

**Colloquium theme**

Supporting well-being as it relates to growing up and living in a language contact setting

POSTER SESSION 1, Friday May 13, 2022, 11:45 - 13:00

Xavier **Aparicio** (Laboratory CHArt, University of Paris Est, France)

What role could learning-to-read software play in the learning of French as a language of instruction for emergent bilingual pupils?

This research project examines the impact of the use of reading training software on the acquisition of French as a second language by emergent bilingual immigrant children with learning difficulties.

Frederik **Bissinger** (Stockholm University, Sweden)

Children's heritage language experiences and language use: Insights from a Lithuanian-Swedish patchwork family

The poster focuses on how two girls experience their heritage language. It illustrates how negative experiences greatly decrease children's motivation to use the language and emphasizes the importance of positive experiences for a harmonious bilingual development.

Sally **Cook** (Dept. of Applied Linguistics & Communication, Birkbeck College, University of London, UK)

From feeling broken to the road to empowerment: lived experience of using a second language in the healing journey of survivors of torture and organized violence

This qualitative and ethnographic study explores the meanings survivors of torture and organized violence ascribe to using a later-learned language. It focuses on rehabilitation and second language acquisition and use within a unique London-based therapeutic community.

Andrew **Fogarty** (Queens University, Belfast, UK)

An exploratory study into home minority language usage and maintenance in bilingual primary school children in Northern Ireland's growing multicultural community

This study details how parents at home and globally are attempting to maintain their home minority language in their children. It also highlights the lack of literature available for children that actively promotes the concept of being bilingual and its benefits.

Grace **Isaac** (Georgetown University, USA)

"It's not good for us": Teachers responding to online education during covid-19 in rural and tribal India

This study explores how teachers working with rural, tribal and first-generation school goers navigated the shift to online education during covid-19 in primary Hindi-medium schools in central India.

Marie **Leroy** & Maria **Ringler** (Fachzentrum Mehrsprachigkeit, Verband binationaler Familien und Partnerschaften, iaf e.V., Germany)

Fachzentrum Mehrsprachigkeit für Familien und Fachkräfte

Das Poster soll Ziele und Arbeit des Fachzentrums Mehrsprachigkeit vorstellen. Von welchen Erkenntnissen und Bedürfnissen gehen wir aus? Was sind unsere Ziele, unsere Zielgruppen und unsere Maßnahmen?

Sherez **Mohamed** (Mercyhurst University, USA)

[dʒ]ámame: Phonetic features of Arabic-Spanish bilinguals in Puerto Rico

This poster will examine the phonetic features in Arabic-Spanish bilinguals that are connected to the speaker's language dominance. Speakers' attitudes towards a foreign language accent will also be examined.

My **Nguyen** (Laboratory for the Neural Bases of Bilingualism, University of Houston, USA)

Cortical thickness is related to variability in bilingual language proficiency

This study proposes a new paradigm to examine language expertise and cortical thickness within bilinguals, and in addition between bilinguals and monolinguals. In general, results highlight the great variability within bilinguals and the relevance of language proficiency.

Mareen **Pascall**, Nina **Schwöbel** & Annick **De Houwer** (HaBilNet, Germany & Belgium)

HaBilNet - the Harmonious Bilingualism Network

HaBilNet is a philanthropic organization that promotes research on Harmonious Bilingualism. It aims at making sure the results of that research are widely disseminated both within and outside of academia. This poster explains how we try to accomplish this mission.

Marco **Santello** (University of Leeds, UK)

The theoretical acknowledgement of constraints in everyday life and its complications for translanguaging creativity

This work questions theoretically the conceptualisation of creativity in everyday life put forth by the translanguaging paradigm, considering Michel de Certeau's view of everyday language use within constraints.

Crissa **Stephens** (Georgetown University, USA)

Gathering the pieces: Narratives of bilingual identity across schools, hospitals, and home

This ethnographic case study traces a mother's experience of navigating the competing and often conflicting characterizations of one bilingual child's language-related needs with a focus on harmonious bilingualism.

He (Sabrina) **Sun** (Nanyang Technological University, Singapore)

Harmonious bilingual experience and family wellbeing

This study explores the relations between maternal language use, children's language use and competence, and maternal and children's social-emotional wellbeing and discusses the significance of a harmonious bilingual experience for children's and mothers' wellbeing.

Veronika **Timpe-Laughlin** (Educational Testing Service, Princeton, NJ and Bilingual Babies, USA)

From bilingual babies to plurilingual education in preschools

The poster outlines how personal experiences with raising bilingual children can impact and inform a research agenda and ultimately lead to new studies in areas that are very much under-researched.

Katie **Von Holzen** (English Linguistics, Technische Universität Braunschweig, Germany)

doyouunderstandwhatimsaying : How learners break into the speech stream

This project investigates the cues that support speech segmentation in ab initio and L2-learners and is subdivided into three themes: 1) speech modifications, specifically in infant- and foreigner-directed speech, 2) phonotactic cues, and 3) lexical transparency.

POSTER SESSION 2, Friday May 13, 2022, 14:45 - 16:00

Sandra **Ballweg** (Paderborn University, Germany)

Multilingual families as sites of language acquisition for parents

In multilingual families not only children, but also parents acquire languages. This poster presents an interview study with two multilingual families focusing on beliefs and practices around parental acquisition of the societal language and minority languages in the family.

Anja **Binanzer** (Leibniz Universität Hannover), Valentina **Cristante** (Goethe-Universität Frankfurt a.M.) & Verena **Wecker** (Westfälische Wilhelms-Universität Münster) (Germany)

Second language teaching and learning during the COVID-19 pandemic – Impacts of school closures and distance learning

This study of SLA teacher ratings on L2 teaching and learning during the COVID-19 pandemic in Germany shows that the shift from classroom lessons to distance learning has significantly affected teaching methods, language skills targeted in language courses and students' competencies in their L2.

Hilde **De Smedt** & Sofie **Verrijkt** (Foyer v.z.w. / PIM, Belgium)

Engage with multilingual families

Partners In Multilingualism (PIM) is a team that works with multilingual families with specific attention to low SES families. We support parents with advice on language choices and use and screen multilingual children for language delays and disorders in their home language.

Inga **Hilbig**, Vitalija **Kazlauskienė** & Eglė **Kačkutė** (Vilnius University, Lithuania)

Non-harmonious early bilingualism and mothers' well-being

This study explores Lithuanian migrant mothers' experiences with what they call "unsuccessful bilingualism" in their families, showing that parental psychological and emotional well-being plays an important but often overlooked role in minority language transmission.

Valérie **Kemp** (Université du Luxembourg, Luxembourg)

Young children's multiliteracy meaning-making: A case study in non-formal ECEC in Luxembourg

This poster illustrates different ways in which three-year-old Etienne uses his whole semiotic repertoire to make meaning in multiliteracy activities, and the multiliteracy practices in a forest-based ECEC facility in Luxembourg.

Ethan **Kutlu** (Dept. of Psychological and Brain Sciences & Dept. of Linguistics, DeLTA Center, University of Iowa, USA)

Bilingual networks, language dynamics, and speech perception

This presentation includes an investigation of two bilingual locales (Gainesville, Florida (USA) and Montreal, Quebec (Canada)). It provides examples of bilingual networks and how language dynamics in a given context contribute to speech perception.

Busani **Maseko** (School of Languages, North-West University, South Africa)

Tensions in family language policies of intermarried families

This presentation examines family language policies of bilingual Shona-Ndebele intermarried families. It discusses how these families reproduce, negotiate, and manage tensions between the Shona and Ndebele languages in Zimbabwe's socio-historical and political milieu.

Mahdi **Mowlaei** (Center for research on multilingualism, University of Luxembourg, Luxembourg)

Children's experiences of multilingualism in Luxembourg at home, at school and on social media

This study looks into transnational children's lived experiences of multilingualism in Luxembourg. It focuses in particular on multilingual practices and linguistic identities in online interactions and 'mediagrams'.

Alessia **Raineri** (Romanisches Seminar, University of Zurich, Switzerland)

Early trilingualism and dyslexia. A case study of an active trilingual child with dyslexia

The relations between bilingual acquisition and dyslexia are still under-investigated.

This work analyzes potentially early signs of dyslexia in early trilingual acquisition and tries to document the interaction between dyslexia and trilingualism.

Marie **Rickert** (Department of Literature and Art, Maastricht University, the Netherlands, and Institute of Dutch Philology, Westfälische Wilhelms-Universität Münster, Germany)

Tracing 'Hayom': Translanguaging in linguistically diverse peer groups in a German kindergarten.

This study on peer socialization into translanguaging practices in a linguistically and culturally diverse kindergarten group in Germany analyses a child's introduction of a resource from her multilingual repertoire and how peers subsequently draw on it for their own interactional purposes.

Yeşim **Sevinç** (Amsterdam Center for Language and Communication, University of Amsterdam, the Netherlands)

Language mindsets and negative emotions in multilingual families

This study examines the role of family language pressure, language mindsets (e.g., fixed language mindsets and/or fixed monolingual mindsets) and negative emotions (e.g., anger, blame and anxiety) in family language practices and language development.

Ekaterina **Tiulkova**, Vanda **Marijanovic**, & Barbara **Köpke** (University of Toulouse 2, France)

Family attitudes and well-being in bilingual development in Russian-French children

This investigation of the relation between family attitudes to language use and bilingual development in 37 Russian-French 5-year-olds hopes to furnish a better understanding of harmonious bilingual development in young children growing up in multilingual families.

Chantal **van Dijk**, Nora **Kennis**, Gerrit Jan **Kootstra**, & Sharon Unsworth (Centre for Language Studies, Radboud University, the Netherlands; Chantal is also at the Technical University of Braunschweig, Germany)

Cross-linguistic influence and between-language priming in bilingual children: Evidence from English-Dutch children's relative clause comprehension

This study investigated whether English-Dutch children's comprehension of ambiguous Dutch relative clauses can be primed through exposure to unambiguous English relative clauses, that is, between-language structural priming.

Marga **van Mil** (1801 jeugd & onderwijsadvies [1801 Youth and Education Advice], the Netherlands)

Planting Languages, seeds of success.

This poster describes practical tools for supporting multilingual parents in developing their family languages plan and for stimulating kids' multilingual development and wellbeing from the start. These tools were developed in an international Erasmus+ project.

Till Julian Nesta **Woerfel** (Mercator Institute of Literacy and Language education, University of Cologne, Germany)

The potentials of using digital tools for home language education and multilingual pedagogies.

The poster presents examples of how the digital transformation offers new opportunities for maintaining and promoting students' L1 skills in a multilingual pedagogy that also meets the needs of 21st century students.