



ARISTOTLE  
UNIVERSITY OF  
THESSALONIKI

International Linguistic Spring School  
“**Multilingualism in educational contexts:  
Evidence from research outcomes**”  
23rd-24th March 2021  
Online virtual meeting  
University of Cologne &  
Aristotle University of Thessaloniki

**Description:**

This 2-day-long international spring school covers current methods and debates in the study of bilingual, second- and foreign-language learning in educational contexts. It is aimed at advanced BA- and MA-students that are interested in gaining both theoretical understanding and hands-on experience in the area of applied linguistic research in educational contexts. The language of instruction will be English and the sessions will be held online via zoom.

**Participants:** Advanced BA, MA and doctoral students in English Studies, Greek Philology and Linguistics from Cologne and Thessaloniki. If you are interested in participating but come from a different university, please get in touch with the organizers via our contact email!

**Organizing Host:** *Prof. Dr. Christiane Bongartz (Department of English, UoC), Prof. Dr. Despina Papadopoulou (Department of Linguistics, AUTH)*

**Organizing Committee:** *Prof. Dr. Christiane Bongartz (Department of English, UoC), • Natalia Nannou (Department of English, UoC), • Prof. Dr. Despina Papadopoulou (Department of Linguistics, AUTH), • Vasileia Skrimpa (Department of English, UoC)*

**Contact**

**If you wish to participate in our event please send an email to Natalia Nannou ([natnannou@gmail.com](mailto:natnannou@gmail.com)) to express your interest and receive the Zoom link.**

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## Program:

<b>Tuesday, 23rd March</b>	
<b>Zoom link:</b>	
16:00-16.15 (German time) 17:00-17:15 (Greek time)	<b>Official Welcome by the organizers and Dr. Johannes Müller</b> (Head of Department "International Science", University of Cologne)
16:15-16:30 (German time) 17:15-17:30 (Greek time)	<b>Book Launch (Prof. Jacopo Torregrossa)</b> <i>What's in a narrative? Variation in story telling at the interface between language and literacy.</i> Peter Lang.
16:30-17:30 (German time) 17:30-18:30 (Greek time)	<b>Prof. Jacopo Torregrossa</b> Multilingual teaching strategies and their positive effects on metalinguistic awareness and Theory of Mind <i>Chair (Maria Andreou)</i>
17:30-18:30 (German time) 18:30-19:30 (Greek time)	<b>Georgia Fotiadou &amp; Marina Mattheoudakis</b> Bilingualism Matters International Network: Me2Glosses (With 2 Languages), BM Thessaloniki <i>Chair (Despina Papadopoulou)</i>
<b>Wednesday, 24<sup>th</sup> March</b>	
<b>Zoom link:</b>	
10:50-11:00 (German time) 11:50-12:00 (Greek time)	<b>Opening</b>
11:00-12.00 (German time) 12:00-13:00 (Greek time)	<b>Konstantina Olioumtsevit, Despina Papadopoulou &amp; Theo Marinis</b> Refugee children in Greek primary education: Language skills and educational perspectives <i>Chair (Christiane Bongartz)</i>
12:00-13.00 (German time)	<b>Vasileia Skrimpa &amp; Natalia Nannou (University of Cologne)</b>

13:00-14:00 (Greek time)	Bilingual reference management strategies in typical and atypical populations: Evidence from reference production and comprehension.  <i>Chair (Maria Andreou)</i>
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### **Contributors (in alphabetical order):**

- Dr. Georgia Fotiadou (Department of Linguistics, Aristotle University of Thessaloniki)
- Prof. Dr. Theo Marinis (Department of Linguistics, University of Konstanz)
- Prof. Dr. Marina Mattheoudakis (Department of Theoretical and Applied Linguistics, Aristotle University of Thessaloniki)
- Natalia Nannou (PhD student, Department of English I, University of Cologne)
- Konstantina Olioumtsevit (PhD student, Department of Linguistics, Aristotle University of Thessaloniki)
- Prof. Dr. Despina Papadopoulou (Department of Linguistics, Aristotle University of Thessaloniki)
- Vasileia Skrimpa (PhD student, Department of English I, University of Cologne)
- Prof. Dr. Jacopo Torregrossa (Department of Romance Languages and Literature, Goethe University Frankfurt)

### **Abstracts (in order of appearance in the program):**

#### **Multilingual teaching strategies and their positive effects on metalinguistic awareness and Theory of Mind**

Jacopo Torregrossa<sup>1</sup>

<sup>1</sup>*Goethe University Frankfurt*

Some studies have challenged the view that bilingual programs should involve two different instructional routes, one for each language taught. At the same time, these studies have encouraged the development of pedagogical practices that involve bilingual children's whole linguistic repertoire during classroom activities (Carbonara & Scibetta 2020; Cummins 2019; García & Lin 2017).

Up to now, the benefits of multilingual pedagogies have been analyzed mostly from a sociolinguistic perspective (e.g., Allard 2017; Duarte 2019). However, it is not clear in how far exposure to multilingual education in school has positive effects on the development of children's linguistic and cognitive abilities.

This study aims to fill this gap. I will present the results of two studies, one on metalinguistic awareness and the other on Theory of Mind. The former shows that bilingual children's metalinguistic abilities are enhanced if the experiment is conducted in a bilingual mode. The second study aims to understand which factors account for a bilingual advantage in Theory of Mind. In particular, it shows that exposure to bilingualism at school (bilingual education) accounts for bilingual children's advantage in ToM, over and above their exposure to multiple languages outside school.

***Bilingualism Matters International Network:  
Me2Glosses (With 2 Languages), BM Thessaloniki***

Georgia Fotiadou<sup>1</sup> & Marina Mattheoudaki<sup>1</sup>

<sup>1</sup>*Aristotle University of Thessaloniki, Greece*

The ability to speak more than one language is not always valued or even supported. *Bilingualism Matters* (BM) is a network of academic institutions and organizations which share the commitment to make the latest, research-based evidence on multilingualism and language learning available and accessible to families, communities, and professionals in education, healthcare and policy-related fields. BM was established in 2008 at the University of Edinburgh, while between 2008 and 2021 around 30 BM branches have been launched internationally; *Me2Glosses* was launched in 2011 at the Aristotle University of Thessaloniki, Greece. The aim of this growing global network of experts is to communicate and disseminate facts about bilingualism and language learning and provide advice to interested parties, families, individuals and professionals, by offering consultancy or by organising workshops and training sessions. The members of the BM network also aim to create partnerships among them so as to engage in collaborative projects and carry out research that will translate into action in their respective local communities.

**Refugee children in Greek primary education: Language skills and educational perspectives**

Konstantina Olioumtsevit<sup>1</sup>, <sup>2</sup>Despina Papadopoulou & Theo Marinis<sup>3</sup>

<sup>1,2</sup>*Aristotle University of Thessaloniki*, <sup>3</sup>*University of Konstanz*

The refugee crisis beginning in 2015 brought with it a large proportion of children under the age of 12 among the arrivals to Greece. This has naturally led to a great number of refugee children entering formal Greek education during the last years – the largest proportion of which enrolled in primary education (Cholezas, 2018; UNHCR, 2020). The objective of the present talk is to systematically present the

linguistic and cognitive skills of children with a refugee background that are enrolled in Greek formal education.

Fifty-three pupils from eight school units of primary education in the region of Thessaloniki (Greece) participated in the study. The pupils were between the ages of 7 and 13 years and all attended Reception Classes during the school year 2019-2020. They completed a series of cognitive and linguistic tasks: An extensive literacy and language background questionnaire, the Raven's Coloured Progressive Matrices to assess their general intelligence, a Digit Backwards Task to examine their verbal working memory, the Diapolis Placement test to evaluate their L2 proficiency level, and a story retelling task (MAIN; Gagarina et al., 2012) to explore their L2 oral narrative skills. A teaching intervention study has also been conducted in order to explore the efficiency of three vocabulary teaching techniques. In our talk we will provide a detailed profile of the refugee children, as this has been revealed from the questionnaire data, and we will present their cognitive, lexical, grammatical and narrative skills. The findings will be discussed in relation to previous work on the acquisition of L2 Greek by bilingual children and their educational implications.

## References

- Cholezas, I. (2018). The education of refugee children in Greece. *Greek Economic Outlook*, 35, 38-43.
- Gagarina, N., Klop, D., Kunnari, S., Tantele, K., Välimaa, T., Balčiūnienė, I., Bohacker, U., & Walters, J. (2012). MAIN: Multilingual Assessment Instrument for Narratives. *ZAS Papers in Linguistics*, 56.
- United Nations High Commissioner for Refugees (UNHCR). (2020, May 28). *Greece sea arrivals dashboard*. Retrieved from <https://data2.unhcr.org/en/documents/download/76674>.

## **Bilingual reference management strategies in typical and atypical populations: Evidence from reference production and comprehension.**

Vasileia Skrimpa<sup>1</sup> & Natalia Nannou<sup>1</sup>

<sup>1</sup>University of Cologne

In this presentation we will give a brief overview of our ongoing doctoral research, the goals and perspectives, the methodologies and our future experimental directions of the projects in progress, namely reference management in simultaneous typical and atypical bilingualism. Referential choices have been found to reflect knowledge over the semantic representations of the referents as well as cognitive mechanisms, such as working memory, Executive Functions and

Theory of Mind, underlying the capacity to successfully and constantly update information within the discourse framework, keeping track of variations in the referential status. In addition, reference management mirrors the ability to mentalise and to discriminate the perspective of the hearer from the one of the speaker. Bilingualism has been associated with enhanced cognitive abilities and Executive Functions in both typically and atypically developing children, shaping their choices of referring expressions, both in production and comprehension. The first part of this presentation aims at demonstrating evidence of bilingualism effects on reference resolution of children with ASD. Bilingualism has also been linked with variability in the representation of a referent's prominence in production in typical populations. In the second part of the presentation referring expressions' use in typical bilingualism, specifically in Greek-German bilingual children, will be discussed in the context of a narrative production task. Possible referential choices in each of the children's two languages will be considered in an attempt to shed light on the differential reference management in this language combination.