Bilingualism Matters
Research Symposium 2019

Saturday 21st September 2019, 09:00 to 17:45

Outreach Centre, University of Edinburgh Holyrood Campus
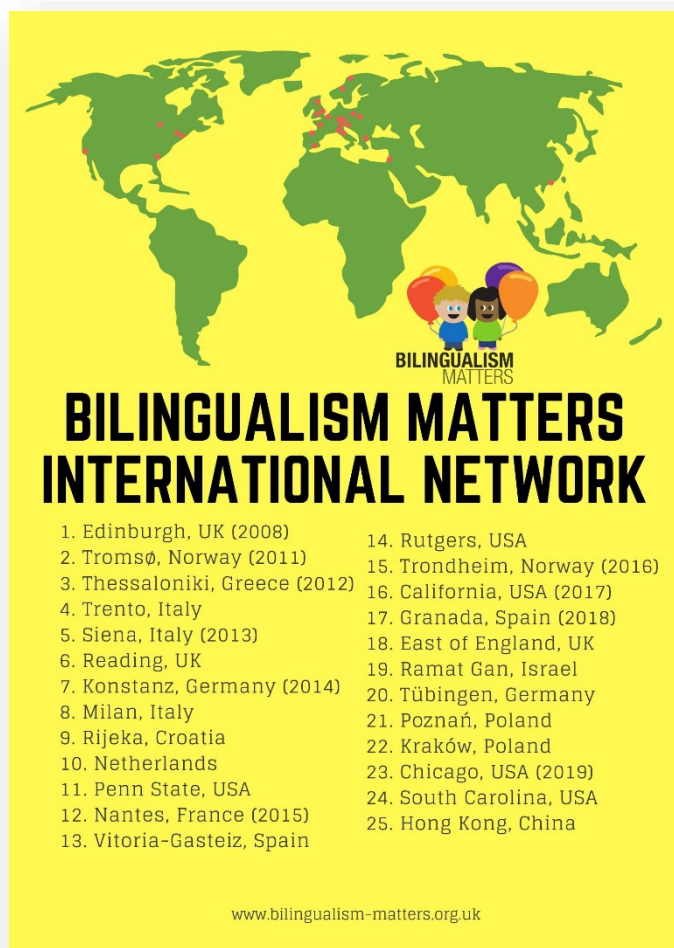
9C Holyrood Rd, Edinburgh EH8 8FP

Contents

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.

BILINGUALISM MATTERS INTERNATIONAL NETWORK

1. Edinburgh, UK (2008)
2. Tromsø, Norway (2011)
3. Thessaloniki, Greece (2012)
4. Trento, Italy
5. Siena, Italy (2013)
6. Reading, UK
7. Konstanz, Germany (2014)
8. Milan, Italy
9. Rijeka, Croatia
10. Netherlands
11. Penn State, USA
12. Nantes, France (2015)
13. Vitoria-Gasteiz, Spain
14. Rutgers, USA
15. Trondheim, Norway (2016)
16. California, USA (2017)
17. Granada, Spain (2018)
18. East of England, UK
19. Ramat Gan, Israel
20. Tübingen, Germany
21. Poznań, Poland
22. Kraków, Poland
23. Chicago, USA (2019)
24. South Carolina, USA
25. Hong Kong, China

www.bilingualism-matters.org.uk

International Network

The model created at Edinburgh has proved popular and we now head a rapidly growing network of over 20 branches around 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 their local communities.

Research Symposium

The 2019 Symposium aims to provide an opportunity for researchers from across our Bilingualism Matters international network and beyond to come together to share and exchange ideas on any aspect of bilingualism.

@bilingmatters

#BMRS2019

Keynote Lecture

Professor Ianthi Maria Tsimpli
Chair of English and Applied Linguistics
University of Cambridge

Multilingualism in underprivileged contexts: effects on cognition and school skills

Multilingualism is the norm in India but variation across speakers is vast and includes variation in the number of home languages used, societal/community languages, official medium of instruction and actual language practices in the classroom. As language is the primary vehicle of education and learning, variation in any of the above measures of multilingualism can affect the language experience of the school child and have knock-on effects on the development of school skills (basic and higher literacy and numeracy), or cognition. Focusing on the data from 800 children from urban primary schools in Delhi and Hyderabad, all from deprived socioeconomic backgrounds, I will try to disentangle which aspects of language experience (multilingualism) affect school skills and cognitive abilities of primary school children in India. Participants attend government primary schools in slum or non-slum urban areas and were assessed on mathematical reasoning, word, sentence and text reading, as well as non-verbal IQ, inhibition and complex working memory skills. Language practices in the classroom include the use of English, a regional language (Hindi or Telugu) and language mixing, and are evaluated against the official medium of instruction of the school. The child's home language(s) and their use in the classroom are factors which make up the multilingual profile of the child participant which seem to contribute independently to participants' linguistic, reasoning and cognitive skills.

Programme

09:00 – 09:30	REGISTRATION	
09:30 – 09:45	**Welcome and opening remarks** Professor Antonella Sorace Founding Director of Bilingualism Matters**,** *University of Edinburgh*	
	SESSION 1A – Language Development & Cognition Facilitated by: Tanja Rinker, Bilingualism Matters Tübingen	**SESSION 1B – Language, Society & Education** Facilitated by: Tihana Kraš, Bilingualism Matters Rijeka
09:45 – 10:50	**Suggestions for the screening of bilingual children at 30 months** Allegra Cattani *University of Plymouth*	**The impact of Bilingual Narrative Intervention (BINARI) on Vocabulary Size and Narrative Structure in Both Languages** Carmit Altman, Minna Lipner, Peer Shlomo-Ahituv and Sharon Armon-Lotem *Bar Ilan University*
	Investigating disambiguation as mapping and retention constraint in monolingual and multilingual children - A developmental eye-tracking study Kate Repnik, Antonella Sorace & Vicky Chondrogianni *University of Edinburgh*	**Monolingual and bilingual children's attitudes of language variation** Anna Ghimenton, *Université Lumière Lyon 2* Vincent Arnaud, *Université du Québec à Chicoutimi*
	Bilingual processing of grammatical gender Jasmjin Bosch, Francesca Foppolo and Mathilde Chailleux *Univeristy of Milano Bicocca*	**Language, Place and Identity: exploring children's linguistic and cognitive development in heritage and community languages** Tracey Peace-Hughes, Antonella Sorace, Bronwen Cohen, Philomena de Lima, Lynn Jamieson, Kay Tisdall, *University of Edinburgh* Gillian Munro, *University of the Highlands and Islands*
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	Mind the gap. Developing lexical abilities in a minority L2 through immersion education: The case of English-speaking children in Gaelic-medium education Vicky Chondrogianni and Morna Butcher, *University of Edinburgh* Maria Garraffa, Heriot-Watt University	**Linguistic practices and profile of heritage speakers of an endangered language: the case of Vlach Aromanian speakers in Greece** Alexandra Prentza, *University of Ioannina* Maria Kaltsa, *Aristotle University of Thessaloniki*

	How are metaphors processed by L2 speakers at the neural level? And do they evoke affective responses? Francesca M.M. Citron, Nora Michaelis and Adele E. Goldberg *Lancaster University*	**A prognosis for Sámi in Norway: Schools as the key to revitalization** Øystein A. Vangsnes *UiT The Arctic University of Norway*
	Heritage Spanish bilingual children and the acquisition of null subjects: The case of immersion schooling Liliana Sánchez, Jennifer Austin, Michele Goldin, Esther Hur, Abril Jimenez and Julio Cesar López Otero *Rutgers University & Davidson College*	**Uneasy cohabitation and silent treatment: multilingualism and monoglossic ideologies** Charles Brasart *Université de Nantes*
12:40 – 13:40	LUNCH (in Level's Café upstairs)	
13:40 – 14:40	POSTER SESSION	
	SESSION 3A – Language Development & Cognition Facilitated by: Abril Jimenez, Bilingualism Matters	**SESSION 3B – Language, Society & Education** Facilitated by: Francesca Foppolo, Bilingualism Matters Milan
14:40 – 15:45	**How do you get there from here? Using neural networks to quantify L2 learnability** Clara Cohen, Catherine Higham and Syed Waqar Nabi *University of Glasgow*	**Teachers' successful practices for multilingual learners (MLLs) in the UK and the US: similarities and differences** Naomi Flynn *University of Reading*
	Investigating the relationship between bilingualism and perspective taking skills in adulthood Berengere Digard, Antonella Sorace, Andrew Stanfield and Sue Fletcher-Watson *University of Edinburgh*	**Multilingual classrooms and monolingual mindsets?** Tanja Rinker, *Catholic University Eichstätt-Ingolstadt* Erkam Ekinci, *University of Konstanz*
	Attentional control in bilingualism: An exploration of the effects of trait anxiety and rumination on inhibition Julia Ouzia, Peter Bright and Roberto Filippi *University College London*	**Multilingualism in the teacher education – Results of a pilot study** Slavica Stevanovic and Eva-Larissa Maiberger *University of Tübingen*
15:45 – 16:00	TEA/COFFEE BREAK	
16:00 – 16:45	KEYNOTE LECTURE	
	Multilingualism in underprivileged contexts: effects on cognition and school skills Professor Ianthi Maria Tsimpli, *University of Cambridge*	
16:45 – 17:35	QUESTIONS & ANSWERS	
17:35 – 17:45	CLOSING REMARKS	
19:30	CONFERENCE DINNER (CIAO ROMA, SOUTH BRIDGE)	

Oral Presentation Abstracts

Suggestions for the screening of bilingual children at 30 months

Allegra Cattani, University of Plymouth

Children acquiring two languages from very early in their life and coming from a wide array of linguistic backgrounds are problematic for language assessment. We investigated the fruitfulness of using standardised English language tests with bilingual children, with special focus on their exposure to English.

Thirty-six British monolingual and 35 bilingual 2½-year-olds exposed to British English and another language were tested on the auditory sub-test of the Pre-School Language Scale (PLS), the British Picture Vocabulary Scale (BPVS) and an additional word production test (SETK). Parents completed the comprehension and production components of the Communicative Development Inventory (Oxford CDI) and a questionnaire that calculated the exposure to English as a percentage of language input. Regression analyses showed that the demographic measures (birth rank, gender, parents' education and occupation) did not account for a significant proportion of variance. When the proportion of English exposure was subsequently added to the regression, this explained a significant amount of variance in all measures. A two-stage cluster analyses suggested that 60% exposure to English is a cut- off point above which the bilingual toddlers performed like their matched monolingual controls.

When a bilingual 2½-year-old is exposed to English more than 60% of the time, is very likely to score similarly to a monolingual child on all English test measures. A follow-up wider project has aimed to improve the quality of assessment of bilingual children based on the phonological linguistic distance between English and the Additional Language.

Implication for practice. Health professionals and educators should be able to screen confidently bilingual toddlers when exposure is at or above 60%. For these toddlers, practitioners should use the typical standardised assessment forms that were designed for monolingual children. The basic screening should begin first to determine the percentage of the time a toddler hears English and subsequently to be able to interpret the performance on standardised tests. Free web 10 minutes questionnaire that measures the amount of exposure to English is available at: http://www.psy.plymouth.ac.uk/babylab/leq/

Investigating disambiguation as mapping and retention constraint in monolingual and multilingual children - A developmental eye-tracking study

Kate Repnik, Antonella Sorace & Vicky Chondrogianni, University of Edinburgh

Disambiguation assumes that new words tend to refer to new referents precluding the application of a novel label to a familiar object. Newer associative network models (Roder et al., 2000) de- scribe lexical development with domain-general learning processes that contribute to 'in-the-moment' referent selection, whilst also considering other environmental factors. According to this ac- count, disambiguation is the product of prior episodes of learning, which are the consequence rather than the cause of a well connected associative network of words. To investigate these claims further, we addressed (a) whether children disambiguated, (b) retained the trained word-object mapping, (c) retained the novel word-object mapping derived through fast mapping,

and (d) how and whether age, vocabulary size, and language background modulated disambiguation and retention.

Eye-tracking data from 18- to 30-month-old monolingual and multilingual infants were collected. In total, 43 children from monolingual English and 40 multilingual backgrounds were tested. A looking-while-listening paradigm with two objects on screen included two familiar items, a novel item, and a trained item. Mixed-effects regression models found that vocabulary size predicted the outcome for any condition better than the children's ages. This means, children who had larger vocabularies were more likely to make use of disambiguation as a word learning constraint. Next, we saw a change of performance throughout the duration of the experiment, with children's accuracy on retention increasing (especially in the multilingual group), and conflictive results between the groups on disambiguation trials. Lastly, we included a disambiguation score towards the models predicting retention. It was found that children who disambiguated are also the ones who retained the trained object-word mappings more accurately (see Fig 1). However, for the object-word combinations linked via fast mapping disambiguation trials, multilingual children who disambiguated performed worse than their monolingual peers (see Fig 2).

Mapping and remembering words are vital for word learning during child development. To master these, children apply skills used for language and other cognitive domains. In an increasingly multicultural world, understanding how children's environments shape the maturation of these skills is of considerable importance to parents, educators and policy makers.

Bilingual processing of grammatical gender
Jasmjin Bosch, Francesca Foppolo and Mathilde Chailleux, Univeristy of Milano Bicocca

People process speech incrementally, anticipating upcoming information on the basis of linguistic cues. One important morphosyntactic cue is grammatical gender, which monolingual children use rapidly in spoken word recognition (Lew-Williams & Fernald, 2007). However, adult bilinguals appear to process grammatical gender differently (Foucart & Frenck-Mestre, 2012), and transfer effects have been reported when there is gender incongruency between two languages (Morales et al., 2016). These findings suggest a gender-integrated bilingual system (Salamoura & Williams, 2007), whereas other studies have argued in favor of gender-autonomous systems (Costa et al., 2003). Our study contributes to this debate by focusing on bilingual children.

So far we tested 21 Italian-German bilingual children aged seven to nine (M = 8;4, SD = 0;6), using a visual world eye-tracking paradigm. Participants were presented with two pictures that either matched or mismatched in gender, accompanied by the sentence Dov'è la/il…? (Figure 1 and 2). The items varied with respect to gender (in)congruency in German and Italian, so as to detect cross-linguistic influence in anticipatory patterns (Figure 3). Hypothesizing that children process speech incrementally, we expect participants to anticipate looks at the target on the basis of the gender of the article. Hypothesizing that there is cross- linguistic influence between the two gender systems, we further predict that this anticipation effect might be delayed when German and Italian translation equivalents have the opposite gender.

We found a significant increase of looks toward the target during the article in the predictable but not in the unpredictable condition, suggesting anticipation based on gender. In this preliminary analysis we did not find cross-linguistic influence due to gender incongruency. However, being resident in Italy, participants are Italian-dominant, and any transfer effects may only surface in German. Therefore, we are currently testing the same children with a German version of the experiment.

This study investigates L2 processing in children, which is relevant for second language teachers and professionals in bilingual education. Furthermore, increased knowledge about the interaction between the two languages a bilingual speaks and how they are cognitively represented may contribute to the improvement of therapeutic methods for bilingual children.

SESSION 1B – Language, Society & Education

The impact of Bilingual Narrative Intervention (BINARI) on Vocabulary Size and Narrative Structure in Both Languages

Carmit Altman, Minna Lipner, Peer Shlomo-Ahituv and Sharon Armon-Lotem, Bar Ilan University

It is well-known that vocabulary knowledge is critical for school success, and it is a predictor of successful reading comprehension, specifically in bilingual populations (Proctor, August, Carlo, & Snow, 2006). Furthermore, a number of studies have shown beneficial effects of home language instruction on school language vocabulary knowledge and reading comprehension among bilinguals (e.g., Restrepo, Morgan, & Thompson, 2013). The current study investigated the impact of bilingual narrative intervention (BiNaRI) administered in the home language (English) and the school language (Hebrew) on narrative skills and vocabulary in both home and school languages. The study examined vocabulary growth as well as transfer of conceptual vocabulary from the home language (English) to the school language (Hebrew). Baseline vocabulary and narrative tasks were administered to 16 bilingual English-Hebrew preschool children (aged 5-6). The experimental group attended twelve sessions, a block of six in each language. Children were assessed four times pre and post each phase, and six weeks after the last session with baseline tasks. Our findings show differential growth in vocabulary knowledge in the two languages. Growth in home language followed intervention in the home language, while the societal language benefited from both blocks of intervention. Maintenance was observed for both languages. Narrative development showed a different pattern, with parallel development in the two languages, regardless of the language of intervention that was most significant after the two blocks and was also maintained after the intervention was over. We discuss how changes in one language impact development in the other and present several possible applications that emerged from our liaison with partners at Bilingualism Matters Israel.

The crosslinguistic transfer of knowledge observed in this study shows the value of intervention in both languages. Bilingual narrative intervention (BiNaRi) is relevant to the needs of health and education professionals, as it offers a way to support the home language alongside the school language.

Monolingual and bilingual children's attitudes of language variation

Anna Ghimenton and Vincent Arnaud, Université Lumière Lyon 2

Numerous studies suggest that by age 8, children align their language attitudes (LA) with the broader societal preferences, preferring the normative realizations rather than the non- normative ones (interalia Kinzler et al. 2007; Kinzler & De Jesus 2013; Wagner et al. 2013). This result contrasts previous findings where children, already at the age of 3, were able to distinguish varieties and express social awareness, preferring the prestige variety (Day, 1980; Rosenthal 1974). Kinzler, Shutts & Spelke (2012) provide an explanation to this by suggesting that this early emergence of social awareness may be due to the bidialectal and bilingual sociolinguistic context which may awaken children's LA earlier than in monolingual contexts. Differences in the sociolinguistic context may also account for the inconsistent results. We conducted a matched guise experiment involving francophone

monolingual (N=46, 27 boys, 19 girls) and bilingual children (N=36, 18 boys, 18 girls) living in France who were asked to express their preferences towards 27 trials, each one comprising 2 sentences. Each trial was associated with one of the seven linguistic variables considered. For example, one sentence included the negative particle ne (normative variant) whilst the other did not (non-normative variant). A series of mixed effects logistic regressions with age, sex and mono/bilingualism as independent predictors exhibit the following significant tendency: bilingual children are more lenient towards language variation and do not express the same normative preferences as monolinguals. We discuss these empirical results in the light of their educational implications considering that schools promote normative linguistic usages over others, often more casual or local.

The results have important educational implications. Variation is inherent to language use yet LA contribute to the selection of one variant as the one being more prestigious. We discuss the potential consequences of such restrictive attitudes for bilingual children living in monolingual school settings (e.g. France).

Language, Place and Identity: exploring children's linguistic and cognitive development in heritage and community languages

Tracey Peace-Hughes, Antonella Sorace, Bronwen Cohen, Philomena de Lima, Lynn Jamieson, Kay Tisdall, University of Edinburgh
Gillian Munro, University of the Highlands and Islands

This interdisciplinary project explored children's experiences of bilingualism in Scotland. This research is particularly unique in the Scottish context where little research has given a voice to children's experiences of language learning and how bilingualism can intersect with place and identity. The research adopted the belief that children are competent and active members of society and sought to find out, first-hand, the lived experiences of bilingual children living in Scotland. This was completed through a mixed method approach which incorporated: group work and individual interviews with children, which utilised arts-based methods; observations; parental questionnaires; parental interviews; interviews with key informants; and the completion of a test to measure cognitive and executive functioning.

Data was gathered from two Scottish primary schools (one urban and the other rural). The rural school is a Gaelic Medium Education (GME) school. The urban school is multicultural. Of the children taking part in the study, 10 different languages were spoken, with these primarily being Gaelic and European languages.

This presentation will primarily present data gathered from the children who participated in this research, with data from other sources used to supplement the findings. In particular, the perceived benefits of bilingualism, as well as the struggles, will be highlighted. These include: the strong sense of community culture and identity among the GME children; the promotion of language learning by parents, the schools and Local Authorities; the value of wider support systems; and, the children's perceived additional benefits of bilingualism.

This research is child-centred and seeks to find out what we can do to better improve and develop child bilingual experiences. Therefore, this has relevance to the general bilingual public, policy makers, professionals working with and for children at multiple levels of society.

The Production of English Vowels by Italian High School Students

Federica Saisi, University of Freiburg

The Italian vowel inventory consists of seven vowels, which only partially overlap with the fourteen in the British standard of Received Pronunciation (RP). Studies conducted on Italian learners of English have addressed their pronunciation difficulties (Flege & MacKay 2004; Munro et al. 1996; Piske et al. 2002), sometimes also with conflicting results, as for the accuracy in the realisation of /æ/ (Busà 1999; Flege et al. 1999). These analyses are often conducted with subjects who have emigrated to English-speaking countries, but the topic could be expanded to learners who, while not being early bilinguals, are exposed to bilingual education later in life. Can this intensive focus make their realisations of different phonemes internally consistent and not overlapping? Do these results also move closer to average RP values? Which sounds still prove to be more problematic?

In order to answer to these questions, the present study examines the production of the English vowels /ɛ/, /æ/ /ʌ/ and /ɒ/ among Italian high school students attending an international course, with half of the subjects taught in English. The 16 participants were selected from a first-year and a fifth-year class and then further divided according to their proficiency level. The vowels were extracted from a list of words they were asked to read and their formant values were compared with average values from RP speakers (Gimson & Cruttenden 2001) and from three British native speakers.

The results show that the realisation of /æ/ and /ʌ/ was generally more problematic, in partial contrast to Flege et al. (1999). Although /ɛ/ belongs to the Italian inventory, its production could also improve in consistency. The findings suggest that even immersive contexts such as bilingual education programmes could still benefit from a stronger emphasis on pronunciation, not only where sound inventories diverge, but also when they overlap.

The present study addresses the question of how much improvement can be expected from learners who are exposed to high school bilingual education. By examining their vowel production, this research highlights the importance of a greater focus on phonemic awareness in order to improve intelligibility.

Mind the gap. Developing lexical abilities in a minority L2 through immersion education: The case of English-speaking children in Gaelic-medium education

Vicky Chondrogianni and Morna Butcher University of Edinburgh
Maria Garraffa, Heriot-Watt University

Studies have documented that bilinguals exhibit a large discrepancy between receptive and expressive vocabulary skills, known as the 'receptive-expressive gap', which goes beyond the normal asymmetry between the two modalities (Gibson et al., 2014). This gap has been documented in the L1 of school-age immigrant children in L2 mainstream education (Gibson et al., 2012), although results are mixed (Keller et al., 2015). Given that studies do not always assess both languages and have not considered the relationship between this gap and lexical class, we addressed the following questions: (1) what is the nature of the receptive-expressive gap for children in immersion education across both languages, and (2) how can performance on verbs and nouns inform us about children's emergent lexical skills related to this gap.

In the first study of its kind, 51 6- to 7-year-old English-Gaelic bilingual children attending Gaelic-medium immersion primary schools (Primary 2&3) in Scotland were tested on the Crosslinguistic receptive and expressive Lexical Tasks (Haman et al., 2015) targeting nouns and verbs in Gaelic and English. Accuracy and (language-specific) error types were considered.

Children performed better on their dominant L1 (English) than the immersion L2 (Gaelic) and on nouns than verbs across tasks and languages (Haman et al., 2017). The expressive-receptive gap was larger in the L2 than the L1 and narrowed with age for the L1 but not for the L2, confirming previous studies that reduced input exacerbates the gap size (Gibson et al. 2012, 2014; Keller et al., 2015), which requires more time than one year of immersion education to narrow. The L2 expressive-receptive gap was reduced when responses specific to verbs in the Gaelic naming task, e.g. blending (L1 root+L2 inflection/derivation), were considered target-like. This study offers new insight into how lexical abilities develop in emerging bilingual children across the two modalities.

Knowing or learning words is essential for the child's academic achievement and prospects, above and beyond their language development. Understanding how bilingual children develop their lexical skills across their two languages and how this is shaped by educational programmes is of great importance for educators, parents and policy makers alike.

How are metaphors processed by L2 speakers at the neural level? And do they evoke affective responses?
Francesca M.M. Citron, Nora Michaelis and Adele E. Goldberg, Lancaster University

Neuroimaging research on second language (L2) speakers show recruitment of the same extended-language network as native speakers, but more strongly so, especially in less proficient speakers. In addition, L2 speakers recruit the 'language switching' network, given the constant interference between languages. Figurative expressions are particularly challenging even for highly proficient L2 speakers than literal language. We aimed to explore how L2 speakers process highly conventional metaphors, e.g., Her Spanish was rusty, at the neural level; and to replicate previous findings of stronger involvement of left prefrontal cortices (executive functions, activation and inhibition of multiple representations) and left amygdala (emotional engagement) in native speakers. Italian proficient L2 learners of German and German native speakers read conventional metaphors and literal paraphrases, equal in several psycholinguistic variables. Results confirm that native speakers activated prefrontal cortices and left amygdala for increasingly more metaphorical sentences (Metaphoricity). While L2 speakers showed stronger recruitment of both extended- language and 'language switching' networks than native speakers overall, they did not show any distinctive activation for increasing Metaphoricity except for the right caudate nucleus (selection between alternatives, language switching). L2 speakers seem to process metaphorical and literal language more similarly, by activating multiple representations in both cases: metaphorical and literal in both L2 and L1 for metaphors, and literal representations only, but in both languages, for literal sentences. Native speakers instead activate multiple representations only in response to metaphors. Finally, emotional engagement may be due to juggling multiple representations, as a problem solving activity that in turn evokes pleasurable feelings.

This research has implications for teaching English as a second language, adult language learning, cultural integration, and persuasive discourse (political, advertisement, dissemination of knowledge).

Heritage Spanish bilingual children and the acquisition of null subjects: The case of immersion schooling
Liliana Sánchez, Jennifer Austin, Michele Goldin, Esther Hur, Abril Jimenez and Julio Cesar López Otero, Rutgers University & Davidson College

Heritage bilingualism has been associated with particular developmental outcomes. For instance, heritage bilinguals show greater variability than monolinguals and non-heritage bilinguals in their use of null subjects

(Austin et al., 2017; Montrul, 2016). Null subjects lie at the syntax/pragmatics interface; thus, they are susceptible to developmental instability and cross-linguistic influence (e.g., Müller & Hulk, 2000; Rothman, 2009).

Our study explores the role of language dominance in the acquisition of null subjects in Spanish and English among children attending a Spanish immersion school in the U.S. Specifically, the study examines continuous vs. discontinuous topics (CTs, DTs), a pragmatic constraint that conditions the use of null subjects. That is, null subjects are expected with CTs and overt subjects with DTs (Belletti et al., 2007). A group of Spanish- English heritage bilingual children (n=18) completed a modified version of the BESA proficiency test in both languages, a forced choice task (FCT), and an acceptability judgment task (AJT) in Spanish. The FCT tested null/overt subjects with CTs and the AJT tested null/overt subjects with CTs and DTs.

BESA results revealed that pre-k children (n=12) ages 4-5 were more dominant in English (75%) than Spanish (50%) while kindergarten children ages 5-6 (n= 6) showed no difference in dominance (Sp. 93%, En. 98%). FCT results indicated an overall preference of 49% for null subjects and no significant differences between the pre-K and K groups.

Spanish AJT results showed above-chance acceptance of null and overt subjects in all conditions. However, their correct responses in the expected conditions (null CTs and overt DTs, 75%) were significantly higher than in the non-target conditions (overt CTs and null DTs, 32%) (β=-043, SE=.12, t(17)=-3.48, p<.001). These results suggest that while the children know which contexts are acceptable for null subjects (cf. Paradis & Navarro, 2003), they over-accept infelicitous contexts regardless of dominance.

Our research examines heritage bilingualism from two perspectives: Linguistic and educational. The study revealed that immersion schooling has some positive effects (FCT results) in the linguistic and pragmatic development of early heritage bilinguals. Thus, we are committed to making this information available to parents, teachers, and school administrators.

SESSION 2B – Language, Society & Education

The use of the Fiuman dialect in the present and the past: Implications for language maintenance
Masa Pleskovic, Tihana Kras and Branka Drljaca Margic, University of Rijeka

The paper reports the results of a study that investigates changes in the self-reported frequency of use of the Fiuman dialect, a regional minority Romance language of the Croatian city of Rijeka and its surroundings, with respect to hearing, speaking, reading and writing in the present and the past. The data were collected via a questionnaire containing closed- and open-ended questions administered to 244 Fiuman speakers, aged 14–89 years. The results show a decrease in the spoken use of Fiuman today in comparison to the past, but also an increase in its written use, among younger speakers. The participants list numerous reasons for the decrease in use, the main ones relating to a reduction in the number of Fiuman speakers and the demographic changes in the city. The increase in use relates primarily to communication on social networks, in text messaging and via e-mail, and communication at work.

The results suggest that in the case of Fiuman, there is a risk of language shift, as the frequency of hearing Fiuman and speaking in it seems to have decreased in the past decades and given that younger speakers tend to use it less often than older ones. However, there is also room for language maintenance, primarily related to modern technology and the new media, due to which Fiuman is increasingly used in writing, especially among younger speakers. However, the writing trend, which could potentially create a means of language maintenance,

should be complemented by other forms and domains of use. At the moment, the use of Fiuman in public domains is primarily related to informal communication among Fiuman speakers at work in the Italian minority institutions. For the maintenance of a minority language, the use in a broad range of domains and with a broad range of speakers is crucial.

The study results suggest that language shift, which might have already started among younger Fiuman speakers, can be reversed if additional efforts are invested in language maintenance, e.g. by exploiting the potential of modern technology and the new media. Based on this, language policies for Fiuman maintenance can be developed.

Linguistic practices and profile of heritage speakers of an endangered language: the case of Vlach Aromanian speakers in Greece
Alexandra Prentza, University of Ioannina
Maria Kaltsa, Aristotle University of Thessaloniki

The study examines bilingual speakers of a heritage language, a variety of Vlach Aromanian (VA) spoken in Greece as well as of Standard Modern Greek (SMG). VA is a morphologically rich language (Katsanis & Dinas, 1990; Campos, 2005), however, VA varieties are characterized by a high degree of microparametric variation (Mavrogiorgos, 2017). Crucially, VA is in danger of disappearing within one generation. A background questionnaire examining language practices across the life span was employed in order to profile our speakers. It included questions on age of onset (AoO) of exposure to both languages, home language practices, current language use and literacy in SMG, since VA is a spoken language only. Our bilingual speakers (N=60) are grouped as follows: (a) sequential bilinguals who were exposed first to VA (L1) then to SMG (L2) with AoO to the L2 at the pre-school or school age, (b) simultaneous bilinguals of VA and SMG with exposure from birth (2L1s) and (c) sequential bilinguals who were exposed first to SMG (L1) and then to VA (L2) with an AoO at the pre-school age. Our results show significant variation in language practices, literacy skills, oral input and current competence across groups, with the simultaneous group exhibiting the most variability. Heritage language ability and code alternation practices (Fairchild & Van Hell, 2017; MacSwan & McAlister, 2010) were investigated by means of spontaneous production speech in VA via three 30-minute dialogues between speakers within each group. Code-switching is significantly more frequent in groups

(b) and (c) than in group (a). Additionally, all groups, adopt a practice of integration of morphosyntactic features of VA on SMG bases, irrespective of the existence of a VA word (see example). Again, group (a) adopts this strategy significantly less frequently.

(1)   a   epistat-lu,

caretaker-the-SIGN-MASC-NOM

       b   thers-ii

mow - 3P.SING.PAST-PERF.

How this research is relevant to the needs of the general public: (i) VA is an endangered language (ii) data will be made available to the community by means of a database at the community center (iii) this variety of VA has never been documented before (ii) linguistic profiling of speakers of VA has never been attempted in analyses of other varieties.

A prognosis for Sámi in Norway: Schools as the key to revitalization

Øystein A. Vangsnes, UiT The Arctic University of Norway

The nine living Sámi languages, indigenous to Norway, Sweden, Finland, and Russia, are all considered vulnerable and/or threatened according to organizations such as UNESCO and the Endangered Languages Project: totaling less than 30 000 speakers it is clearly the most endangered language group in all of Europe.

Longstanding assimilation policies in the 19th and 20th century have accelerated language change, sometimes along with ethnic change, sometimes without, in any case leading to a situation where the ethnic group is much bigger than the linguistic group (see Ethnologue).

With the current reclaiming of "sáminess", revitalization of the languages is a central task, and in this paper the school system will be placed at the core of this process. A major claim will be that the future language users will mainly be the children now receiving formal instruction in Sámi. A prognosis will be made for the Norwegian part of the population on the basis of current school figures (which have not changed much over the last decade, see Table 1). It will be argued that even if both L1 and L2 pupils become future bearers of the language(s) there will not be an increase in numbers, and if only L1 pupils become the future speakers, there will be a significant decrease. Sadly enough, even many L1 pupils are likely to abandon the language during their life span.

This raises a host of questions regarding school models and the interplay between education and other factors that either support or weaken the situation for the indigenous minority language (home language, extra-mural activities, migration, language policies etc.). The conclusion will be twofold: 1) The number of pupils receiving instruction in Sámi needs to be increased, and 2) the language models need to favor the minority language as much as possible.

Year	2009	2014	2018	2019
North Sámi L1	946	878	870	892
North Sámi L2	1194	1065	1179	1276
Lule Sámi L1	26	22	34	34
Lule Sámi L2	55	77	84	81
South Sámi L1	20	15	31	26
South Sámi L2	77	59	70	85
Total	2336	2116	2268	2394

Table 1: Number of children in Norwegian schools grade 1-10 receiving instruction in a Sámi language, years 2009, 2014, 2018, 2019. (Source: Statistics Norway)

Motivation: The paper should be relevant to anyone who works on the (re)vitalization of a (historical) minority language, be it policy makers, community members or language workers. The role of literacy in the minority language will be emphasized as without this balanced bilingualism is hard to achieve.

Uneasy cohabitation and silent treatment: multilingualism and monoglossic ideologies

Charles Brasart, Université de Nantes

This paper will provide a historical perspective into the linguistic policies of France and the U.S. regarding multilingualism, in a bid to highlight a discrepancy between perception and reality. The two countries may appear to offer similar linguistic landscapes, with strong governmental promotion of the national language,

viewed as a symbol of what it is to be French and American, and the feeling that it is under threat from exogenous languages.

And yet the reality is more complex. The American linguistic landscape is one of uneasy cohabitation, where the importance of Spanish has been acknowledged for over half a century. Despite its problematic status, bilingual signage is omnipresent and politicians routinely use Spanish to court the votes of the Latinx community. To communicate in the language of one's choice has been a federal right since 1923 and the State recognizes no official language.

The French State on the other hand has promoted monolingualism since the 1539 Ordonnance de Villers-Cotterêts; the Revolution mandated that plurilingualism be stamped out in order to promote national cohesion, and the role of French is now enshrined in the Article 2 of the Constitution. All of this has led to a 'historical difficulty in recognizing the plurality of languages spoken on [French] territory' (North, 2010:10), and yet according to the 1999 census (Deprez, 2003:36) 26% of French adults grew up either bilingually or not speaking French at all — more than 1 in 4 French adults.

Analyzing census data and comparing it to legislation and political discourse, I will show that Spanish, while criticized, has acquired a de facto legitimacy on U.S. territory by the simple fact of its being acknowledged as part of the landscape, whereas France, though officially in favor of plurilingualism and in actual fact a highly multilingual nation, has so far failed to produce an audible discourse on the presence and legitimacy of other languages on its soil.

My current research aims at showing how historically multilingual France and the US have been and still are, and how the invisibilization of hybridized identities on their territories leads to linguistic insecurity, while the hegemony of one national language makes it all the more difficult to recognize multilingual discourse as a valid speech practice.

SESSION 3A – Language Development & Cognition

How do you get there from here? Using neural networks to quantify L2 learnability
Clara Cohen, Catherine Higham and Syed Waqar Nabi, University of Glasgow

A language learner usually progresses faster if the language they are acquiring is similar to their existing languages. Yet different types of similarity can have different effects: Shared morphological structure can aid learning (Schepens et al., 2013), as can shared syntactic structures (Bohnaker 2006), while shared phonology can sometimes impede acquisition (Flege 1995; 2007). In this study, we employ neural network models to characterize second language learning across different dimensions of similarity between L1 and L2. We then use the resulting patterns of network organisation to describe how different parameters of language similarity can predict the ease of L2 language acquisition.

We built a set of five artificial languages whose underlying structure and vocabulary--and therefore relative similarity--were determined in advance (Fig. 1, step 1). Within a Bayesian optimisation framework, we built a series of neural network models and identified the optimal model for each language (step 3). This model represents the L1 speaker (step 3). We then trained each L1 speaker model on the text of each language, simulating the process of learning L2 (steps 4-5). This resulted in 20 pairs of L1-speaker/L2-learner models. By observing the change in activity of the cells between the L1-speaker model and the L2-learner model, we created

a metric to characterise how much change was needed to learn the new language (step 6). Since each language was built with a known underlying structure, and hence a known similarity to each other language, we can relate the change metric from the L1/L2 model pairs to the underlying similarity across each language pair (step 7). The results will provide a tool for characterising relative learnability across different types of languages, and relating the effects of different types of similarity to different effects on learnability.

Increasing migration has increased the variety of L1-speakers seeking to learn different L2s. Our research contributes to developing tools for assessing the learning distances and difficulties facing these learners, and the resources and support that they'll require for successful L2 acquisition.

Investigating the relationship between bilingualism and perspective taking skills in adulthood
Berengere Digard, Antonella Sorace, Andrew Stanfield and Sue Fletcher-Watson, University of Edinburgh

Introduction:
The positive influence of a bilingual upbringing on the developing brain is highly debated, and there is conflicting evidence regarding the positive effect of bilingualism on the development of social cognitive abilities, such as perspective taking (PT). The disentanglement of the various manifestations of bilingualism, the various types of PT, and their interaction with executive functions (EF), may shed light on this debate. This study describes how different bilingual experiences in childhood shape the cognitive development of PT skills, expressed in adulthood.

Methods:
Participants completed a language history questionnaire, a visual PT task, a cognitive and affective PT task, a sustained attention (EF) task, and a non-verbal IQ test. The PT tasks provided a comprehensive picture of the three forms of PT (visual, cognitive, affective), each at two levels of complexity.

Results:
The sample includes 96 participants (72% female), aged 19-59 years (M=28.5 years, SD=7.8 years). Twenty-six participants listed 2 languages, 37 listed 3 languages, 33 listed 4 languages or more, with a wide range of ages of acquisition (for example ages of acquisition for the second language range from 0 to 49 years), and a wide range of proficiencies in all languages. We will report on multiple linear regression analysis to measure the relation between bilingualism metrics (i.e. number of languages, age of acquisition) and PT scores.

Conclusion:
By deploying a multidimensional, continuous and naturalistic definition of bilingualism, this study reveals how the developing brain responds to language learning, influencing social cognitive abilities. The findings have implications for psychological theory, parents and professionals.

This study describes the effect of bilingualism on perspective taking. This cognitive task supports various social skills, such as relating to other people's thoughts and feelings. These are essential for our ability to function in a group and in society, which is relevant for families, educators and policy-makers alike.

Attentional control in bilingualism: An exploration of the effects of trait anxiety and rumination on inhibition
Julia Ouzia, Peter Bright and Roberto Filippi, University College London

Bilingual individuals have been reported to show enhanced executive function in comparison to monolingual peers (Bialystok, 2018). However, the role of adverse emotional traits such as trait anxiety and rumination in bilingual cognitive control has not been established.

Attentional Control Theory (Eysenck, Derakshan, Santos, & Calvo, 2007) holds that anxiety disproportionately impacts processing efficiency (typically measured via reaction time) in comparison to accuracy (performance effectiveness; Eysenck & Calvo, 1992). We administered eye tracking and behavioural measures of inhibition to young, healthy monolingual and highly proficient bilingual adults. We found that trait anxiety was a reliable risk factor for decreased inhibitory control accuracy in bilingual but not monolingual participants. These findings, therefore, indicate that adverse emotional traits may differentially modulate performance in monolingual and bilingual individuals, an interpretation which has implications both for ACT and future research on bilingual cognition.

We explored the effects of trait anxiety and rumination on inhibition in healthy monolinguals and bilinguals. Mood disorders are among the most commonly occurring mental health problems and, therefore, evaluating whether bilingualism modulates the effect of adverse emotions on cognition may be relevant to the work of clinicians and educators.

SESSION 3B – Language, Society & Education

Teachers' successful practices for multilingual learners (MLLs) in the UK and the US: similarities and differences
Naomi Flynn, University of Reading

The USA and the UK are English-speaking countries with long histories of migration and multilingualism. English is the language of education in both, and the gateway to social and economic well-being. Both countries have increasing school populations of children whose home languages are not English, and a shared need to enhance teachers' practice for all children regardless of their language background (Strand, Malmberg and Hall, 2015; Takanishi, & Le Menestrel, 2017). Significantly, both countries have a problem with under- preparation of teachers to teach MLLs (Flynn, 2019; López & Santibañez, 2018). Promising research from the US has identified a research-informed measurably-successful rubric that acts as both a training framework for teachers and an observational tool for assessing effective practice for MLLs; The Standards Performance Continuum Plus, referred to as 'The Standards' (Haneda, Teemant, & Sherman, 2017; Teemant, 2014).

In this paper I compare observational qualitative data, analysed using a priori coding drawing on The Standards, of the lessons of four successful teachers (two from each country) working in primary school (age 5 – 11) multilingual classrooms. Analysis throws light on the dialogic strategies (Mercer & Howe, 2012) common to their teaching, and on the ways in which their language-oriented pedagogy embodies outstanding practice associated with combined enactment of several elements of the rubric. Moreover it shows how these practitioners' linguistically responsive approach to teaching their students incorporates high expectations that raise aspirations and potential academic outcomes (Lucas, 2011).

I demonstrate how The Standards are actioned productively but differently by teachers in different contexts, and in this way share evidence that the rubric can encapsulate practice for MLLs across countries. I reflect on the

ways in which these successful teachers advocate for their MLLs to address the issues of inequity common to students with minority languages both in Europe and globally.

This research is of seminal relevance to teachers in multilingual classrooms because it makes clear how a research-informed pedagogy for teaching multilingual learners can be implemented in ways that will work alongside familiar classroom practices. Furthermore it contributes hitherto untapped knowledge exchange between both academics and teachers across The Atlantic.

Multilingual classrooms and monolingual mindsets?

Tanja Rinker, Catholic University Eichstätt-Ingolstadt & Erkam Ekinci, University of Konstanz

The attitudes of teachers towards multilingualism and the role of language(s) in different school subjects have an impact on teaching behavior in linguistically heterogeneous contexts and they have been shown to be mainly shaped by teachers' own set of linguistic and cultural experiences (Hachfeld et al., 2012; Morys, 2014).

In Germany, virtually all teachers are teaching in multilingual classrooms. Yet, most teachers feel unprepared to respond to the challenge accordingly (Becker-Mrotzek et al., 2012). The mindset of the individual teachers is of utmost importance in the process – and in changing schools to operating in a "multilingual habitus" (rather than in a "monolingual habitus" (Gogolin, 1994; 2008). Based on a study conducted in Belgium with secondary school teachers (Pulinx, Van Avermaet, & Agirdag, 2015) in which quite monolingual mindsets were observed in the Flanders region of Belgium, we investigate the attitudes towards multilingualism in schools (e.g. use of heritage languages, the role of German versus heritage language) in two groups:

1) future secondary school teachers of different subjects at two universities (n = 296) and

2) secondary school teachers of different subjects at different secondary schools (n = 276).

Both groups are recruited from the south of Germany. Our data shows more multilingual attitudes for each group than in the Belgian study. We can also demonstrate that the individual background of the teachers-to-be / teachers is very relevant (e.g. gender, language background) in forming their beliefs. In a follow-up study with a subset of the teachers in training (n = 84), we examined potential changes after a three-month lecture on multilingualism in the classroom in the summer term 2018. Attitudes towards multilingualism were virtually unchanged, albeit with a small trend towards more multilingual attitudes. Implications for future research but also practical considerations for fostering multilingual mindsets in teachers will be discussed.

Examining the attitudes of teachers and future teachers is important as this influences their teaching and teaching methods in multilingual classrooms.

Multilingualism in the teacher education – Results of a pilot study

Slavica Stevanovic and Eva-Larissa Maiberger, University of Tübingen

Although diversity is the normal case in school classes, it seems that the educational system in Germany is not yet prepared to deal with this situation successfully. We still find disparities in educational success and measured competences between students with and without a migration background (often automatically equated with multilingualism) (see Oleschko & Lewandowska, 2016, 73), which are greater in Germany than in other OECD countries (see ibd., 69). As teachers can have an impact on students' educational (miss-)success, the question of

the professional qualification of teachers, who work in multicultural and multilingual classes, is one of the main current challenges of the German education system (see Oleschko & Lewandowska, 2016, 69).

In order to prepare pre-service teachers for their future work in multicultural and multilingual classrooms and to establish the new subject area in the teaching profession, the seminar "German in the context of multilingualism" was offered in the winter semester 18/19. The seminar was also used for a pilot study to determine how students' awareness can be raised for topics of inclusion-oriented school education under the conditions of linguistic diversity and multilingualism. Two different approaches were used to obtain a substantial data base of the

23 students: a standardized questionnaire and the method of reflexive writing. The questionnaire has been used to determine the prior knowledge and attitudes towards multilingualism before the seminar. The (qualitative) method of reflexive writing (see Rott 2018) provided the opportunity to gain unbiased insights into the topic and to identify new aspects that can be used for further research in this field. Exemplary findings of the qualitative approach will be presented and it will be proposed to what extent the findings can be used for future research and for teacher education programs.

By covering new topics in teacher education programs such as multilingualism in the classroom, pre-service teachers get the opportunity to deal with these topics in a reflexive way before starting their future profession. Thus, the development and testing of new seminar concepts will make an important contribution to professionalization of teachers.
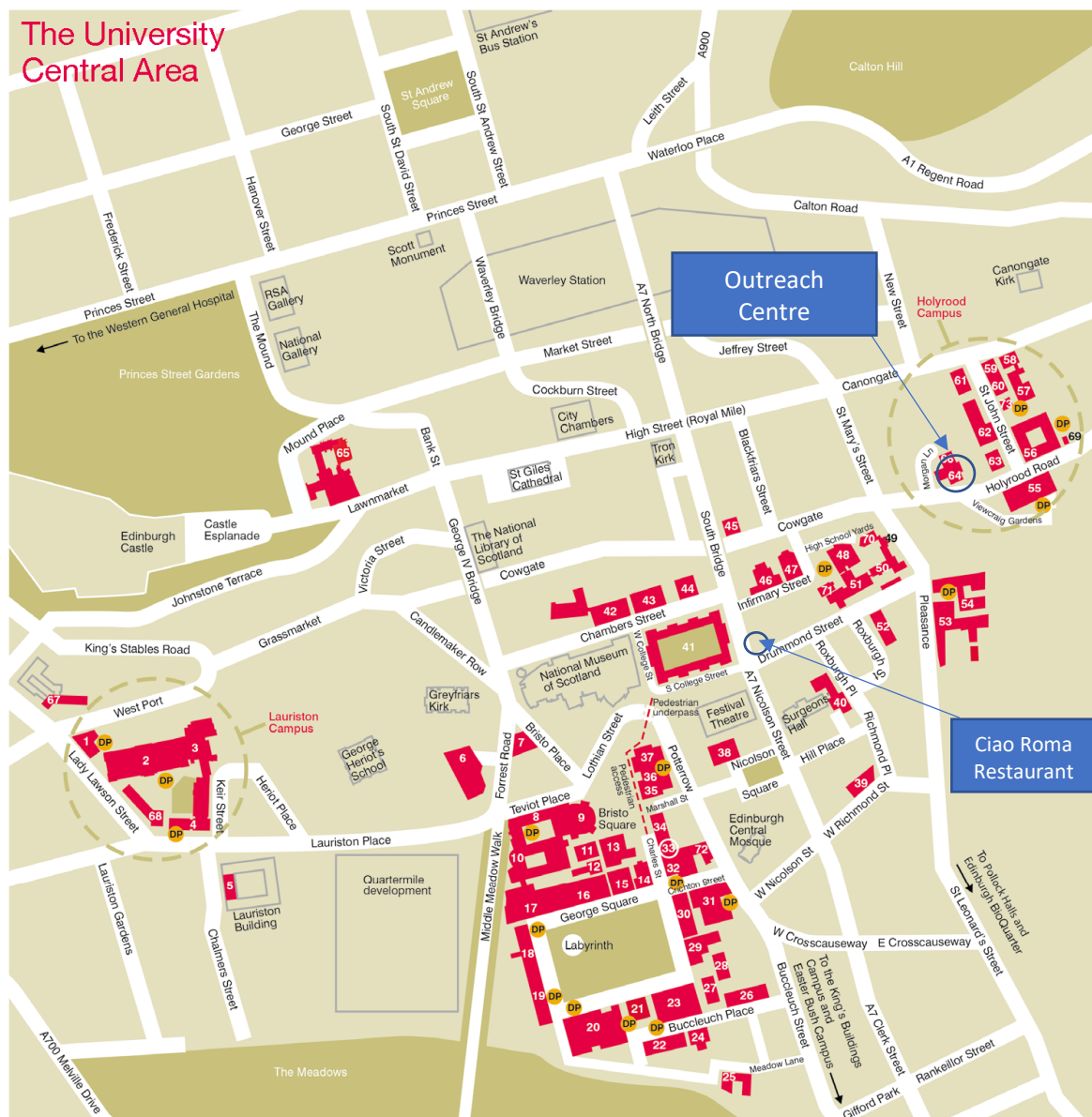
Poster Presentations

Language Development & Cognition

Title	Authors
The use of focus prosody by L1 English speakers and Mandarin-English bilinguals	Ellen Broselow, Jiwon Hwang, Hyunah Baek, Chikako Takahashi and Alex Hong-Lun Yeung, *Stony Brook University*
A Psycholinguistic Approach to Backward Transfer of Glaswegian English on Hindi and Indian English	Divyanshi Shaktawat *University of Glasgow*
Between acquisition and attrition: First language change in late second language learners.	Mattia Zingaretti *University of Edinburgh*
Veneto dialect and Italian speakers: are they bilinguals? Evidence from the Picture word Interference paradigm	Giorgio Piazza, Eduardo Navarrete and Francesca Peressotti, *University of Padova*
Fluctuations in bilingual experience linked to executive control task performance and brain anatomy	Federico Gallo, Nikolay Novitskiy, Andriy Myachykov and Yury Shtyrov, *Centre for Cognition and Decision Making, National Research University Higher School of Economics, Moscow, Russia*
Word recognition among French late learners of English: impact of language, modality and L1 reading efficiency	Camille Cornut, Gwendoline Mahe and Séverine Casalis, *SCALab University of Lille*
High English proficiency in Bulgarian-English bilinguals may hinder the comprehension of Bulgarian-accented English	Marie Dokovova, Robin Lickley and James Scobbie *Queen Margaret University*
Application of the Explicit Knowledge in Written L2 Production	Goran Maljan, *Centre for Research on Bilingualism, Stockholm University*
Language immersion and executive functions	Lihua Xia, Thomas Bak, Antonella Sorace and Mariana Vega-Mendoza, *University of Edinburgh*
The effect of bilingualism on perspective abilities in autistic adults	Berengere Digard, Antonella Sorace, Andrew Stanfield and Sue Fletcher-Watson, *University of Edinburgh*
The impact of bilingualism on the executive function skills of Arabic-English speaking children with autism spectrum conditions and their typically developing peers	Shereen Sharaan, Sue Fletcher-Watson and Sarah MacPherson, *University of Edinburgh*
Geminate attrition in Italian-English bilinguals residing in Glasgow: an acoustic and perceptual study	Pasquale Giuseppe Mandara *University of Glasgow*

Language, Society & Education

Title	Authors
Parents' practices and attitudes towards Spanish as a heritage language in the UK and Ireland	Fernando Martín-Villena *University of Granada*
'Teacher echoing' – Misconceptions of and reservations about a potential scaffolding technique	Svenja Kornher and Erkam Ekinci, *Center for Multilingualism, University of Konstanz*
Influences on the social use of the Welsh language by Year 6 and 7 Welsh medium school pupils	John Owen, *Geirda*
Bilingualism as a handicap? Misconceptions of language adequacy in a familial speech of bilingual speakers in Pula (Croatia)	Violeta Moretti and Ana Mihaljević *Juraj Dobrila University of Pula*
On the Spanish sound system of heritage speaker and L2 nursing students	Rajiv Rao and Glenn Martínez *University of Wisconsin-Madison*
Community College English Policies Block Success for Forced Migrants	Astrid Lassila Smith *Husson University*

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Campus Map

The University Central Area

Outreach Centre

Ciao Roma Restaurant

1 Evolution House	17 Chrystal Macmillan Building	30 55–60 George Square	41 Old College and Talbot Rice Gallery	58 Old Moray House
2 ECA Main Building	18 16–22 George Square	31 Appleton Tower	42 Minto House	59 St John's Land
3 N-E Studio Building	19 27–29 George Square	32 Informatics Forum	43 Charles Stewart House	60 Dalhousie Land
4 Hunter Building	20 Main Library; Careers Service; Student Counselling Service; Student Disability Service	33 University Visitor Centre: information, exhibition and shop	44 Adam House	61 Simon Laurie House
5 Edinburgh Dental Institute		34 Dugald Stewart Building	45 St Cecilia's Hall	62 Charteris Land
6 5 Forrest Hill		35 The University Health Centre	46 9 Infirmary Street	63 Old Kirk
7 Bedlam Theatre	21 Gordon Aikman Lecture Theatre	36 7 Bristo Square	47 13 Infirmary Street	64 Outreach Centre
8 Old Medical School (Dr Elsie Inglis Quadrangle)	22 17–25 Buccleuch Place	37 The Potterrow Student Centre: Edinburgh University Students' Association; Chaplaincy Centre	48 ECCI	65 New College
	23 University of Edinburgh Business School		49 Chisholm House	66 Institute for Academic Development
9 McEwan Hall	24 14–16 Buccleuch Place		50 Old Surgeons' Hall	67 Argyle House
10 William Robertson Wing	25 Hope Park Square	38 Alison House	51 Old Infirmary Building (1 Drummond Street)	68 Lauriston Fire Station
11 Reid Concert Hall	26 30–34 Buccleuch Place	39 MacKenzie House (34 West Richmond Street)	52 1–7 Roxburgh Street	69 Moray House Lodge
12 Wilkie Building	27 David Hume Tower	40 Lister Learning and Teaching Centre	53 Pleasance	70 High School Yards Teaching Centre
13 Teviot Row House Student Union	28 David Hume Tower Lecture Theatres		54 Centre for Sport and Exercise	71 The Boilerhouse
14 1 George Square	29 50 George Square		55 St Leonard's Land	72 Bayes Centre
15 7 George Square			56 Paterson's Land	73 Old Nursery School
16 Hugh Robson Building			57 Thomson's Land	DP Disabled permit parking

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