



BILINGUALISM MATTERS INTERNATIONAL NETWORK

1. Edinburgh, UK (2008)	14. Rutgers, USA
2. Tromsø, Norway (2011)	15. Trondheim, Norway (2016)
3. Thessaloniki, Greece (2012)	16. California, USA (2017)
4. Trento, Italy	17. Granada, Spain (2018)
5. Siena, Italy (2013)	18. East of England, UK
6. Reading, UK	19. Ramat Gan, Israel
7. Konstanz, Germany (2014)	20. Tübingen, Germany
8. Milan, Italy	21. Poznań, Poland
9. Rijeka, Croatia	22. Kraków, Poland
10. Netherlands	23. Chicago, USA (2019)
11. Penn State, USA	24. South Carolina, USA
12. Nantes, France (2015)	25. Hong Kong, China
13. Vitoria-Gasteiz, Spain	

www.bilingualism-matters.org.uk

Bilingualism Matters

Research Symposium 2019

Saturday 21st September 2019, 09:00 to 17:45
 Outreach Centre, University of Edinburgh Holyrood Campus

Overview

Bilingualism Matters

Bilingualism Matters is a research and information centre founded by Professor Antonella Sorace in 2008 at the University of Edinburgh. We study bilingualism and language learning, and communicate what we know to enable people to make informed decisions based on scientific evidence. We believe that real change happens through dialogue between researchers and the community. We work in partnership with parents, teachers, health professionals, policy makers and employers to help create impact in people's daily lives.

International Network

The model created at Edinburgh has proved popular and we now head a rapidly growing network of over 20 branches around the world. All branches exist in order to engage the public with the latest research about bilingualism and operate slightly differently in order to accommodate the specific needs of the local communities.

Research Symposium

The 2019 Symposium aims to provide an opportunity for researchers from across our Bilingualism Matters international network and beyond to come together to share and exchange ideas on any aspect of bilingualism, with a focus on dissemination potential beyond the academic world.



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#BMRS2019



Keynote Presentation

Professor Ianthi Maria Tsimpli *Chair of English and Applied Linguistics*
University of Cambridge

Multilingualism in underprivileged contexts: effects on cognition and school skills

Multilingualism is the norm in India but variation across speakers is vast and includes variation in the number of home languages used, societal/community languages, official medium of instruction and actual language practices in the classroom. As language is the primary vehicle of education and learning, variation in any of the above measures of multilingualism can affect the language experience of the school child and have knock-on effects on the development of school skills (basic and higher literacy and numeracy), or cognition. Focusing on the data from 800 children from urban primary schools in Delhi and Hyderabad, all from deprived socioeconomic

backgrounds, I will try to disentangle which aspects of language experience (multilingualism) affect school skills and cognitive abilities of primary school children in India. Participants attend government primary schools in slum or non-slum urban areas and were assessed on mathematical reasoning, word, sentence and text reading, as well as non-verbal IQ, inhibition and complex working memory skills. Language practices in the classroom include the use of English, a regional language (Hindi or Telugu) and language mixing, and are evaluated against the official medium of instruction of the school. The child's home language(s) and their use in the classroom are factors which make up the multilingual profile of the child participant which seem to contribute independently to participants' linguistic, reasoning and cognitive skills.

Programme

09:00 – 09:30	REGISTRATION	
09:30 – 09:45	Welcome and opening remarks	
	SESSION 1A – Language & Cognition Facilitated by: Tanja Rinker, Bilingualism Matters Tübingen	SESSION 1B – Language, Society & Education Facilitated by: Tihana Kraš, Bilingualism Matters Rijeka
09:45 – 10:50	Suggestions for the screening of bilingual children at 30 months Allegra Cattani <i>University of Plymouth</i>	The impact of Bilingual Narrative Intervention (BINARI) on Vocabulary Size and Narrative Structure in Both Languages Carmit Altman, Minna Lipner, Peer Shlomo-Ahituv and Sharon Armon-Lotem <i>Bar Ilan University</i>
	Investigating disambiguation as mapping and retention constraint in monolingual and multilingual children - A developmental eye-tracking study Kate Repnik, Antonella Sorace & Vicky Chondrogianni <i>University of Edinburgh</i>	Monolingual and bilingual children's attitudes of language variation Anna Ghimenton and Vincent Arnaud <i>Université Lumière Lyon 2</i>
	Bilingual processing of grammatical gender Jasmjin Bosch, Francesca Foppolo and Mathilde Chailleux <i>Univeristy of Milano Bicocca</i>	Language, Place and Identity: exploring children's linguistic and cognitive development in heritage and community languages Tracey Peace-Hughes, Antonella Sorace, Bronwen Cohen, Philomena de Lima, Lynn Jamieson, Kay Tisdall, <i>University of Edinburgh</i> Gillian Munro, <i>University of the Highlands and Islands</i>
10:50 – 11:10	TEA/COFFEE BREAK	
	SESSION 2A – Language & Cognition Facilitated by: Abril Jimenez, Bilingualism Matters	SESSION 2B – Language, Society & Education Facilitated by: Thomas Bak, Bilingualism Matters Edinburgh
11:10 – 12:40	The Production of English Vowels by Italian High School Students Federica Saisi <i>University of Freiburg</i>	The use of the Fiuman dialect in the present and the past: Implications for language maintenance Masa Pleskovic, Tihana Kras and Branka Drljaca Margic <i>University of Rijeka</i>
	Mind the gap. Developing lexical abilities in a minority L2 through immersion education: The case of English-speaking children in Gaelic-medium education Vicky Chondrogianni and Morna Butcher, <i>University of Edinburgh</i> Maria Garraffa, Heriot-Watt University	Linguistic practices and profile of heritage speakers of an endangered language: the case of Vlach Aromanian speakers in Greece Alexandra Prentza, <i>University of Ioannina</i> Maria Kaltsa, <i>Aristotle University of Thessaloniki</i>
	How are metaphors processed by L2 speakers at the neural level? And do they evoke affective responses?	A prognosis for Sámi in Norway: Schools as the key to revitalization Øystein A. Vangsnes

	Francesca M.M. Citron, Nora Michaelis and Adele E. Goldberg <i>Lancaster University</i>	<i>UiT The Arctic University of Norway</i>
	Heritage Spanish bilingual children and the acquisition of null subjects: The case of immersion schooling Liliana Sánchez, Jennifer Austin, Michele Goldin, Esther Hur, Abril Jimenez and Julio Cesar López Otero <i>Rutgers University & Davidson College</i>	Uneasy cohabitation and silent treatment: multilingualism and monoglossic ideologies Charles Brasart <i>Université de Nantes</i>
12:40 – 13:40	LUNCH (in Level's Café on premises)	
13:40 – 14:40	POSTER SESSION	
	SESSION 3A – Language & Cognition Facilitated by: Georgia Fotiadou, <i>Bilingualism Matters Thessaloniki</i>	SESSION 3B – Language, Society & Education Facilitated by: Francesca Foppolo, <i>Bilingualism Matters Milan</i>
14:40 – 15:45	How do you get there from here? Using neural networks to quantify L2 learnability Clara Cohen, Catherine Higham and Syed Waqar Nabi <i>University of Glasgow</i>	Teachers' successful practices for multilingual learners (MLLs) in the UK and the US: similarities and differences Naomi Flynn <i>University of Reading</i>
	Investigating the relationship between bilingualism and perspective taking skills in adulthood Berengere Digard, Antonella Sorace, Andrew Stanfield and Sue Fletcher- Watson <i>University of Edinburgh</i>	Multilingual classrooms and monolingual mindsets? Tanja Rinker, <i>Catholic University Eichstätt-Ingolstadt</i> Erkam Ekinci, <i>University of Konstanz</i>
	Attentional control in bilingualism: An exploration of the effects of trait anxiety and rumination on inhibition Julia Ouzia, Peter Bright and Roberto Filippi <i>University College London</i>	Multilingualism in the teacher education – Results of a pilot study Slavica Stevanovic and Eva-Larissa Maiberger <i>University of Tübingen</i>
15:45 – 16:00	TEA/COFFEE BREAK	
16:00 – 16:45	KEYNOTE LECTURE	
16:45 – 17:35	DISCUSSION	
17:35 – 17:45	CLOSING REMARKS	
19:30	CONFERENCE DINNER (CIAO ROMA SOUTH BRIDGE)	

Poster Presentations

Title	Authors
Geminate attrition in Italian-English bilinguals residing in Glasgow: an acoustic and perceptual study	Pasquale Giuseppe Mandara
The use of focus prosody by L1 English speakers and Mandarin-English bilinguals	Ellen Broselow, Jiwon Hwang, Hyunah Baek, Chikako Takahashi and Alex Hong-Lun Yeung
A Psycholinguistic Approach to Backward Transfer of Glaswegian English on Hindi and Indian English	Divyanshi Shaktawat
When a foreign language interferes with your native language: The relationship between L2 acquisition and L1 attrition in English-Italian and Italian-English bilinguals	Mattia Zingaretti
Parents' practices and attitudes towards Spanish as a heritage language in the UK and Ireland	Fernando Martín-Villena
'Teacher echoing' – Misconceptions of and reservations about a potential scaffolding technique	Svenja Kornher and Erkam Ekinci
Veneto-dialect and Italian speakers: bilinguals or bidialectals? Evidence from Picture-word Interference paradigm.	Giorgio Piazza, Eduardo Navarrete and Francesca Peressotti
Investigating cognitive switching costs in Orcadian Scots bidialectals	Ryan Kemp, Neil Kirk, Vera Kempe and Mathieu Declerck
Influences on the social use of the Welsh language by Year 6 and 7 Welsh medium school pupils	John Owen
Bilingualism as a handicap? Misconceptions of language adequacy in a familial speech of bilingual speakers in Pula (Croatia)	Violeta Moretti and Ana Mihaljević
Fluctuations in bilingual experience linked to executive control task performance and brain anatomy	Federico Gallo, Nikolay Novitskiy, Andriy Myachykov and Yury Shtyrov
Word recognition among French late learners of English: impact of language, modality and L1 reading efficiency	Camille Cornut, Gwendoline Mahe and Séverine Casalis
High English proficiency in Bulgarian-English bilinguals may hinder the comprehension of Bulgarian-accented English	Marie Dokovova, Robin Lickley and James Scobbie
Application of the Explicit Knowledge in Written L2 Production	Goran Maljan
Language immersion and executive functions	Lihua Xia, Thomas Bak, Antonella Sorace and Mariana Vega-Mendoza
On the Spanish sound system of heritage speaker and L2 nursing students	Rajiv Rao and Glenn Martínez
Community College English Policies Block Success for Forced Migrants	Astrid Lassila Smith
The effect of bilingualism on perspective abilities in autistic adults	Berengere Digard, Antonella Sorace, Andrew Stanfield and Sue Fletcher-Watson
The impact of bilingualism on the executive function skills of Arabic-English speaking children with autism spectrum conditions and their typically developing peers	Shereen Sharaan, Sue Fletcher-Watson and Sarah MacPherson