



# Bilingualism Matters Research Symposium 2020

Tuesday 22<sup>nd</sup> September 2020, 09:30 to 18:00 (BST)

Online via Zoom



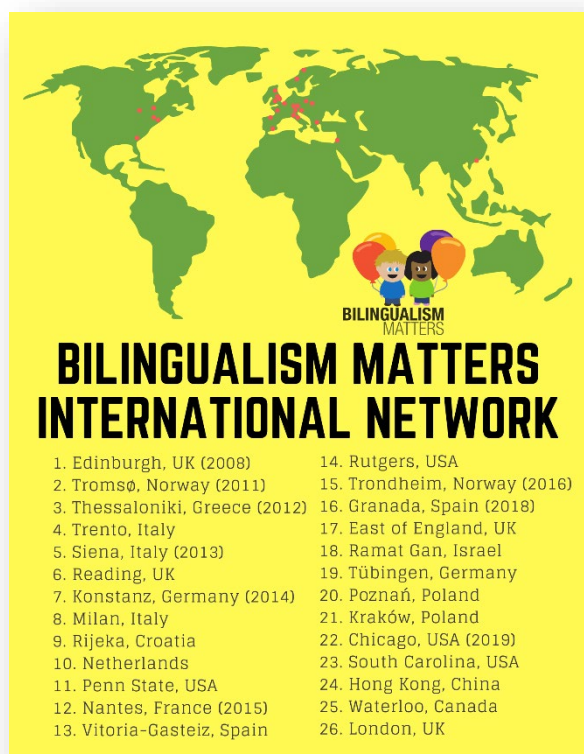
## **DRAFT Short Programme**

**Full programme with oral presentation abstracts and links to talks and posters will be released to registrants on 15<sup>th</sup> September 2020.**

## 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 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 2020 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

#BMRS2020

# Keynote Lecture

## Bilingualism as a lens to the mind, the brain, and society



**Judith F. Kroll**

**Distinguished Professor of Language Science**

**Department of Language Science, University of California, Irvine**

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In the last two decades there has been an upsurge of research on the bilingual mind and brain. Although the world is multilingual, only recently have cognitive and language scientists come to see that the use of two or more languages provides a unique lens to examine the neural plasticity engaged by language experience. But how? It is now uncontroversial to claim that the bilingual's two languages are continually active, creating a dynamic interplay across the two languages. But there continues to be controversy about the consequences of that cross-language exchange for how cognitive and neural resources are recruited when a second language is learned and used actively and whether native speakers of a language retain privilege in their first acquired language. In the earliest months of life, minds and brains are tuned differently when exposed to more than one language from birth. That tuning has been hypothesized to open the speech system to new learning. But when initial exposure is to a home language that is not the majority language of the community, the experience common to heritage speakers, the value of bilingualism has been challenged, in part because we are lacking an adequate account of the variation in language experience. In this talk, I illustrate the ways that recent studies have shown that the minds and brains of bilinguals are inherently complex and social, taking into account the variation in contexts in which the two languages are learned and used, and shaping the dynamics of cross-language exchange across the lifespan.

## Programme (times BST)

<b>09:30</b>	<b>Opening</b>	
<b>09:45</b>	<i>Session 1: Heritage language development, education, attitudes and practices</i>	
	Features of Parental Input that Predict Home Language Skills in 3- and 4-year-old Spanish-speaking Dual Language Learners	Sarah Surrain and Meredith Rowe <i>Harvard Graduate School of Education</i> Gigi Luk, <i>McGill University</i>
	Korean Families in Japan: Their Family Language Policy and Language Maintenance	Suzanne Quay, <i>International Christian University</i> Ella Lee, <i>Bunkyo Gakuin University</i>
	Minority language literacy skills of bilingual children attending weekend schools in Japan	Suzanne Quay, <i>International Christian University</i> Janice Nakamura, <i>Kanagawa University</i>
	Understanding The Benefits of Growing Up Bilingual: The First Timepoint of A Longitudinal Study	Layal Husain and Virginia Lam <i>University of East London</i>
	Proud of Your Roots	Nathan Campbell and Crystal Marull <i>University of Florida</i>
	“Let me say it asi”: Code-switching Attitudes and Practices among Heritage Spanish Speakers	Farah Ali <i>DePauw University</i>
<b>10:45</b>	<b>BREAK</b>	
<b>11:15</b>	<i>Session 2: Literacy skills, emotional processing and executive control in bilinguals/multilinguals</i>	
	Multilingual students and standardised testing of literacy in primary bilingual programs	Ruth Fielding, <i>Monash University</i> Lesley Harbon, <i>University of Technology Sydney</i>
	Language and reading development in monolingual and multilingual Italian children	Jasmijn Bosch, Mathilde Chailleux and Maria Teresa Guasti <i>University of Milano-Bicocca</i>
	Phonological Awareness and Its Relationship to Reading and Spelling among Chinese-English Bilingual College Students	Nan Zhang, Liuan Yang, Baoguo Chen and Min Wang <i>University of Maryland</i>
	Electrophysiological evaluation of emotional anticipation and memory in the second language	Rafał Jończyk, <i>Adam Mickiewicz University</i> Inga Korolczuk, Evangelia Balatsou and Guillaume Thierry <i>Bangor University</i>
	Mood and gender effects in bilingual affective word processing	Marcin Naranowicz, Katarzyna Jankowiak and Katarzyna Bromberek-Dyzman, <i>Adam Mickiewicz University</i>
	Exploring the effects of linguistic distance on executive control in bilinguals	Lihua Xia, Thomas Bak, Antonella Sorace and Mariana Vega-Mendoza <i>University of Edinburgh</i>
<b>12:15</b>	<b>LUNCH BREAK</b>	
<b>12:45</b>	<b>Poster Sessions (listed on pages 6-8)</b>	

<b>14:15</b>	<i>Session 3: Linguistic aspects of (a)typical bilingual/multilingual development and processing</i>	
	When immersion in a minority L2 boosts phonological skills and does not disadvantage L1 vocabulary abilities	Vicky Chondrogianni, Florence Judge-Clayden and Morna Butcher <i>University of Edinburgh</i>
	Speech perception in multilingual learners: A multi-feature analysis from a longitudinal perspective	Magdalena Wrembel, Anna Balas, Iga Krzysik and Halina Lewandowska <i>Adam Mickiewicz University</i>
	Natural Growth Theory of Acquisition: A multilingual approach to acquiring phonology	Katarzyna Dziubalska-Kolaczyk and Magdalena Wrembel <i>Adam Mickiewicz University,</i>
	Gender comprehension in Greek-English bilingual children: the role of length of exposure and proficiency	Aikaterini Pantoula, Vasiliki Chondrogianni and Antonella Sorace <i>University of Edinburgh</i>
	Cross-Linguistic Interference of Grammatical Gender in German and Italian Late Learners of Spanish: The Role of Gender Congruency and Cognate Status	Sarah von Grebmer zu Wolfsthurn, Leticia Pablos-Robles and Niels Schiller <i>Leiden University</i>
	Disentangling bilingualism from child language disorders: A meta-analysis on the diagnostic accuracy of sentence repetition tasks	<i>Tiana Cowan and Carol Miller</i> Pennsylvania State University
<b>15:15</b>	<b>BREAK</b>	
<b>15:30</b>	<i>Session 4: Multilingual competence, interaction, attitudes and identities; minority language ideology and policy</i>	
	The consequences of speech accommodation towards non-native speakers of English	Madison Capps, Sharon Falkins, Rosie Baker, Jaeyoung Kum, Susan Bobb and Kathrin Rothermich <i>East Carolina University</i>
	Translanguaging Practices Shaping Classroom Interaction in Italian Mainstream Education	Valentina Carbonara and Andrea Scibett <i>Università per Stranieri of Siena,</i>
	L4 dropout of Catalan-Spanish bilinguals in secondary schools: a descriptive study	Maria Del Mar Cordero Rull <i>CNRS - University of Côte D'Azur</i>
	The visual turn in educating teachers multilingually: language maps and physical artefacts	Nayr Ibrahim <i>Nord University</i>
	Commodification of the Chinese language: investigating language ideology in the Irish media	Yuying Liu <i>Heriot-Watt University</i>
<b>16:20</b>	<b>BREAK</b>	
<b>17:00</b>	<b>Keynote Lecture</b> Bilingualism as a lens to the mind, the brain, and society	<b>Judith F. Kroll</b> <i>Department of Language Science, University of California, Irvine</i>
<b>18:00</b>	<b>Close</b>	

## Poster Presentations

POSTER SESSION 1 12:45 – 13:15	
TITLE	AUTHOR(S)
A glimpse into primary CLIL pedagogy: research from Australia	Lesley Harbon, <i>University of Technology Sydney</i> Ruth Fielding, <i>Monash University</i>
Perception of Confusable Glaswegian English Sounds by Bilingual Glasgow-Indians	Divyanshi Shaktawat <i>University of Glasgow</i>
Attentional effects associated with the processing of transparent and opaque languages	Antonio Iniesta, Daniela Paolieri and Teresa Bajo <i>University of Granada</i>
The Influence of Individual Differences in Bilingual Experience on Children’s L1 and L2 Reading Fluency	Astrid Portillo, Veronica Whitford and Marc Joannis <i>University of New Brunswick</i>
The Code-switcher’s Flex: Integrating bilingual code-switching in online comprehension	Jorge Valdes Kroff, <i>University of Florida</i> Paola Dussias, <i>Pennsylvania State University</i>
Mental and Lexical Representation in Late Multilingualism: A New Look at the Revised Hierarchical Model	Laura Sperl, Jürgen M. Kaufmann and Helene Kreysa <i>Friedrich Schiller University Jena</i>
Cross-linguistic Collocational Networks in the L1 Turkish - L2 English Mental Lexicon	Hakan Cangir, <i>Ankara University</i>
L1 Influences on Thematic Roles in the English of Deaf Signers of American Sign Language	Anne Therese Frederiksen and Judith F. Kroll <i>University of California Irvine</i>
An investigation into the effect of bilingualism on cognition in first and second language with Irish-English bilinguals	Sophia Arndt and Mark A. Elliott <i>National University of Ireland, Galway</i>

POSTER SESSION 2 13:15 – 13:45	
TITLE	AUTHOR(S)
Two-to-one mapping: An alternative model of the mutual exclusivity bias in bilingual infants	Shannon Gibson and Nayeli Gonzalez-Gomez <i>Oxford Brookes University</i>
Is Bilingual Language Development Possible in an Adolescent with the Preserved Speech Variant of Rett Syndrome?	Rebecca Day and Eirini Sanoudaki <i>Bangor University</i>
Heritage language learners use phonological representations of their non-spoken language to learn new written words: An ERP study	Beerelim Corona-Dzul, Keila Nava-Baez, Eva Velásquez-Upegui and Elia Haydée Carrasco-Ortiz <i>Universidad Autónoma de Querétaro</i>
Do Spanish L2 speakers and Spanish heritage speakers respond similarly to syntactic priming?	Irati Hurtado <i>University of Illinois at Urbana-Champaign</i>
Phonetic interactions in heritage bilingual and trilingual speech production	Mark Amengual, <i>University of California, Santa Cruz</i>
Code-Switched Words Recognition by Cantonese-English Bilinguals	Ariel Chan, <i>University of California, Los Angeles</i>
The influence of language context on associations to interlingual homographs	Agnieszka Lijewska and Aleksandra Dreslerska <i>Adam Mickiewicz University Poznan</i>
Do Spanish L2 speakers and Spanish heritage speakers respond similarly to syntactic priming?	Irati Hurtado <i>University of Illinois at Urbana-Champaign</i>
Schematicity in Language Transfer	Marie Barking <i>Tilburg University</i>
Prospective memory during L1 and L2 processing: A study with bilinguals and monolinguals	Cristina Lopez-Rojas, Alejandra Marful and M.Teresa Bajo <i>University of Granada</i>
Learning profile of L2 Italian adolescents: the role of linguistic competence and language dominance	Mirta Vernice, Maria Teresa Guasti and Marta Tironi <i>University of Urbino</i>

POSTER SESSION 3 13.45 – 14:15	
TITLE	AUTHOR(S)
Emergence of word comprehension in bilingual infants	Nora Winkler, Emily Foster and Nayeli Gonzalez-Gomez <i>Oxford Brookes University</i>
MuLiMi – using the web-app to identify the risk of Developmental Language Disorder and Developmental Dyslexia in bilingual children	Maren Eikerling, Francesco Vona, Franca Garzotto and Maria Luisa Lorusso <i>Scientific Institute IRCCS E. Medea</i>
A neurolinguistic study of vowel perception in Hñãñho heritage speakers	Stanislav Mulík, Gloria Nérida Avecilla-Ramírez and Elia Haydée Carrasco-Ortíz <i>Universidad Autónoma de Querétaro</i> Mark Amengual, <i>University of California Santa Cruz</i>
Language Mode Effects on Bilinguals' Speech Perception	Miroo Lee and Melinda Fricke <i>University of Pittsburgh</i>
Codeswitching of subject pronouns in broad and contrastive focus contexts by Spanish-English heritage bilinguals	Amy Bustin, Antje Muntendam and Gretchen Sunderman <i>Florida State University</i>
Cognate interference effects during bilingual word retrieval	Eve Higby, <i>California State University, East Bay</i> Judith Kroll, <i>University of California Irvine</i>
Online reflexive anaphora resolution in native and non-native Italian	Tihana Kras and Paola Medved, <i>University of Rijeka</i> Maja Miličević Petrović, <i>University of Belgrade</i>
The Acquisition of Raising Constructions in L2 English by Turkish Native Speakers	Sercan Karakaş, <i>Boğaziçi University</i> <i>Necmiye Kaçmaz Istanbul</i> Sena Kurnaz, <i>Istanbul Aydın University</i>
The use of second language enhances neural efficiency of inhibitory control: an ERP study.	Patrycja Kałamała and Zofia Wodniecka <i>Jagiellonian University Krakow</i>
The dynamics of the sociolinguistic situation in the territory of South Siberia (Khakass-Russian language interaction)	Aleksandra Bub, <i>National Research Tomsk State University</i>