

**POSTERS PRESENTED at HaBilNet3**

in 3 poster sessions

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Donostia/San Sebastián, Spain

Author names, affiliations, poster titles and brief descriptions

**POSTER SESSION 1**Karina **Al-Katauneh** (doctoral student, Université de Strasbourg, Strasbourg, France)**Café Bilingue: Fostering bilingualism and integration in migrant families in France***This project explores how informal “café-style” gatherings for migrant families support bilingual development and social integration. Through playful bilingual activities, parents and children can strengthen both French and their (other) home languages. These sessions offer a supportive environment for language learning and connection.*Angie **Baily** (doctoral student, University of Bath, Bath, United Kingdom)**'If guan were an emoji': Adolescent perspectives on parental heritage language management in Ireland.***This study highlights how adolescents conceptualise parental involvement, responsibility, and care in heritage language maintenance through emojis as a medium for cross-cultural expression, identity, and agency. The emojis represent “guan”, a culturally rooted Chinese parenting practice grounded in Confucian beliefs.*Ivo **Boers** (doctoral student, Univ. of Vigo, Vigo, Spain & assistant lecturer, Károli Gáspár Univ., Budapest, Hungary)**Experiences of heritage speakers returning to Hungary***This poster discusses Hungarian heritage speaker returnees’ experiences related to language and education, reports on their language attitudes, and aims to open the discussion about bilingual returnees and harmonious bilingualism in (Hungarian) education, which does not recognise these students’ bilingualism, but instead regards their time spent abroad as a shortcoming.*Sharmaine **Chee** & Kayleigh **Russell** (both undergraduate students, The University of New Mexico, Albuquerque NM, United States)**Embracing bilingualism in a Navajo-only environment is Hózhó Náhasdłǫ́'***We report on young children (and adults) who utilize Navajo and English to communicate in a language nest where English is purposefully avoided. However, English is making its way into the nest, suggesting that the dominance of English impacts the Navajo language acquisition process. We consider the role of harmonious bilingualism.*Annick **De Houwer**, PhD, & Nina **Schwöbel** (respectively: HaBilNet Director and HaBilNet Active Member, Belgium & Germany)**HaBilNet - the Harmonious Bilingualism Network***HaBilNet is a philanthropic organization that promotes research on Harmonious Bilingualism. It also 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.*Hilde **De Smedt** (Member of the HaBilNet Advisory Board; Coordinator PIM - Partners In Multilingualism, Foyer vzw, Brussels, Belgium)**Working evidence based in a diverse cultural and social context.***Our team tries to bridge the gap between research and practice and translate findings to families with a migration background in an often vulnerable social context. We illustrate our work in two domains: family language policy and the follow-up of multilingual language development.*

**Richy Hayes** (doctoral student, University of Colorado Boulder, Boulder CO, United States)

**The contribution of semantic depth and language input to narrative macrostructure in Japanese-English bilingual children**

*Narrative macrostructure in children includes organizing story events, expressing character feelings, and understanding the storyline. This development is influenced by vocabulary depth and language input, factors crucial for well-being and development, particularly in bilingual settings, as outlined in the Harmonious Bilingualism framework.*

**Camille Humeau**, PhD (Assistant Professor, Université de Nantes, Nantes, France)

**Bilingual education in French Polynesia: Issues and effects on the subjective well-being of students from first grade to 3th grade**

*I will present preliminary findings from a longitudinal study comparing primary school children in a 50:50 partial immersion program (French and Polynesian Language and Culture, PLC) with children in the same region schooled in French but with weekly instruction in PLC for only about 2.5 hours to see whether this makes a difference for harmonious bilingual development.*

**My Nguyen** (doctoral student, University of Houston, Houston TX, United States)

**Secondary school Spanish language courses promote end of high school academic outcomes for heritage Spanish speakers in Miami, USA**

*Longitudinal data show that Spanish-speaking dual language learners in Miami who took heritage Spanish courses had higher 12th-grade scores and were more likely to graduate compared to those who did not. This highlights the role of heritage language courses in promoting academic success, cultural connection, and bilingual development.*

**Alexus Ramirez**, PhD (postdoctoral researcher, Univ. of Maryland, College Park MD, United States)

**Parent attitudes toward bilingualism may differ according to contextual factors**

*This poster examines how contextual factors shape parental beliefs about bilingualism in the United States. While parents generally perceived bilingualism as beneficial, they held differing expectations about how they and their children should use their languages—expectations shaped by a myriad of influences. Findings highlight ways to support harmonious bilingualism.*

**Pauline van der Straten Waillet**, PhD (Assistant Professor, Université Libre de Bruxelles, Belgium)

**“My deaf child uses more than one spoken language”: Parents’ perspectives on language use and harmonious bilingualism.**

*Based on interviews with parents of six bilingual deaf children, this study examined how parents of deaf children make decisions about language use. It also investigated parental views on their child’s bilingual development and on harmonious bilingualism.*

**Pascale Wehbe** (doctoral student, Dept. of Linguistics and Philology, Uppsala Univ., Sweden)

**Can language attitudes in Arabic-Swedish families impact children’s harmonious bilingual development?**

*Interviews with Arabic-Swedish bilingual children and parents in Sweden reveal a positive view of Arabic, emphasizing cultural pride and communication benefits. Despite supportive attitudes from families and educators, political shifts in Sweden may challenge bilingual language maintenance and children's sense of belonging, and thus harmonious bilingual development.*

## POSTER SESSION 2

**Jinyao Chang** (doctoral student, University of Bath, Bath, United Kingdom)

**Embracing Harmonious Bilingualism: Two case studies of digital practices in Chinese transnational families in the UK**

*This study investigates how multilingual transnational families in the UK use digital communication to foster harmonious bilingualism. Drawing on intergenerational interactions, it highlights how digital communication creates a space where language choices and decisions are shaped by (grand)parental beliefs, fostering family harmony and enhancing emotional well-being.*

Mihaela **Gazioglu**, PhD, Tuba **Angay-Crowder**, PhD, & Jayoung **Choi**, PhD (respectively: postdoctoral researcher, Clemson Univ., South Carolina; project manager, Kennesaw State Univ., Georgia, and Professor, Kennesaw State Univ., Georgia, United States)

#### **Toward Harmonious Multilingualism: Insights from U.S. trilingual families' identities, languages, and literacy practices**

*Drawing on harmonious multilingualism, we explore how U.S.-based families nurture trilingualism and multiliteracies in their children with intentionality and resistance. We highlight family language and literacy practices and show how harmonious multilingualism manifests itself and is maintained in each family.*

Sophie **Kern**, PhD, & Jean-Luc **Vidalenc** (Researcher & trainer, Laboratory Dynamique Du Langage, Lyon, France; Mediator, Les Zateliers du langage, France)

#### **Growing up with more than one language**

*The "Plus d'une langue!" kit is a resource made to inform, train and support adults (parents, educators) who live in contact with children who are growing up with several languages. Theoretical background, material and use of the kit will be presented.*

Ainhoa **Leyaristi** (doctoral student, University of the Basque Country, Vitoria-Gasteiz, Spain)

#### **Identifying Developmental Language Disorder: challenges in the BAC (Basque Autonomous Community) school setting**

*Teachers struggle to differentiate between language difficulties due to language impairment or due to (as yet) poor L2 proficiency. This study aims at analyzing if professionals working in an educational setting that supports Harmonious Bilingual Development also struggle to identify the nature of their students' language difficulties, and why.*

Chan **Lü**, PhD (Associate Professor, University of Washington, Seattle WA, United States)

#### **Parenting styles, family language policy and children's language skills in Chinese immigrant families**

*This study explored relations between parenting styles and family language policy (FLP) and how they affected children's language skills. Survey data collected from 145 pairs of Chinese immigrant parents in the US and their children show that aspects of FLP impact children's language skills, but whether such impacts are positive is dependent on parenting styles.*

Paul **Meighan**, PhD (Independent researcher, Toronto, Canada)

#### **Indigenous language reclamation: Fostering positive identity formation, well-being, and reconciliation**

*This poster highlights the transformative power of Indigenous language reclamation in addressing historical injustices linked to cultural and epistemic erasure, empowering individuals and marginalized communities, strengthening resilience, and promoting well-being, positive identity formation, and harmonious bi/multilingualism.*

Anik **Nandi**, PhD (Associate Professor, School of Business & Director, Centre for Languages and Multicultural Communication (CLMC), Woxsen University, Hyderabad, India)

#### **Integration, harmonious bilingualism or a cultural erasure? Home language(s) management among Indians in Northern Ireland**

*Drawing on data from nine Indian transnational families who are first-generation migrants in Northern Ireland, I show how parents' and children's language choices themselves do not hinder harmonious bilingual development in the home. Instead, it is the caregivers' contentious policing and responses towards children's language choices that cause situations of conflict.*

Theodora **Papastefanou**, PhD (University Teaching Fellow, Department of Rehabilitation Sciences, Cyprus University of Technology, Cyprus)

#### **Linguistic and home literacy predictors of reading in bilingual school children**

*This study investigated how vocabulary, morpho-syntax, and home literacy activities influenced reading comprehension in Greek-English bilingual children. Heritage language use at home supported not only*

*reading but also cultural identity and socio-emotional well-being, showing the importance of linguistic and socio-cultural factors for understanding children's learning.*

Constanza Andrea **Quinteros Ortiz** (doctoral student, Graduate School of Empirical and Applied Linguistics, Universität Münster, Münster, Germany)

#### Measuring self-regulatory action for Harmonious Multilingualism: Theoretical and methodological challenges

*Self-regulatory action supports multilingual development and fosters harmonious multilingualism. This scoping review revealed that current theories and methods often overlook multilingual complexity. Key gaps shaping our understanding of self-regulation in multilingual contexts are discussed.*

Stefanie **Rottschäfer**, PhD (postdoctoral researcher, Technische Universität Dortmund, Germany)  
"Italian is nonna language": The role of grandparents in multilingual family constellations in which parents use English as a lingua franca

*This study explores intergenerational influences on language choice and maintenance in 25 multilingual families across Europe that use English as a lingua franca, focusing on how parents perceive the roles of grandparents. Findings shed light on parental strategies, tensions, and aspirations toward sustaining harmonious multilingualism across generations.*

Serli **Tomita** (doctoral student, Rikkyo University, Tokyo, Japan)

#### Sibling influence on harmonious bilingual language use

*The presentation focuses on an older sibling's influence on the bilingual language use of the younger sibling in a Japanese-English bilingual family in Japan. The study aims to explore the older sibling's role in fostering harmonious bilingualism and minority language use in the home.*

### POSTER SESSION 3

Violaine **Béduneau**, PhD (graduate student, Speech and Language Therapy, Université de Rouen Normandie, Rouen, France)

#### Harmonious Bilingualism from the parents' perspective in a French nursery school

*This poster presents a study conducted in 2020-2021 that aimed to understand whether and how language awareness sessions involving immigrant parents in a French nursery school could contribute to children's Harmonious Bilingualism.*

Isis **Cowan** (doctoral student, George Mason University, Fairfax VA, United States)

#### Bilingual autistic children learn L2 on time and do well academically

*This longitudinal study examined growth in L2 English and academic performance from age 5 through fifth grade in 224 US-based English Language Learners (ELL) with autism. No differences emerged with ELL peers without autism in the amount of time it took to reach full English proficiency, and compared to monolinguals, children's academic performance was excellent.*

Juliane **Costa Wätzold**, PhD, & Silvia **Melo-Pfeifer**, PhD (postdoctoral researcher & Professor, both at Fakultät für Erziehungswissenschaft, Universität Hamburg, Hamburg, Germany)

#### Constructing harmonious bilingual input safe spaces at home

*This poster explores parents' and children's attitudes towards various bilingual literacy practices in 3 contexts: home, a community project, and, indirectly, school. It considers the role of these practices and contexts for the harmonious development of proficiency in both the Heritage Language (Portuguese) and the majority language (German).*

Andrea **Custer** (doctoral student, University of Victoria, Victoria, Canada)

#### Preserving Cree language and identity: Bilingual parenting in an English-dominant society

*This poster shares our family's journey raising Cree-speaking children. It explores how language, identity, and belonging are nurtured in daily life. Grounded in harmonious bilingualism, it highlights culturally-rooted ways to support our nîhithaw language in an English dominant society.*

Ily **Hollebeke**, PhD (postdoctoral researcher, Brussels' Centre for Language Studies, Vrije Universiteit Brussel, Belgium)

#### **Evolving family language policies in Flemish multilingual families**

*Focusing on language practices, beliefs, and management, this study investigates how family language policies in nearly 500 multilingual families with 0-3 year-old-children at Time 1 had evolved by Time 2 (1.5 years later) in the officially monolingual context of Flanders, Belgium.*

Eunae **Kim** (doctoral student, Georgetown University, Washington DC, United States)

#### **Negotiating multilingual identities and belonging in monolingual spaces: A narrative inquiry of a multilingual transnational youth**

*This poster explores how a multilingual transnational youth negotiates identity and belonging in monolingual school settings. Using narrative inquiry and Bamberg's positioning framework, it highlights how monolingual ideologies affect linguistic investment, emotional well-being, and the visibility of multilingual identities over time.*

Kaisa **Pankakoski**, PhD (postdoctoral researcher, Cardiff University, Cardiff, United Kingdom)

#### **Multilingual children's perceptions in Finland and Wales**

*This poster presents children's perceptions of growing up multilingually. 32 children aged 4-12 living in bilingual capital city areas of Finland or Wales reported challenges related to language transmission but also pride as an underlying emotion and motivation.*

Paulina **Salgado-Garcia** (doctoral student, Univ. of Birmingham, Birmingham, United Kingdom)

#### **The protective effect of bilingualism on mental health in early and middle childhood: A longitudinal investigation**

*We examined the impact of harmonious bilingualism on children's mental health using data from the UK's Millenium Cohort Study. Bilinguals showed lower rates of mental health problems when accounting for confounding factors. Socioeconomic status moderated this effect for externalizing problems.*

Zeina **Taleb** (doctoral student, The University of Sydney, Camperdown, Australia)

#### **Aligning the components of family language policy to promote Harmonious Bilingualism among families with receptive bilingual children**

*When beliefs, practices and management strategies (the three components of Spolsky's language policy model) align, harmonious bilingualism can emerge, creating positive experiences for families who wish to maintain their heritage language and pass it on to their children.*

Ekaterina **Tiulkova**, PhD (Teaching and Research Fellow (ATER), NeuroPsychoLinguistics Laboratory, Université Toulouse 2, Toulouse, France)

#### **Russian young bilinguals with or without exposure to French from birth: social-emotional and behavioral skills across contexts**

*This study explores the social-emotional and behavioral skills of 48 young Russian bilinguals growing up in France in terms of whether they were exposed to French from birth or later in preschool. No significant group differences were found. However, age, sex, and fathers' perceptions emerged as predictors of children's social-emotional well-being.*

Sharon **Unsworth**, PhD (Associate Professor, Radboud Universiteit, Nijmegen, The Netherlands)

#### **How we engage (bilingual) children and adults with language science**

*In this poster, I'll share two of the ways in which we engage bilingual children and their parents and teachers with language science: the podcast Kletsheads and the Kletskoppen language (science) festival. I'll show you what we do and give you tips on how you can do the same.*

Anita **Vaskinn** (doctoral student, University Hospital of North-Norway, Harstad, Norway)

#### **Intergenerational transmission of Sami languages**

*Indigenous language proficiency is associated with a wide range of benefits, including the development of a positive ethnic identity and better quality of life. In our study, it appears that ethnic context and societal shifts influence parental home language choices, suggesting that these factors may play a role in fostering harmonious bilingualism.*