of the same coin? Evidence from bilingual aphasia
15.30-16	Roberto Filippi and Peter Bright. A developmental approach to bilingual research: The effects of multi-language experience from infancy to old Age
16-16.30	Coffee break and poster session 2
DAY 3	
9-10	Coffee on arrival and poster session 3
10-11	Keynote 4 - Neuroscience: Minna Lehtonen
11-11.30	Christos Pliatsikas, Lotte Meteyard, Joao Verissimo, Vincent Deluca and Michael Ullman. The effects of bilingualism on brain development from early childhood to young adulthood
11.30-12	Elly Koutamanis, Gerrit Jan Kootstra, Ton Dijkstra and Sharon Unsworth. Language co-activation in the simultaneous bilingual child's lexicon: a primed eye-tracking study
12-12.30	Valerie Shafer, Tanja Rinker, Sarah Kresh, Miwako Hisagi and Eve Higby. Neural measures of encoding and discrimination of American English vowels by Japanese, Russian and Spanish second language learners of English
12.30-13	Evelyn Bosma and Leticia Pablos. Switching direction modulates the engagement of cognitive control in bilingual reading comprehension: an ERP study
13-14.30	Lunch and poster session 3

Poster session 1 (23 June):

Jasmijn Bosch, Ianthi Tsimpli and Maria Teresa Guasti. Using English as the medium of instruction; a case study investigating language and learning outcomes of children in the Maldives

Holly Joseph and Jeanine Treffers-Daller. Incidental word learning during reading in children who speak English as an additional language: evidence from eye movements

Wenhsien Yang. Toward a bilingual country: developing learners' intercultural awareness in CLIL approach at Taiwan tertiary level

Mariam Komeili, Theodoros Marinis and Parvaneh Tavakoli. Effects of internal and external factors on the language skills of Farsi English bilingual children

Faidra Faitaki and Victoria Murphy. The linguistic outcomes of Greek children learning English as a foreign language at preschools

Eloi Puig-Mayenco, Susagna Tubau and Jason Rothman. Language dominance: a factor modelling L3 developmental trajectories

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Carmen Hevia-Tuero, Sara Incera and Paz Suárez-Coalla. Spanish children learning English: how do grapheme consistency and complexity influence letter detection

Daisy Powell, Tze Peng Wong and Rachel Pye. Orthographic learning and decoding skills in Malay-English bilingual children

Joanna John, Gabriella Rundblad and Jill Hohenstei. Fine-grained patterns of language use contribute to variance in bilingual activation

Francesca D'Angelo. The additive effects of bilingualism on third or additional language acquisition: the role played by metalinguistic awareness

Mathilde Chailleux, Jasmijn Bosch, Jia'En Yee, Maria Teresa Guasti and Fabrizio Arosio. Prediction on the basis of gender and number in Mandarin-Italian bilingual children

Merel Muylle, Sarah Bernolet and Robert Hartsuiker. Are representations of frequent syntactic structures shared before less frequent ones? An artificial language learning study

Anna-Lena Scherger. Adult bilingual speakers' production, comprehension and processing speed of German ditransitive structures

Hiroki Fujita and Ian Cunnings. Syntactic ambiguity and misinterpretation in non-native sentence processing: evidence from structural priming

Anusha Balasubramanian and Arpita Bose. Does print exposure impact a bilingual's narrative ability?

Margreet Vogelzang, Anusha Balasubramanian, Ianthi Tsimpli, Lina Mukhopadhyay and Minati Panda. Multilingualism and multiliteracy: examining reading skills and reading comprehension in multilingual India

Christine Meng. The moderating roles of executive functioning and socioeconomic status in kindergarten readiness for monolingual children and bilingual children: evidence from ECLS-K

Cloe Zeidan and Eleonora Rossi. How individual difference measures inform event processing in monolingual and early and late bilingual speakers.

Silvia Sánchez Calderón and Raquel Fernández Fuertes. Child first language acquisition of English dative alternation from a biological gender approach

Toms Voits, Holly Robson, Jason Rothman and Christos Pliatsikas. The effects of bilingualism on the structure of the hippocampus and on memory performance in ageing bilinguals

Enikő Biró. Bilingualism effect on executive control in Multiple Sclerosis patients

Jean Mathieu Tsoumou. Politics, language and computer-mediated communication: shaping sociolinguistic practices in Congo-Brazzaville

Matthew Sung. Multilingual language practices, ideologies and identities: the case of Mainland Chinese university students in Hong Kong

Irina Stan. Effects of bi-literacy on L3 phonological awareness and reading skills: the case of Romanian heritage speakers in Italy

Poster session 2 (24 June):

Orsolya Bilgory-Fazakas and Sharon Armon-Lotem. The impact of parental sociolinguistic attitudes on family language policy

Jasmijn Bosch and Francesca Foppolo. The role of reading and vocabulary in bilingual children's linguistic prediction

Felicity Parry and Eirini Sanoudaki. Teachers' recognition of language disorders in EAL pupils: exploring perceptions

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Karen Rose and Elinor Saiegh-Haddad. Factors influencing parental satisfaction of school support for bilingual children with dyslexia

Zakiyah Alsiddiqi and Vesna Stojanovik. The relationship between the oral language skills and emergent literacy skills in Saudi Arabic speaking preschoolers

Suzanne Dekker. Who really speaks like that? Students' implicit and explicit attitudes towards multilingualism in education

Hiroki Fujita, Yesi Cheng and Ian Cunnings. Structural constraints and prediction in non-native sentence processing: evidence from pronoun resolution

Antje Stoehr and Clara D. Martin. L1 grapheme-to-phoneme mappings influence L2 speech sound learning in production and perception

Valeria Rigobon, Daniel Abes, Ashley Edwards, Nuria Gutierrez, Laura Steacy and Don Compton. Bilinguals' orthographic representations: how does cognate knowledge contribute to accurate English word spelling?

Marie-France Champoux-Larsson and Alexandra S Dylman. Emotionality of taboo words in Swedish-English bilingual young and older adults

Adel Chaouch-Orozco, Jorge González Alonso and Jason Rothman. Potential proxies of subjective word frequency and its effects on masked translation priming

Anamaria Bentea and Theodoros Marinis. Processing and production of multiple wh-questions in Romanian heritage children

Angela de Bruin, Liv J. Hoversten and Clara D. Martin. Why does a trilingual's second language experience more interference from a third than first language? Examining cross-language intrusions and inhibition during trilingual production

Nadine Kolb and Marit Westergaard. Investigating early stages of L3 acquisition

Enikő Biró. Individualised multilingualism online – hidden principles of Facebook language practices

Sarah von Grebmer zu Wolfsturn, Leticia Pablos Robles and Niels Schiller. Cross-linguistic interference of grammatical gender in German and Italian late learners of Spanish: the role of gender congruency and cognate status

Leigh Fernandez and Shanley Allen. Word skipping by late L2 speakers of English: the effects of word length, predictability, spelling skills, and proficiency.

Yesi Cheng, Jason Rothman, Ian Cunnings, Zoe Schlueter and David Miller.

Neurophysiology of syntactic and lexical processing in L1 and L2: ERP evidence from unquantified vs. quantified non-local agreement violations

Brittany Blankinship and Thomas Bak. Language changes in later life

Nusrat Begum and Sweta Sinha. Multilingualism and language attitudes: a case study of linguistic hegemony in India

Christiana Themistocleous and Çise Çavuşoğlu. Experiencing multilingualism in the linguistic landscape of borderline communities affected by conflict: an ethnographic approach

Poster session 3 (25 June)

Theodora Papastefanou, Theodoros Marinis and Daisy Powell. Language and word-level reading development in Greek-English bilingual children at primary school: a cross-sequential study

Aleksandra Syczewska and Ulla Licandro. Second language acquisition in early child education and care: the role of children's Initiatives

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Haifa Alhumaid, Jane Setter and Daisy Powell. The role of phonemic coding and orthography in learning novel phonemes in Arabic as a second language

Mara van der Ploeg, Louisa Richter, Tom Koole and Merel Keijzer. Describing the third-age language learning classroom

Naomi Flynn, Annela Teemant and Kara Mitchell Viesca. Teachers' successful practices for multilingual learners in the UK and the US: finding common ground

Vincent Boswijk, Hanneke Loerts, Matt Coler and Nanna Hilton. The cognate facilitation effect in Frisian-Dutch bilinguals

Shatha Alaskar. Feature reassembly of morphosyntactic and semantic features in L2 acquisition of aspect by Arabic and English speakers: a bidirectional study

Francesco Cavallaro and Bee Chin Ng. Language practices in multilingual families

Anna Mitrowska, Aleksandra Siemieniuk and Natalia Banasik-Jemielniak. What language should we speak at home? Challenges in establishing family language policies faced by Polish-speaking mothers living in the United States

Joanna Porkert, Hanneke Loerts, Anja Schüppert and Merel Keijzer. Can a trucker be a woman? - On the effects of bilingualism and personal attitudes on cognitive flexibility and the processing of implicit gender stereotypes

George Pontikas, Ian Cunnings and Theodoros Marinis. Language processing in bilingual children: evidence from garden-path sentences

Megan Hutto. Press rightward-facing triangle: metaphor and cross-cultural semiotics in phone applications

Yanling Zhou. The importance of oral language skills at the onset of biliteracy (Chinese-English) learning in L1 and L2 Chinese speaking kindergarteners in Hong Kong

Odelya Ohana and Sharon Armon-Lotem. Using a multicultural questionnaire to assess the language of bilingual English-Hebrew speakers

Raffaele Dicataldo and Maja Roch. Are the effects of variation in bilingual exposure and socioeconomic status on language and cognitive abilities independent in preschool children?

Dimitra Lazaridou-Chatzigoga and Petros Karatsareas. L1 attrition and linguistic purism among highly educated Greek speakers in London

Anna Jessen, Lara Schwarz and Claudia Felser. Resolving number agreement conflicts with pseudopartitives in L2 German

Hanneke Loerts and Jelle Brouwer. Blind auditions: measuring implicit accent stereotypes at the neural level

Munassir Alhamami. Multilingualism in Saudi hospitals: superdiversity and communication barriers

Jeanine Treffers-Daller, Zehra Ongun, Julia Hofweber and Michal Korenar. Explaining individual differences in Executive Functions performance in multilinguals: the impact of code-switching and alternating between Multicultural Identity Styles