



### **Colloquium theme**

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

Xavier **Aparicio** (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.*

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.*

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** (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.*

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.*

Andrew **Fogarty** (Queens University, 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.*

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.*

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.*

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** (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.*

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.*

Busani **Maseko** (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** (Université de 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'.*

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.*

Marie **Rickert** (Maastricht University, the Netherlands, and 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.*

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.*

Yeşim **Sevinç** (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.*

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.*

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** (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.*

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

do you understand what I'm saying : 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.*

Till Julian Nesta **Woerfel** (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.*