

11th International Conference on Multilingualism and Third Language Acquisition (September 13, 14, 15, University of Lisbon 2018)

Programme

THURSDAY, 13

8:30	Registration			
9:15	Amphitheater III Conference opening			
9:30-10:30	Amphitheater III Chair: Jean-Marc Dewaele Keynote Speaker: Jasone Cenoz <i>The development of metalinguistic awareness through translanguaging in third language acquisition</i>			
10:30-11:00	Coffee-break			
	Room B1 Chair: Agnieszka Otwinowska-Kasztelanica	Room B2 Chair: Simone Pfenninger	Room B3 Chair: Jorge Pinto	Room B6 Chair: Anat Stavans
11:00-11:30	Éva Fernández-Berkes & Suzanne Flynn: <i>Development of subject vs. object control structures in multilingual learners of English</i>	Enikő Biró: <i>A battlefield of language policies, ideologies and beliefs – multilingual schoolscapes in Romania</i>	Ada Sandoval-Madrid: <i>Attitudes of Mexican high school students on L3 learning strategies</i>	Georgios Neokleous & Anna Krulatz: <i>Examining Norwegian in-service EFL teachers' attitudes to translanguaging</i>
11:30-12:00	Eliane Lorenz; Richard Bonnie; Kathrin Feindt; Sharareh Rahbari & Peter Siemund: <i>Pronominal object placement in English – A case study of monolingual and bilingual learners</i>	Pilar Sagasta; Nagore Ipiña & Arantza Mongelos: <i>A plurilingual Teacher Education programme: Policy, practices and students' voices</i>	Barbara Hofer: <i>Exploring the effects of sociolinguistic context and learner attitude on multilingual learning</i>	Pierre-Luc Paquet & Nina Woll: <i>Debunking student teachers' beliefs regarding the target-language-only rule</i>
12:00-12:30	Ana Espírito Santo: <i>Variables in the acquisition of Direct Object and Oblique Relative Clauses</i>	Joachim Schlabach: <i>Descriptors linking multilingual needs to plurilingual learning. From investigation to implementation.</i>	Joana Duarte: <i>Family Language Literacy as a Predictor for L2 Academic Proficiency in Multilingual Adolescents</i>	Maximilian Astfalk & Lukas Eibensteiner: <i>Beliefs of teacher trainees on multilingualism and on the possibility of integrating heritage languages in their future teaching practice</i>
12:30-13:00	John Witney: <i>Adverbial placement: Evidence of positive transfer from L2 French to L3 Spanish</i>	Durk Gorter: <i>Linguistic landscape materials as a pedagogical tool</i>	Claudia Pellegrini: <i>Are polyglots multilinguals? On problems of definition</i>	Jonas Iversen: <i>Pre-Service Teachers in Multilingual Classrooms: Language Ideologies and Strategies</i>
13:00-14:30	Lunch			

	Amphitheater III Symposium: <i>Multilinguals in talking therapy: language practices and their implications</i> Conveners: Louise Rolland & Jean-Marc Dewaele	Room B1 Chair: Suzanne Flynn	Room B2 Chair: Durk Gorter	Room B3 Chair: Joachim Schlabach	Room B6 Chair: Armanda Costa
14:30-15:00	Sally Cook & Jean-Marc Dewaele: <i>The impact and functions of a later learned language on survivors of torture in the context of a therapeutic community</i>	Fazilet Sönmez & Şebnem Yalçın: <i>Investigating the role of L1 in form-focus L3 Spanish instruction in Turkey</i>	Violetta Dmitrenko: <i>Didactics of plurilingualism: language teaching methodologies and their classifications</i>	David Singleton & Simone Pfenninger: <i>Investigating third-age learners of additional languages: Profiles, progress and profit</i>	Gregory Poarch: <i>Mapping novel words into the mental lexicon: Evidence from L2 and L3 learners of English</i>
15:00-15:30	Louise Rolland; Beverley Costa & Jean-Marc Dewaele: <i>Discussing language in psychotherapy beyond fluency: the transformative power of exploring</i>	Yang Xiao; Stephen Matthews & Pete Crosthwaite: <i>L3 Portuguese Influence on L2 English Bridging Descriptions in Native Chinese Speakers</i>	Jenni Alisaari; Emmanuel Acquah; Leena Maria Heikkola & Nancy Commins: <i>Teachers' language practices in multilingual classrooms</i>	Julian Maia-Larretxea: <i>The Rear-Burden in Basque Sentences: Tendencies among Trilingual High School Students</i>	Agnieszka Ewa Tytus: <i>The Multilingual Lexicon: Evidence from Primed Lexical Decision and Verbal Fluency Tasks</i>
15:30-16:00	Ania Liro: <i>Difference that makes the difference in multilingual therapy. Perspectives on therapeutic</i>	Irene ter Avest: <i>Reverse transfer visible in the expression of motion in L1 English additive bi- and trilinguals</i>	Elisa Repo: <i>Linguistically Responsive Teaching to Improve Second-Generation Migrants' Learning Results. Comparing Teachers' Perceptions and Practices</i>	Julia Festman: <i>Vocabulary gains of mono- and multilingual learners: results from a German - English</i>	Lari-Valtteri Suhonen: <i>Multidirectionality in the Mental Lexicon: A Case Study of Intensive L3 Acquisition</i>
16:00-16:30	Beverley Costa: <i>The talking cure – building clinicians' confidence to work therapeutically with multilingual patients</i>		Orly Haim & Michal Tannenbaum: <i>Teaching English as a Third Language to Immigrant Students: Investigating Teachers' Knowledge, Beliefs and Practices</i>	Lei Zhao & Xia Jiang: <i>Motivation for Learning English as a Third Language: A Case Study of Yi College</i>	Anna Salavirta: <i>Significance of Equivalents and Triplets Acquisition in the Trilingual Lexicon</i>
16:30-17:00	Coffee-break				

	Amphitheater III Symposium: <i>Being a Romanian child in Catalonia. The L1 maintenance program “Romanian Language, Culture and Civilization”</i> Convener: Angel Huguet	Room B1 Chair: David Singleton	Room B2 Chair: Larissa Aronin	Room B3 Chair: Jasone Cenoz	Room B6 Chair: Anna Krulatz
17:00-17:30	Angel Huguet; Cecilio Lapresta; Clara Sansó & Cristina Petreñas: <i>The implementation of the educational program “Romanian Language, Culture and Civilization” in Catalan schools</i>	Danuta Gabrys-Barker: <i>Multiple language identities in formal instruction settings: do they exist?</i>	Joana Duarte & Mirjam Günther-van der Meij: <i>Translanguaging as a bridge between languages in the Netherlands</i>	Pilar Safont: <i>Multilingual accommodation in the young L3 classroom. Examining teachers’ attitudes and learners’ pragmatic production</i>	Kazuhiko Nagatomo: <i>Institutionalization of Simultaneous Multilingual & Multicultural Learning Support</i>
17:30-18:00	Clara Sansó; Angel Huguet; Adelina Ianos & Judit Janés: <i>The impact of L1 maintenance program on the L1 and on L2 learning. The case of the “Romanian Language, Culture and Civilization” program in Catalonia</i>	Nayr Ibrahim: <i>Giving children a multilingual voice: negotiating identity in trilingual and trilliterate contexts</i>	Sara Routarinne & Maria Ahlholm: <i>Translanguaging as a resource for constructing constrastive relationships across languages</i>	Emmanuel Acquah; Jenni Alisaari; Niina Kekki; Elisa Repo & Nancy Commins: <i>Teachers’ attitude about teaching multilingual learners and communicating with families</i>	Miroslav Janík, & Eva Minaříková: <i>Investigating multilingual reality on schools in Brno (Czech Republic)</i>
18:00-18:30	Adelina Ianos; Judit Janés; Ester Caballé & Isabel Sáenz: <i>The interplay of language competences and attitudes. The moderator effect of the “Romanian Language, Culture and Civilization” maintenance program</i>	Rea Lujčić: <i>I participate, therefore I am (and I learn): researching students' multilingual identity in the multilingual school context</i>	Alaitz Santos Berrondo; Elizabet Arozena; Durk Gorter & Jasone Cenoz: <i>Implementing translanguaging in multilingual education</i>	Mandira Halder: <i>Multicompetence of multilingual teachers: from language awareness to teaching knowledge and empathy</i>	Jie Liu: <i>Multilingual Education in China: From the Perspectives of Ethnic Minority University Students</i>
18:30-19:00	Cristina Petrenăs, Cecilio Lapresta, Maria Torres, Ester Caballé & Isabel Sáenz: <i>The multiple self-identification of Romanian children living in Catalonia. The role of language competences and L1 maintenance courses</i>	Stela Letica Krevelj: <i>Journey to multilinguality in a monolingual setting: Evidence from linguistic autobiographies</i>	Telma Steinhagen: <i>The Effects of Translanguaging on Students’ Motivation in a Multicultural and Multilingual Context: The Case of the United Arab Emirates</i>		Anat Stavans: <i>Multilingual Literacy: The Use of Emojis in Written Communication</i>
19:00-20:00	Faculty Main Hall – D. Pedro V Garden: Porto de Honra (Welcome drink)				

FRIDAY, 14

8:45-9:00	Amphitheater III Award for Distinguished Scholar on Multilingualism			
9:00-10:00	Amphitheater III Chair: Pilar Safont Keynote Speaker: Raphael Berthelé <i>On positive transfer and interdependence</i>			
10:00-10:30	Coffee-break			
	Room B1	Room B2	Room B3	Room B6
		Chair: Danuta Gabrys-Barker	Chair: Susanne Reiterer	Chair: Juana Muñoz-Liceras
10:30-11:00	<i>Symposium: Dominant Language Constellations in education and social contexts</i> Conveners: Eva Vetter & Larissa Aronin	Simone Pfenninger: <i>L2 and L3 development as a function of CLIL instruction onset: Evidence from a longitudinal study with dense time serial measurements</i>	Enric Llorca: <i>Own language use in an ESP class at university</i>	Sabine Grasz: <i>Future language teachers and the multilingual turn in Finnish language education</i>
11:00-11:30	<u>Symposium A: DLC – introduction</u> Richard Mark Nightingale: Identity, emotions, and attitudes: a dominant language constellation case-study	Otilia Martí & Laura Portolés: <i>The role of initial training on prospective Primary teachers' beliefs in CLIL from a multilingual perspective</i>	Kathrin Wild: <i>Multilingual classroom situations in early simultaneous language learning contexts</i>	Emel Kucukali: <i>Multilingual Teachers, Plurilingual Approach and L3 Acquisition: Interviews with Multilingual Teachers and Their L3 Students</i>
11:30-12:00	Susan Coetzee Van Rooy: Dominant language constellations in the repertoires of multilingual South Africans	Yolanda Ruiz de Zarobe & Maria Victoria Zenotz: <i>Reading awareness and strategy use in a trilingual CLIL context</i>	Gisela Mayr: <i>Polyglot Speaking Practices in Multilingual TBLT</i>	Nina Woll: <i>A crosslinguistic approach to teaching German (L3) to pre-service second language teachers in Quebec</i>
12:00-12:30	Larissa Aronin: <i>DLC- relationships, patterns and contexts</i> Kerstin Mayr-Keiler & Ulrike Jessner: <i>On the dynamics of the dominant language constellation</i>	Elena Kazakova: <i>The Role of Metalinguistic Awareness in Writing Skills and the Usage of Learning Strategies</i>	Mirjam Günther-van der Meij & Edwin Klinkenberg: <i>The Effect of Trilingual Education on English Speaking Performance and Self-confidence</i>	Patchareerat Yanaprasart & Silvia Melo-Pfeifer: <i>Authenticity of Plurilingual Non-native Teachers in Multilingual Higher Education. Between "Monolingual Habitus" and "Plurilingual Mind"</i>
12:30-14:00	Lunch			

	Amphitheater III	Room B1 Chair: Ana Lúcia Santos	Room B2 Chair: Patchareerat Yanaprasart	Room B3 Chair: Joana Duarte	Room B6 Chair: Ulrike Jessner
14:00-14:30	<u>Symposium B: DLC in educational contexts</u> Fernández-Berkes Éva & Suzanne Flynn: <i>Where syntactic development meets DLC</i> Nikolay Slavkov: <i>Family Language Policy and Dominant Language Constellations: A Canadian Perspective</i>	Małgorzata Forys-Nogala; Agnieszka Otwinowska-Kasztelanic; Marcin Opacki & Olga Bronis: <i>Metalinguistic knowledge and language proficiency in sensitivity to null subject use in L3 Italian</i>	Jean-Marc Dewaele: <i>Pragmatic challenges in the communication of emotions in intercultural couples</i>	Chao Zhou; Adelina Castelo & Maria João Freitas: <i>On the production of European Portuguese Onset Clusters by Chinese Learners</i>	Juana Muñoz-Liceras: <i>Linguistic Theory and L3 acquisition: Beyond typological similarity</i>
14:30-15:00	Eva Vetter: <i>Language education policy through a DLC lens: the case of urban multilingualism</i>	Annekatriin Kaivapalu & Maisa Martin: <i>Metalinguistic awareness in perceiving cross-linguistic similarity of closely related languages</i>	Pia Resnik: <i>"Mein Gott, can that be so difficult?!" The effect of interlocutors and emotionality of a topic on the frequency of code-switching (CS) in multilinguals</i>	Anna Balas; Romana Kopečková; Iga Krzysik & Halina Lewandowska: <i>Perceptual discrimination of L2 and L3 vowel contrasts: the role of quality and quantity</i>	Marina Sokolova: <i>Phenomenon-sensitive processing in bilinguals and trilinguals</i>
15:00-15:30	Siv Björklund; Mikaela Björklund & Kaj Sjöholm: <i>Embracing multilingualism in teacher education in Finland? DLC as a tool for analyzing the state of multilingualism in policy and practice</i>	Manon Megens: <i>Crosslinguistic Awareness: Metalinguistic awareness in action!</i>	Pernelle Lorette: The Relationship Between Emotion Perception Ability in Mandarin and Multilinguals' Language Profile	Romana Kopečková; Ulrike Gut & Christina Golin: Perceptuo-motor skills in the initial stages of L3 acquisition: A case of English and Polish /v/-/w/	Galina Chirsheva: <i>How Russian students do things with code-switching</i>
15:30-16:00	Lena Schwarzl: <i>The impact of dominant language constellations on children's self-efficacy in educational settings</i>	María Martínez-Adrián & Izaskun Arratibel-Irazusta: <i>Crosslinguistic influence and target-language based strategies in the oral production of L3 English</i>	Anna Krulatz & Tülay Dixon: <i>Multilinguals' pragmatic performance: Effect of cultural background on refusal strategy choice</i>	Inês Oliveira, Maria João Freitas & Nélia Alexandre: <i>The non-native learner's vowels puzzle: data on the acquisition of European Portuguese L3/Ln</i>	Anta Kursiša: <i>Activation of L2 English and Swedish during the reading comprehension process in L3 German</i>
16:00-16:30	Caterina Sugrañes: <i>Promoting plurilingual competences in primary schools in Barcelona: A DLC approach to teaching and learning languages</i>	Xia Jiang: <i>Crosslinguistic Influence and Cognitive Models in Third Language Acquisition: An Empirical Study of Chinese Tibetan and Yi learners of English</i>	Alex Panicacci: <i>Do interlocutors and conversation topics affect migrants' 'multiple selves' perceptions in different languages?</i>	Dominika Skrzypek & Elisabeth Zetterholm: <i>Realisation of unvoiced plosives in L3 speakers of Swedish</i>	Serena Ghiselli: <i>Interpreting and cognition: the evolution of working memory and selective attention</i>
16:30-17:00	Coffee-break				
	Amphitheater III				
17:00	IAM General Assembly				
20:00	Conference dinner				

SATURDAY, 15

9:30-10:30	Amphitheater III Chair: Nélia Alexandre Keynote Speaker: Ana Maria Carvalho Teaching cognate languages in higher education: the case of Portuguese for Spanish speakers		
10:30-11:00	Coffee-break		
	Room B1 Chair: Paulo Osório	Room B2 Chair: Eva Vetter	Room B3 Chair: Maria João Freitas
11:00-11:30	Christine Poteau: <i>Local to Global: Innovative Pedagogies in Translation and Interpreting</i>	Phalangchok Wanphet: <i>"We are not gonna be them.": Immigrants' Backgrounds, New Language Learning, and Assimilation Process in Multilingual Norwegian Culture</i>	Gut Ulrike; Magdalena Wrembel; Anna Balas; Kristy Sigmeth: <i>Phonological cross-linguistic influence in early L3 learners: rhotics and /w/</i>
11:30-12:00	Ingrid Beiler & Joke Dewilde: <i>Translation as Translingual Writing Practice in English as an Additional Language</i>	Anne Dahl, Anna Krulatz & Eivind Torgersen: <i>Towards inclusive, multilingual education for refugees: The role of English</i>	Magdalena Wrembel; Halina Lewandowska; Iga Krzysik & Christina Golin: <i>The perception of language distance in multilinguals acquisition: A proposal of a new measure</i>
	Amphitheater III		
12:00-12:30	Closing ceremony		

POSTERS:

Abdelilah Suisse, *Crosslinguistic influence related to learning standard Arabic (FL3) by Portuguese university student*

Julia Barnes & Margareta Almgren, *Reports from a trainee teacher perspective, in multilingual education*