**Programme**

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| **DAY 1** | |
| 9-9-15 | Opening Remarks |
| 9.15.10.15 | **Keynote 1 – Education : Rowena Kasprowicz** |
| 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 |
| Offline | **Christopher Martin.** Modern Foreign Language Learning: the impact of parental orientations on student motivation |
| 11.30-12 | **Valeria Agostini,**[**Ian Apperly**](http://www.ianapperly.eclipse.co.uk/)**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**](http://www.icar.cnrs.fr/membre/vpiccoli/)**.** 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 |
| Offline | **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** |
| 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 effect of foreign language in fear extinction |
| 15-15.30 | [**Marco Calabria**](http://marcocalabria.cat)**, 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**](https://iris.ucl.ac.uk/iris/browse/profile?upi=RFILI07)**and**[**Peter Bright**](https://aru.ac.uk/people/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**](https://christoslab.wordpress.com/)**, 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**](https://www.universiteitleiden.nl/medewerkers/evelyn-bosma)**and**[**Leticia Pablos**](https://www.universiteitleiden.nl/en/staffmembers/leticia-pablos-robles#tab-1)**.** 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

**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

**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 Wolfsthurn, 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

**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