



## **Research Symposium 2018**

**Friday 7<sup>th</sup> September 2018, 9:30am to 3.30pm**

**Informatics Forum,  
Crichton Street,  
University of Edinburgh,  
EH8 9AB**

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## 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 all over 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.

Edinburgh Headquarters (Scotland)\*  
California (USA)  
East of England (England)  
Gasteiz (Basque Country, Spain)\*  
Granada (Spain)  
Konstanz (Germany)\*  
Milan (Italy)  
Nantes (France)\*  
Netherlands\*  
Nova Gorica (Slovenia)\*  
Penn State (USA)  
Ramat Gan (Israel)  
Reading (England)  
Rijeka (Croatia)\*  
Rutgers (USA)  
Siena (Italy)  
Thessaloniki (Greece)  
Trento (Italy)\*  
Tromsø (Norway)  
Trondheim (Norway)  
Tübingen (Germany)

Branches with a star (\*) next to their name are partners in "Advancing the European Multilingual Experience" (AThEME), a major project researching multilingualism in Europe, funded by the EU Commission.

### Research Symposium

Welcome to our 2018 inaugural research symposium, which aims to provide an opportunity for researchers in Edinburgh and from across our Bilingualism Matters international network to come together to share and exchange ideas on any aspect of bilingualism, with a focus on dissemination potential beyond the academic world.

## The Symposium

### Programme

09:00 – 09:30	<b>Registration with refreshments</b>	
09:30 – 09:55	Welcome The value of interdisciplinarity in multilingualism research	Antonella Sorace <i>Bilingualism Matters, University of Edinburgh</i>
09:55 – 10:15	Bilingualism effects in reference processing in Specific Language Impairment: Evidence from subject pronoun production and comprehension	Eleni Peristeri <i>Aristotle University of Thessaloniki</i>
10:15 – 10:35	Language, migration and identity at school: a sociolinguistic study with Polish adolescents in Glasgow	Sadie Durkacz Ryan <i>University of Glasgow</i>
10:35 – 10:55	Bilinguals' sensitivity to grammatical gender cues in Russian	Olga Urek <i>UiT The Arctic University of Norway</i>
10:55 – 11:20	<b>Break with refreshments</b>	
11:20 – 11:40	Languages, brain and cognition: a new dimension of bilingualism and language learning	Thomas Bak <i>Bilingualism Matters, University of Edinburgh</i>
11:40 – 12:00	When L2 grows equal to L1: consequences of long-term L2 immersion for cross-language interference	Joanna Durlik <i>Jagiellonian University</i>
12:00 – 12:20	The Fiuman dialect today: Language shift or maintenance	Maša Plešković <i>University of Rijeka</i>
12:20 – 12:40	Diaries as a pedagogical tool for acquired bilingualism: a pilot study exploring adult language learning in a university setting	Argyro Kanaki <i>University of Dundee</i>
12:40 – 14:00	<b>Lunch &amp; Posters Session</b>	
14:00 – 14:20	Children with typical development and language impairment in Gaelic medium primary education	Vicky Chondrogianni <i>Bilingualism Matters, University of Edinburgh</i>
14:20 – 14:40	Links between Theory of Mind, Executive Functions and Language Skills in Bilingual Children with Autism Spectrum Disorders	Eleni Peristeri <i>Aristotle University of Thessaloniki</i>
14:40 – 15:00	Community engagement and linguistic research on bilingualism, Bilingualism Matters – Rutgers	Ben Kinsella <i>Rutgers University</i>
15:00 – 15:30	<b>Final Discussions</b>	

## Delegate List

<b>NAME</b>	<b>AFFILIATION</b>
Aikaterini Pantoula	The University of Edinburgh
Alena Makhova	
Angela de Britos	SCILT- Scotland's National Centre for Languages
Anna de Graaf	De Taalstudio / Bilingualism Matters Netherlands
Anne Dahl	University of Trondheim / Bilingualism Matters
Antonella Sorace	University of Edinburgh / Bilingualism Matters
Argyro Kanaki	University Of Dundee
Barbara Piotrowska	Edinburgh Napier University
Benjamin Kinsella	Rutgers University / Bilingualism Matters
Berengere Digard	University of Edinburgh
Bushra Sani	University of East Anglia
Carine Abraham	University of Edinburgh / Bilingualism Matters
Celia Fullana Garcia	University of Edinburgh / Bilingualism Matters
Chiawei Wang	The University of Edinburgh
Chris Jardine	
Christy Brewster	University of Edinburgh Bilingualism Matters
Claire Delle Luche	University of Essex / Bilingualism Matters
Claudio de Oliveira	
Covadonga Lamar Prieto	University of California Riverside / Bilingualism Matters
Eleni Baldimtsi	Aristotle University of Thessaloniki
Eleni Peristeri	Aristotle University of Thessaloniki / Bilingualism Matters
Ema Udaondo Lennon	University of Edinburgh / Bilingualism Matters
Eneida Garcia Villanueva	Heriot-Watt University
Eva-Maria Schnelten	University of Edinburgh / Bilingualism Matters
Fernando Martín Villena	University of Granada
Francesca D'Angelo	University of Edinburgh / Bilingualism Matters
Igor Jevlanov	Heriot-Watt University
Joanna Durlik	Jagiellonian University
Judith Kroll	University of California Riverside / Bilingualism Matters
Katarzyna Przybycien	University of Edinburgh / Bilingualism Matters
Katharina Repnik	University of Edinburgh / Bilingualism Matters
Kjersti Faldet Listhaug	University of Trondheim / Bilingualism Matters

<b>NAME</b>	<b>AFFILIATION</b>
Lihua Xia	University of Edinburgh
Lorna Anderson	Glasgow City Council
Madeleine Long	University of Edinburgh / Bilingualism Matters
Marco Magnani	University of Trento / Bilingualism Matters
Maria Garraffa	Heriot-Watt University
Marta Rivera Zurita	University of Granada / Bilingualism Matters
Martha Robertson	University of Edinburgh / Bilingualism Matters
Maša Plešković	University of Rijeka / Bilingualism Matters
Mattia Zingaretti	University of Edinburgh / Bilingualism Matters
Michelle Di Prizio	University of Edinburgh / Bilingualism Matters
Olga Urek	UiT The Arctic University of Norway / Bilingualism Matters
Róisín McKelvey	University of Edinburgh / Bilingualism Matters
Rukhsana Choudhry	Glasgow City Council
Sadie Ryan	University of Glasgow
Stephen Dolan	Glasgow City Council
Susan Appleby	
Svenja Kornher	University of Konstanz
Tania Czajka	
Tanja Rinker	University of Tübingen / Bilingualism Matters
Thomas Bak	University of Edinburgh Bilingualism Matters
Tianqi Lu	University of Edinburgh
Tracey Hughes	University of Edinburgh / Bilingualism Matters
Vicky Chondrogianni	University of Edinburgh Bilingualism Matters
Wilhelmiina Toivo	University of Glasgow
Xiaomei Liang	University of Edinburgh
Yu-Hui Liao	University of Edinburgh

## Biographies



**Antonella Sorace** is Professor of Developmental Linguistics at the University of Edinburgh. She is a world-leading authority and has published widely on bilingualism and language learning over the lifespan, language typology, and gradience in natural language, bringing together methods from linguistics, experimental psychology and cognitive science.

She is also committed to disseminating the findings of research on bilingualism outside academia. She founded Bilingualism Matters in September 2008 as a local research-based information service for parents and teachers focusing on the facts, benefits and challenges of early bilingualism. Over the last 10 years, she has opened over 20 branches of Bilingualism Matters around the world.



Born and raised in Cracow, Poland, Dr **Thomas H Bak** studied medicine in Germany and Switzerland, obtaining his doctorate with a thesis on acute aphasia (language disorders caused by brain diseases such as stroke) at the University of Freiburg im Breisgau in Germany. He worked clinically in psychiatry, neurology and neurosurgery in Basel, Bern, Berlin and Cambridge.

In 2006, he moved to Edinburgh where he continues to work on the interaction between language, motor and cognitive functions in patients with neurodegenerative diseases such as different types of dementia and Motor Neurone Disease. Since 2010, he is the president of the World Federation of Neurology Research Group on Aphasia, Dementia and Cognitive Disorders (WFN RG ADCD), since 2016, Strand Leader for “Multilingualism: Cognition, Health and Well-being” of the AHRC Project “Multilingualism: Empowering Individuals, Transforming Societies” and Co-Director of Bilingualism Matters.

Dr. Bak’s recent work focuses on the impact of language learning and multilingualism on cognitive functions across the lifespan and in brain diseases such as dementia and stroke. His studies include a wide range of populations across the world, from students to elderly, from early childhood bilinguals to second languages learners, from Scotland, through Malta, Saudi Arabia and India to China and Singapore.



**Vicky Chondrogianni** is Senior Lecturer in Bilingualism at the School of Philosophy, Psychology and Language Sciences and Co-Director of Bilingualism Matters. She read Classics and Linguistics at the University of Athens, Greece and Translation studies at the same University. She holds a PhD in Second Language Acquisition from the University of Cambridge. Her doctoral thesis was one of the first to examine language development in bilingual children attending minority bilingual schools in Greece.

Dr Chondrogianni has worked on a number of national and international research projects on typical bilingual development and on children with developmental language disorder. In her work, she uses a range of experimental techniques to investigate whether and how production and processing can differentiate typical from atypical bilingual development. Dr Chondrogianni’s research is characterised by a crosslinguistic approach and she has investigated a range of languages: Greek, English, Dutch, French, German, Welsh and now Gaelic. Dr Chondrogianni also engages actively in interdisciplinary and translational work, working together with speech and language therapists, teachers and clinicians to develop tools that can better assess the language abilities of bilingual children and diagnose language disorders in bilingual children with atypical language development.

## Oral Presentation Abstracts

### Bilingualism effects in reference processing in Specific Language Impairment: Evidence from subject pronoun production and comprehension

*Eleni Peristeri, Ianthi-Maria Tsimpli and Despoina Papadopoulou*  
*Aristotle University of Thessaloniki*

**Introduction.** While use of object clitics is an area of notable difficulty for children with Specific Language Impairment (SLI) [1], the processing of subject pronouns that is dependent on morphosyntactic and discourse-level information in null subject languages (like Greek) remains an underexplored area. The present study aims to investigate subject pronoun comprehension and elicitation in bilingual children with SLI.

**Method.** Participants included 15 monolingual (SLImono), 15 bilingual (SLIbi) children with SLI (Mean age: 10;4), and 30 age- and vocabulary-matched typically- developing (TD) monolingual (TDmono) and bilingual (TDbi) children. The self-paced listening picture-verification task [2-3] included referentially ambiguous sentences that children listened to (Appendix). Referent preferences and RTs were recorded. In the narrative task, retellings were elicited by a picture story [4]. (In)definite DPs and null pronouns in subject position were coded for each discourse function (Introduction, Maintenance, Reintroduction).

**Results.** In the picture verification task, TDmono children equally preferred the Subject and Object referent for null pronouns and the Object for overt pronouns ( $p < .001$ ). TDbi children preferred the Subject and Object in the null ( $p = .05$ ) and overt pronoun ( $p = .002$ ) trials, respectively. SLImono children preferred the Other referent ( $p = .033$ ), while SLIbi children exhibited no referent differences in null pronoun trials and preference ( $p = .021$ ) towards the Object in overt pronoun trials. In retelling, SLImono children used both definite and indefinite DPs to introduce a character, while the rest of the groups used Indefinite DPs ( $p < .03$ ). SLImono children produced equal rates of definite DPs and null pronouns in Reintroduction, in contrast to biSLI and TDmono children whose rates of definite DPs were higher than null pronouns ( $p < .05$ ).

**Discussion.** The findings suggest that bilingualism improves pronoun-referent mappings in SLI, with the bilingualism effect being mainly evident in retelling rather than in the verification task. Findings are discussed in light of the discourse constraints of each task.

**Relevance of research to the needs of the general public, policy makers or professionals.** The research findings suggest a positive effect of bilingualism on the referential processing abilities of children with SLI. It is thus a contribution to our understanding of the relationship between discourse skills and language disorders.

## Language, migration and identity at school: a sociolinguistic study with Polish adolescents in Glasgow

Sadie Durkacz Ryan  
University of Glasgow

I examine the L2 (second language) speech of young people who were born in Poland, and who now attend a high school in the East End of Glasgow. They are acquiring English as a second language, but they are also acquiring the local linguistic forms of their new community. They are learning how to use the word *what*, but they are also learning that *what* can be realised as /wɒt/ (*what*) or /wɪt/ (*whit*).

Using multivariate analysis, I investigate how the acquisition of local linguistic forms differs across the 14 individuals in my study. I find that acquisition does not correlate with how long they have spent in Glasgow (those who have been in Glasgow for one year often use local forms as much as those who have been in Glasgow for 10 years), and it does not correlate with the age at which they arrived (those who arrived at age 11 often use local forms as much as those who arrived at age three). Turning to the use of ethnographic methods, I explore individual identity. Previous research on language learning has suggested that learners who have a stronger feeling of identification with the L2 group are more likely to pick up local linguistic forms and become native-like in the L2 (e.g. Drummond 2010; Diskin 2012; Howley 2015). I find that this is not the case for my participants; those who identify as Glaswegian do not necessarily use the local forms to a greater extent than those who don't.

This leads me to question what it means to sound 'native-like' in a Glasgow high school. I suggest that in entering their new community, these learners are entering a complex landscape of local linguistic identity, with many possible ways to position themselves beyond the very broad category of 'Glaswegian'.

I hope to use my findings to develop a flexible set of resources for schools, addressing issues of linguistic identity. I would like these resources to address multilingual young people, and also young people who use a variety which differs from the standardised English of the classroom, e.g. Glaswegian Scots.

### References

- Diskin, C. 2012. Integration and identity: Acquisition of Irish English by Polish and Chinese migrants living in Dublin. *Newcastle University Working Papers in Linguistics* 19(1). 67-89.
- Drummond, R. 2010. *Sociolinguistic variation in a second language: The influence of local accent on the pronunciation of non-native English speakers living in Manchester*. PhD thesis: University of Manchester. <https://www.escholar.manchester.ac.uk/uk-ac-man-scw:95944> (23 February 2015).
- Howley, G. 2015. *The acquisition of Manchester dialect variants by adolescent Roma migrants*. PhD thesis, University of Salford. <http://usir.salford.ac.uk/37766/> (12 January 2015).

## Bilinguals' sensitivity to grammatical gender cues in Russian

*Natalia Mitrofanova, Yulia Rodina, Olga Urek & Marit Westergaard*

*UiT The Arctic University of Norway*

A number of recent studies have shown that bilinguals and heritage speakers can differ from monolinguals in how they assign grammatical gender to nouns (Gathercole & Thomas 2005, Montrul 2008, Polinsky 2008, Kupisch et al. 2013, Unsworth et al. 2014, Rodina & Westergaard 2017). These studies have primarily focused on real words, which means that target-consistent production could either be due to an internalized gender system in the children's grammar or simply to memorized forms. In the present study, we use a different approach and investigate how bilingual Norwegian-Russian children assign gender to nonce- nouns in Russian, their minority language.

Russian has a three-gender system of masculine, feminine, and neuter. In the majority of cases the gender of Russian nouns can be predicted based on the nouns' endings in the Nominative Singular. To investigate bilingual's sensitivity to the morpho-phonological cues in Russian, we elicited adjectival agreement with 25 nonce-nouns equally distributed across five experimental conditions (masculine transparent, feminine transparent, neuter transparent, masculine/feminine opaque, feminine/neuter opaque). Results were obtained from 49 Norwegian-Russian bilinguals (age 3-10) and 87 monolingual Russian controls (age 3-7). The participants were classified into four groups according to the quality of linguistic input they received in the target language (Russian): i) monolingual Russian children; ii) bilinguals with two Russian-speaking parents who both spoke Russian to the child; iii) bilinguals with one Russian-speaking parent who consistently spoke Russian to the child; iv) bilinguals with one Russian-speaking parent who spoke both Russian and Norwegian to the child. All groups of children were sensitive to gender cues, exhibiting different gender assignment patterns depending on the experimental condition. At the same time, the groups differed with respect to how often children resorted to default, masculine, agreement. The proportion of default agreement increased in a step-wise fashion from group (i) to (iv), with the most significant difference being between group (iv) children and all other groups.

## When L2 grows equal to L1: consequences of long-term L2 immersion for cross-language interference

Joanna Durlik<sup>1</sup>, M. Teresa Bajo<sup>2</sup> and Zofia Wodniecka<sup>1</sup>

<sup>1</sup>Jagiellonian University, <sup>2</sup>University of Granada

Available evidence shows that being intensively exposed to L2 may change patterns of processing of both L2 and L1 (e.g. Linck, Kroll, & Sunderman, 2009; Martin, 2011, Baus et al., 2013). The main goal of the present study was to investigate how long-term immersion in L2 modulates bidirectional interference between bilinguals' languages. We tested two groups of adult late Polish (L1) - English (L2) bilinguals. The immersed group included Polish immigrants to UK; the non-immersed group consisted of highly proficient bilinguals living in Poland.

To measure the interference, we used a semantic relatedness task with interlingual homographs, in two language versions: an English version measuring L1 -> L2 interference, and a Polish one measuring L2 -> L1 interference (Macizo et al, 2010, Durlik et al., 2016). We also used picture naming and verbal fluency tasks to measure lexical access in production and LexTALE to measure general proficiency in both languages (Lemhofer & Broersma, 2012).

Having equal L1 and L2 proficiency measured with LexTALE, the two groups demonstrated different patterns of lexical access in production: the immersed group obtained comparable scores in L1 and L2; whereas the non-immersed group obtained higher results in L1 than in L2 tasks. This suggests that the immersed group had fairly balanced lexical access in both languages, which is caused by the immersion experience and not by the general language proficiency. Additionally, the immersed outperformed the non-immersed in L2 and underperformed in L1 tasks. Immersed bilinguals showed similar strength of interference in both directions (L1->L2 and L2->L1), whereas the non-immersed experience much stronger L1->L2 than L2->L1 interference. The between-group comparison also showed that the immersed group experienced stronger L2->L1 and weaker L1->L2 interference than the non-immersed one; which suggests that immersion leads to balanced activation across languages but limited L1 access when compared to speakers living in the native language surrounding.

The present study illustrates one of possible consequences of long-term L2 immersion in adult late bilinguals and contributes to the debate about mechanisms underlying the phenomenon of native language attrition; which is often mentioned by bilinguals speakers living abroad as an experience of "forgetting" or "weakening" of their native tongue.

## The Fiuman dialect today: Language shift or maintenance

*Maša Plešković, Branka Drljača Margić & Tihana Kraš*

*University of Rijeka*

In the context of language contact between two (or more) speech communities of unequal status, language maintenance or language shift are expected. Language maintenance refers to the continuous use of a minority language, while language shift refers to abandoning it in favour of the majority one (Pauwels, 2016). The present study aims to determine whether Fiuman, an indigenous minority language in Rijeka belonging to the group of Romance languages and spoken in a Croatian-dominant language environment, is going through the process of language shift or language maintenance.

One hundred and sixty-five Fiuman speakers (n=165) of different ages (age range: 14-85) filled in a questionnaire comprising open- and closed-ended questions. In addition to the speakers' language biography and self-assessed language proficiency, the questionnaire investigated their: (a) use of Fiuman in different domains, (b) attitudes towards Fiuman (in comparison with standard Italian and Croatian) and motivation for knowing it, and (c) contribution to language maintenance. Participants could choose between the Italian and Croatian version of the questionnaire.

The findings show that the participants rate their competence in Fiuman very highly and feel a very strong emotional attachment to their collective identity. They report a high rate of intergenerational transmission and are aware of its importance. They lack instrumental motivation and are motivated primarily by integrative reasons for knowing the dialect. They use Fiuman exclusively in private domains and consider it less sophisticated and modern than standard Italian. Interestingly, they write it more nowadays than they did in the past due to text messaging and social networks. The results point towards a tendency to maintain the dialect and transmit it to new generations, which is a prerequisite for language maintenance, but also to its highly restricted use in public domains, which may be a sign of gradual language shift.

The study can provide the basis for improving or developing language policies and strategies for the maintenance of regional minority languages. These can benefit from informing policy makers, education specialists and speech community members about the importance of technology and the new media for language maintenance, revealed by the study.

## Diaries as a pedagogical tool for acquired bilingualism: a pilot study exploring adult language learning in a university setting

Argyro Kanaki & Susana Carvajal, University of Dundee

Pedagogical approaches using reflection in learning diaries for exploring adult language learning can be used for the enhancement of academic skills and the consolidation of teaching and learning. Our research aimed to explore the metalinguistic awareness of students who were learning Spanish at Dundee University in evening classes. It was used as a pilot study for an on-going research project, which examines evidence from learning diaries. Metalinguistic awareness, on both teachers' and students' parts, is a first requirement for understanding how learners experience the procedure of language learning and language analysis. It stands as a foundation in the construction of notions of lifetime, or acquired, bilingualism. We introduced learning diaries to classroom practice as a task for the end of each language input and carried out a focus group interview at the end of each term's teaching. Our qualitative analysis demonstrates that students express conscious reflections in diaries concerning how they learn a language; that is their learning techniques as well as their preferences for specific types of activity or cultural topic in lessons. The findings revealed that writing about their own learning experiences helped students to enhance their academic skills, be more aware of their learning attitudes, be more open to others and, essentially, assist and improve teaching and learning with language in their university setting. This also offers opportunities for improvement of teaching materials and teaching methods. Learning diaries are effective as a pedagogical tools for adult language learning, and appear to assist learners with acquired bilingualism.

The paper presents the results of a pilot study (n: 10 students). The research tools that were used were student learning diaries and a focus group interview with some of them. At the end of each language lesson, the students had to answer 2 specific questions in their diaries. The two questions were the same all the time. These were: what have you learnt in this lesson; what are the similarities and the differences between your L1 and Spanish. The learning diaries were qualitatively analysed and their reflections were categorised in linguistic categories; the code categories were not pre-established; categories were rather data dependent, although some of the suggested levels of analysis were found to dovetail with previous research. The focus group interview was also analysed qualitatively. The study's aim is to look at adult students' reflections on language analysis whilst they are learning a L2. The study was done from a teaching and learning perspective with two specific objectives: to find out what adult students reflect on, and to use their reflections to improve teaching materials and approaches at the university setting. Do not forget that the paper presents the results of a pilot study of the main study that has just finished. Finally, the paper suggests that a reflective, language awareness approach helps adults to understand their acquired bilingualism.

We research Second Language Acquisition in Scotland from a teaching and learning perspective. We assist professionals across institutional settings in language pedagogy. We focus on the use of learning diaries to promote reflexivity in learning and enhance our understanding of language teaching and bilingualism.

## Links between Theory of Mind, Executive Functions and Language Skills in Bilingual Children with Autism Spectrum Disorders

*Eleni Peristeri, Eleni Baldimtsi, Stephanie Durrleman & Ianthi Maria Tsimpli  
Aristotle University of Thessaloniki*

**Introduction.** Bilingualism has been claimed to enhance Theory Mind (ToM) [1] and executive functions (EF) [2] in typically developing (TD) children. Children with Autism Spectrum Disorders (ASD) display weaknesses in ToM [3] and EF [4] and while there is reason to believe that bilingualism can modulate their EF [5], and that EF can influence their ToM [6-7], it is still unknown if bilingual children with ASD show improved ToM. The current study has two main goals: (a) to determine whether bilingual children with ASD outperform monolingual children with ASD on ToM, EF, as well as complement clauses, a linguistic tool arguably involved in belief-reasoning [8]; (b) to investigate the links between children's ToM, EF and complementation.

**Method.** Participants include 10 bilingual children with ASD (age range: 8;4-12;7), 12 monolingual children with ASD, and 22 TD bilingual and monolingual children matched on age and non-verbal intelligence (groups will double in size in time for the symposium). They completed an online non-verbal false-belief (FB) assessment (adapted from [9]), three EF evaluations of inhibition, shifting and working memory and a retelling task [10].

**Results.** Analyses revealed that bilingual children with and without ASD were significantly faster ( $p < .01$ ) and more accurate ( $p < .05$ ) in FB attribution than monolingual ASD children, who were in turn less accurate than TD monolingual peers. Bilingual ASD children exhibited superior performance in inhibition and working memory ( $p < .01$ ) compared to monolingual peers with ASD. In retelling, bilingual ASD children scored higher than monolinguals with ASD ( $p = .05$ ) in the diversity of the complement clauses produced.

**Discussion.** The findings show that the bilingual children with ASD had an advantage over their monolingual ASD peers in FB, EF and complementation, suggesting that bilingualism can indeed be beneficial in autism. FB performance will be discussed in relation to performance in the EF and narrative tasks.

**Relevance of research to the needs of the general public, policy makers or professionals.** Professionals still often advise parents of children with ASD to prefer monolingualism [11-12], although bilingualism arguably facilitates community and family bonds [13-14]. The present research aims to inform the general public, policy makers or professionals of the potential benefits of bilingualism on cognition in ASD, and thus increase evidence-based decisions.

## Community engagement and linguistic research on bilingualism, Bilingualism Matters – Rutgers

*Benjamin Kinsella, Michele Goldin, Patricia González Darriba, Esther Hur, Abril Jiménez, Cristina Lozano-Argüelles  
& Julio Cesar Lopez Otero*  
*Rutgers University*

Bilingualism Matters- Rutgers, locally known as RUBilingual, is managed and led by doctoral students in the Bilingualism and SLA program. While the organization does not collect research by virtue of the program, the doctoral students draw upon their work in the community to disseminate their findings to several audiences who are implicated in their studies, including university students, teachers, parents, and children from New Jersey (NJ). Thus, the relationship between the team members' research and the community strengthens the program and its outreach efforts.

For instance, Benjamin Kinsella, the branch's director, examines language policies and family language socialization practices in one Mexican community in Central NJ. Having conducted ethnographic fieldwork in one focal community for three years, his research is motivated by language socialization and family language policy<sup>1</sup>. Findings from Kinsella (2018, in progress) have uncovered the locally held ideologies toward bilingualism and their relationship with child language development and sibling pairs in one focal community.

The team members' research also draws upon different perspectives on bilingualism, which complements RUBilingual's work in the community. For instance, Michele Goldin explores the impact of bilingual and immersion education on the language development of child heritage and the language development of child heritage and second-language (L2) speakers of Spanish living in NJ<sup>2</sup>. Goldin (in progress) has found that immersion schooling plays a role in the development of the null subject parameter in young bilingual children and that L2 learners follow a different trajectory of acquisition than do heritage bilinguals, contributing to theories of child L1 and L2 acquisition.

Other team members research adult Spanish-English bilinguals, such as Patricia González Darriba, who examines the cognitive, educational, and professional differences in the translation of motion structures. González-Darriba (in progress) offers insights into two crucial aspects of human cognition: (1) the interaction between the two languages spoken by a bilingual individual and (2) the processes that take place in the bilingual mind when translating and how these are influenced by individual differences. Furthermore, Esther Hur's research is motivated by theories on adult heritage speakers (HS) and the effects of verb frequency and the Differential Object Marker (DOM) in HS of Spanish<sup>3</sup>. Hur (in progress) found that the intermediate group strongly relies on the frequency of the verb when connecting the relevant syntactic structures in the production of DOM.

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<sup>1</sup> See Schieffelin & Ochs (1986), Spolsky (2004), and King, Fogle, & Logan-Terry (2008).

<sup>2</sup> See Müller and Hulk (2000), Orfitelli & Hyams (2012), and Rothman (2009)

<sup>3</sup> See Montrul (2004) and Putnam & Sánchez (2013)

Other team members conduct research on L2 acquisition. For example, Abril Jiménez examines the acquisition of vague lexical items in Spanish<sup>4</sup>. Jiménez focuses on numeric approximators (NAs) (e.g., *como* 'like', *aproximadamente* 'approximately'), which are lexical items that are used to convey uncertainty and imprecision. Jiménez (in progress) reveals that an increased proficiency implicates a more complete integration of meaning and specifications for these lexical items. Furthermore, another team member, Julio Cesar López-Otero, investigates the acquisition of the Spanish DOM among highly proficient Romanian-Spanish bilinguals living in Spain<sup>5</sup>. In his research, López-Otero found that both Romanian and Spanish have DOM systems ruled by animacy and definiteness.

Together, the team members draw from their varying fields their research on bilingualism, enriching the work they do in the NJ community and sharing their findings with educators, parents, and students.

The RUBilingual team's research is relevant to the needs of the general public and education professionals because it acts as a bridge between research and the needs of the bilingual populations. Through workshops and community roundtables, RUBilingual's efforts provide valuable linguistic insights concerning the diverse speakers of languages other than English in NJ. These insights dispel myths concerning bilingualism, inform language policies, and advise best-practices for educators and parents in the school and home domains.

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<sup>5</sup> See Aissen (2003) and Jiang (2000)

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## Posters

Poster Title	Authors & Affiliations
Bilingualism in Autism: Language Learning Profiles and Social Experiences	Béregère Digard, Andrew Stanfield, Antonella Sorace, Sue Fletcher-Watson <i>University of Edinburgh</i>
Translanguaging-enhanced Input and Adult Second Language Learning	Chin Yew Kieu, Antonella Sorace <i>University of Edinburgh</i>
How context could affect the second language learning	Rivera, M., Paolieri, D., & Bajo, T. <i>University of Granada &amp; CIMCYC Research Centre (Granada)</i>
Influence of bilingualism on long-term memory performance: a study of different memory representations.	Igor Jevlanov, Maria Garraffa, Mario Parra Rodriguez <i>Heriot Watt University</i>
UKBTAT: a tool for early bilingual vocabulary development evaluation	Claire Delle Luche <sup>1</sup> Tom Sambrook <sup>2</sup> Caroline Floccia <sup>3</sup> <sup>1</sup> <i>University of Essex</i> , <sup>2</sup> <i>University of East Anglia</i> , <sup>3</sup> <i>University of Plymouth</i>
The development of pragmatic abilities in the context of bilingualism with a minority language: Italian and Ladin	Marco Magnani <i>University of Trento</i>
Task order effects on attention tasks in English and Chinese speakers	Lihua Xia, Thomas Bak, Antonella Sorace, Mariana Vega-Mendoza <i>University of Edinburgh</i>
Measuring reduced emotional resonance of second language with pupillometry	Wilhelmiina Toivo, Christoph Scheepers <i>University of Glasgow</i>
Instructed vs. Uninstructed Bilinguals: the Role of Metalinguistic Awareness in Third Language Acquisition	Francesca D'Angelo, Antonella Sorace <i>University of Edinburgh</i>
To ask or not to ask - the question about language in the worldwide national census	Thomas H. Bak, Anna Mas-Casadesús, Eva-Maria Schnelten <i>University of Edinburgh</i>
Overspecification in L1 English-L2 Spanish late bilinguals: topic continuity contexts in written discourse	Fernando Martín Villena, Cristóbal Lozano <i>University of Granada</i>
Linguistic Processing and Executive Control in Healthy Bidialectal Ageing	Natalia Nannou, Georgia Fotiadou <i>Aristotle University of Thessaloniki</i>
Unlocking the Puzzle of Multilingualism	Tracey Hughes <sup>1</sup> , Antonella Sorace <sup>1</sup> , Gillian Munro <sup>2</sup> , Bronwen Cohen <sup>3</sup> , Philomena de Lima <sup>4</sup> , Lynn Jamieson <sup>3</sup> and Kay Tisdall <sup>3</sup> <sup>1</sup> <i>Bilingualism Matters, University of Edinburgh</i> <sup>2</sup> <i>Sabhal Mòr Ostaig, University of the Highlands and Islands</i> <sup>3</sup> <i>CRFR, University of Edinburgh</i> <sup>4</sup> <i>Inverness College, University of the Highlands and Islands</i>

## Edinburgh

### Venue Details

The Research Symposium will be held at: Informatics Forum, 10 Crichton Street, Edinburgh EH8 9AB

[View on Googlemaps](#)

The Informatics Forum is on the central campus of the University of Edinburgh, close to the heart of the city. With an open design on six floors around a central glass atrium, the building houses all research activities of the School of Informatics. The Forum has won a range of awards for excellence and for environmentally sustainable design, including the RIAS Best Building in Scotland 2008.

### Arrival & Transport

Transport	Name	Info
<b>Arriving by plane</b>	Edinburgh Airport, EDI (Turnhouse)	The full range of transport options from airport can be found at: <a href="http://www.edinburghairport.com/transport-links">http://www.edinburghairport.com/transport-links</a> Tram and bus service 100 to city centre – both reliable and frequent.
<b>Arriving by train</b>	Edinburgh Waverley Station	Venue is 15 minute walk from station
<b>Edinburgh city buses</b>	Lothian buses <a href="https://lothianbuses.co.uk/">https://lothianbuses.co.uk/</a>	£1.70 exact change required per journey £4 for all day ticket

### Accommodation Suggestions

Name	Approx Cost	Info and booking link
<b>Motel One</b> 18-21 Market Street EH1 1BL	Rooms from £108.50 per night	Recommended: others from the conference will stay here, central, next to train station and airport bus terminal, 15 minute walk to venue. <a href="https://www.motel-one.com/en/hotels/edinburgh/hotel-edinburgh-royal">https://www.motel-one.com/en/hotels/edinburgh/hotel-edinburgh-royal</a>
<b>Premier Inn Edinburgh City Centre Royal Mile</b> East Market Street Edinburgh EH8 8BG	From £78 per night	New hotel: 15 minute walk to venue and 5 minutes from train station. <a href="http://www.premierinn.com/gb/en/hotels/scotland/lothian/edinburgh/edinburgh-city-centre-royal-mile.html">http://www.premierinn.com/gb/en/hotels/scotland/lothian/edinburgh/edinburgh-city-centre-royal-mile.html</a>
<b>B&amp;Bs/Guesthouses/Airbnb</b> Meadows and Old Town areas closest	From £30 per night	Check reviews before booking. <a href="https://www.booking.com/landmark/gb/the-meadows-3.en-gb.html">https://www.booking.com/landmark/gb/the-meadows-3.en-gb.html</a> <a href="https://www.airbnb.co.uk/s/Edinburgh-Old-Town--Edinburgh">https://www.airbnb.co.uk/s/Edinburgh-Old-Town--Edinburgh</a>

## Bilingualism Matters Annual Event

All are welcome to stay for the Bilingualism Matters 10<sup>th</sup> Anniversary Annual Event in the same venue from 4.30pm to 6.30pm. The event will be a celebration of the work of Bilingualism Matters over the last 10 years. It is free and open to all.

### Online & Contact Details

Event webpage: <http://www.bilingualism-matters.ppls.ed.ac.uk/bilingualism-matters-research-symposium-2018/>

Email: [bilingualism-matters@ed.ac.uk](mailto:bilingualism-matters@ed.ac.uk)

Facebook: [www.facebook.com/BilingMatters](http://www.facebook.com/BilingMatters)

Twitter: [@BilingMatters](https://twitter.com/BilingMatters)

Event hashtag: **#BMRS2018**

