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ABSTRACTS

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Plenary Session Abstracts

Bilingualism, metalinguistic awareness and third language acquisition: psycholinguistic and educational views

Jasone Cenoz (University of the Basque Country, UPV/EHU, Spain)

For many years bilingualism has been associated with cognitive advantages including metalinguistic awareness (Bialystok, 2001; Kroll & Bialystok, 2013). However, this issue has become more controversial in the last years because some studies report no advantages for bilinguals in some cognitive tasks (see for example Paap & Greenberg, 2013). This controversy is relevant for language learning because metalinguistic awareness has been associated with advantages in the acquisition of additional languages (see Cenoz, 2013 for a review). In this presentation I will discuss the possible implications of psycholinguistic studies on the acquisition of additional languages in educational contexts. First I will compare the methodology used in psycholinguistic and educational studies and then I will argue for a holistic approach in educational research. This approach focuses on multilingual competence and the whole linguistic repertoire (Cenoz & Gorter, 2015).

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Bilingual public signage as a pedagogical resource

Durk Gorter (University of the Basque Country, UVP/EHU, Spain
IKERBASQUE – Basque Foundation for Science)

My aim in this plenary paper is to examine the possibilities of bilingual public signage as a pedagogical resource. The signage that is available in public space can be a rich resource for informal and formal language learning. Bilingual schools are an important context for language teaching of minority and majority languages and I will show how teachers in bilingual schools can use materials from the linguistic landscapes as a pedagogical resource.

Most of our research takes place in the Basque Country in Spain, which is an official bilingual region, with Basque as the minority language and Spanish, the dominating majority language. Other languages, in particular English as an international language, have also a presence, but play a minor role. In a recent research project, we collected data about the use of bilingual signage in specially developed learning materials. The results show the value of the linguistic elements on bilingual signage for language learning practices. Texts and photographs about signage were used in exercises

to raise language awareness, and contributed to enhance language learning. Some general conclusions for bilingual education and the pedagogical use of public signs by teachers will be drawn.

Multilingualism at university level: assets, side effects and challenges
David Lasagabaster (University of the Basque Country, UPV/EHU, Spain)

European institutions are staunchly committed to the promotion of language learning and the protection of linguistic and cultural diversity as one of Europe's main inherent features and as a treasure to be cherished. As far as multilingualism is concerned, Spain is a very interesting case in point, because of the 20 million speakers of lesser-used languages in the European Union, 50% are found in this State. In the Spanish bilingual regions the education system must guarantee that Spanish and the co-official language (be it Basque, Catalan or Galician) are taught at school and university. As a result of this language policy, minority languages are taught alongside Spanish, but English is also included in the linguistic equation because there is broad social agreement about the dire need to increase students' proficiency in the currently hegemonic foreign language. In this talk I will analyse the evolution of the Basque educational system, the benefits that the spread of multilingualism yields, and how it affects the stakeholders' language attitudes. Attention will also be paid to the challenges that the implementation of English-medium instruction programmes at university level poses in a bilingual context such as the Basque Autonomous Community.

Multilingual practices and language regimes: a linguistic ethnography of an asylum reception centre in France
Anne Pauwels (SOAS, University of London, UK)

Between 2015 and 2017 Europe experienced a massive influx of migrants and refugees estimated to be above 3 million according to European Asylum Support Office. The main source countries are Syria, Afghanistan, Iraq as well as some African nations notably Eritrea, Somalia, and Ethiopia. This influx has been described as the largest movement of people in Europe since the Second World War. It soon transpired that many European countries (EU and non-EU) were poorly prepared to deal with this situation administratively, politically, socio-economically, culturally and last but not least, linguistically. The linguistic issues and hurdles facing this 'wave' of migrants and refugees in the 'acceptance process are wide-ranging: from being subjected to language tests to prove their origin for asylum legitimacy, managing life in legal and illegal camps and refugee centres to winding one's way through the application processes. Despite the relative recency of these developments, the 'community' of linguists – applied, sociolinguists and others – has started working and commenting on various linguistic aspects of this situation, including the linguistic problems surrounding the widely used LADO test [Language Analysis for the Determination of Origin], the multilingual repertoires of the current refugee populations, the impact on urban linguistic landscapes as well as reconfiguring adult language learning in this new context. With this talk I wish to make a contribution to the study of this 'new' linguistic scenario that is becoming a prevalent one in an increasing number of countries. Using an ethnographic approach (incorporating a linguistic landscape orientation) my main focus will be on documenting the linguistic rules governing the interactions between asylum seekers and various levels of authority as well as contrasting these with the 'actual' linguistic practices of both parties as observed in a French asylum/refugee reception centre located in Paris – Porte de la Chapelle -. The data upon which I draw for this presentation derive from a current interdisciplinary project in which I am a co-investigator entitled LIMINAL – Linguistic and Intercultural Mediations in the context of International Migrations- This project, funded by the French National Agency for Research – ANR,

examines the linguistic and cultural issues of asylum seekers in three French reception centres located in Paris, Ventimille and Grande Synthe (Calais).

Parallel Session Abstracts

Use of pedagogical translanguaging by monolingual teachers in multilingual classrooms: pros and cons

Oksana Afitska (Lancaster University, UK)

Nowadays, considerable numbers of pupils across the globe (e.g. USA, Canada, Europe, sub-Saharan Africa, The Gulf, South East Asia) study the content of their national curriculum through the medium of a language that is not their first, or even second, language. Various strategies have been put forward by state and private educational organizations to support such learners through their years of schooling. However, encouraging non-native English speaking learners to use their first - or other - languages in the classroom, to help them comprehend and construct the meaning of subject content, as well as to help their teachers assess these learners' subject knowledge more accurately, is a strategy that still awaits its due recognition in many educational contexts. Garcia and Wei (2014) refer to this strategy as "translanguaging". This presentation, drawing on empirical classroom data collected over a period of two years (2013-2015) from four state primary schools in Sheffield, takes the idea of multiple language use in classroom settings as its starting point and proposes:

1) a framework that illustrates to teachers the power of pedagogical translanguaging,
2) highlights its strengths,
3) investigates factors that can hinder the effective use of pedagogical translanguaging in mainstream classrooms, and
4) proposes classroom practices that encourage use of translanguaging in educational contexts where teachers are largely monolingual, i.e. speak only the language of mainstream instruction.

The unintended but empowering consequences of hegemonic language policy

Nathan Albury (Leiden University, Netherlands)

This paper shows that an overly ethnonationalist language policy can have surprising, and not all together suppressive, consequences for the languages and speakers the policy seek to suppress. The case study is Malaysia which hosts a Malay majority, but also sizeable Indian and Chinese minorities as a result of historic migrations. However, Malay ethnonationalism has premised government policy since Malaysian independence in 1957. Dominant Malay ideology constructs Chinese and Indian-Malaysians to be perpetual visitors despite their Malaysian citizenship. Law, therefore, codifies Malay as the sole national language, also in part as affirmative action for the Malays who are still economically outperformed by the Chinese. Questioning these arrangements is seditious (Albury, 2018). Nonetheless, multilingualism reigns. The Chinese community has adopted Mandarin, rather than Malay as its lingua franca, the Indian community is sooner shifting to English, and mixed languages are the norm for informal interethnic talk (Coluzzi, 2017). Drawing on critical language policy and posthumanism, this paper analyses the results of survey data and of folk linguistic discussions held with Malay and non-Malay university students about their multilingualism. Hegemonic language policy has not rendered Malay the language of common use for the non-Malay youths, seemingly because language policy is so hegemonic it has led to linguistic disassociation from the Malay majority. Conversely, non-Malays reported to be relatively more multilingual. This was perceived by Malays and non-Malays alike as actually empowering non-Malay linguistic and socioeconomic mobility, contrary to language policy. The state's hegemonic approach to interrupting diversity can be seen as having, at least from the folk linguistic perspectives of these youths, unintended but empowering consequences for the minorities it seeks to suppress (Albury, N. J. (2018). Linguistic landscape and metalinguistic talk about societal multilingualism. International Journal of Bilingual Education and Bilingualism, 1-17. doi:10.1080/13670050.2018.1452894 Coluzzi, P. (2017). Language planning for Malay in Malaysia: A case of failure or success? International Journal of the Sociology of Language, 2017(244), 17-38)

Lebanese Trilingual Identity and Linguistic Landscape: A Study of Shop Signs in a Lebanese City
Samer Annous (University of Balamand, Lebanon)

Lebanon has been portrayed as a "unique"country linguistically. It is given as an example of a trilingual state where Arabic, French and English coexist and are used a medium of instruction in both public and private schools. English is also widespread as a medium of instruction in tertiary education, with more than two thirds of the private universities being English-medium. There are several studies on the use of languages in education in Lebanon, but very few scholars have explored the sociolinguistic situation and position of different languages in the Lebanese society.

In my study, using photos of shops, I investigated the languages used in shop signs in El Mina, a city that was annexed to great Lebanon in 1920. It was found that French, the colonial language in Lebanon, is almost absent in shop signs; monolingual English and bilingual Arabic English are widely used on the main shopping street while Arabic is the main language used in the old town. Arabic, the native language, is mainly used in low socioeconomic neighborhoods while English and English/Arabic are used on the main shopping street.

I argue in this paper that the discourse that Lebanon's geographic position as a crossroad between the east and west, has helped in allowing multilingualism to flourish and grow further. Western languages carry prestige and status and can attract the passer-by, and the Lebanese claim a Western cosmopolitan identity through the use of English signs. The decrease in the number of Arabic shop signs from the linguistic landscape of a major Lebanese city that has historically embraced Arab nationalism is very significant. In fact, it is an indication that the public mood has changed, and the attitude of the shop owners regarding the vitality of their mother tongue, Arabic, has also shifted. The use of only Arabic in shop signs also becomes associated with low income groups and traditional products.

Multilingualism and literature: the case of multilingual writers' drafts
Olga Anokhina (CNRS, France)
Julia Holter (ITEM-CNRS, France)

Most publishing companies around the globe prove reluctant to produce multilingual works. To ensure publication of their work and commercial success, multilingual writers often have to smooth out the signs of their multilingualism and multiculturalism in the final drafts. As a consequence, the published works of multilingual writers hardly ever display their true creative process. Faced with the scarcity of clues in the published works, as well as the contradictory remarks and explanations given by the writers themselves, researchers may turn to their working papers, manuscripts, screenplays, correspondences to access their creative process through careful examination of scriptural traces.

In order to analyse some writers' manuscripts, we will use the theoretical and methodological framework of genetic criticism, a discipline that has developed in France since the 1970s, and that seeks to understand the creative process and the textual development through the observation of the writers' working documents. Our primary aim in the study of multilingual writers' drafts will be to show that multilingualism has a notable impact on literary creativity. We will then assess the true nature of this impact in showing that the writer's multilingualism stimulates his or her creativity. Finally, we will try to establish a typology of the scriptural strategies of multilingual writers in their use of languages when writing.

Indeed, the first results suggest several possible strategies: the functional separation of spoken languages by a writer "each language performing a specific function in the creative process, e.g.

Petrarca, Pushkin, Dionysios Solomos; the alternation between languages, or code-switching (Tolstoy, Nabokov, chicano literature); a parallel writing in two languages (L1 writing will shape the writing in L2 and vice versa, e.g. Jean Joseph Rabearivelo, Patrice Desbiens); and finally, a type of self-translation that produces a creative continuum (Nancy Huston, Anne Weber, Carme Riera, Bernardo Axaga, Beckett).

Each of the strategies implemented by multilingual writers in their creative process will be presented in detail.

Bilingualism and phonological restructuring: The Portuguese influence on Tetun Dili
Andrei A. Avram (University of Bucharest, Romania)

Tetun Dili is one of the official languages of East Timor, alongside Portuguese (spoken by only 36% of the population). Previous work on the Portuguese influence on Tetun Dili was concerned with the lexicon, morphology and syntax (see Hajek 2007). This paper analyzes the Portuguese impact on Tetun Dili phonology, which differs significantly from that of Tetun Terik (Troeboes & al. 1987, Hull 2000), out of which it has developed. The inventory of consonant phonemes of Tetun Dili (Esperança 2001, Williams-van Klinken & al. 2002) has been enriched via the borrowing of /p/, /g/, /v/, /z/, /ʃ/, /ʒ/, /ɲ/, and /ʎ/. Portuguese influence accounts for some allophonic realizations, optionally extended even to native words. The massive influx of Portuguese loanwords has greatly increased the number of onset clusters. Lexical borrowings from Portuguese have also led to the occurrence of antepenultimate stress, a pattern unattested in the native vocabulary. Also discussed is the considerable phonological and phonetic inter-speaker variation. This is shown to correlate with two factors: Tetun Dili-Portuguese (degree of) bilingualism; the coexistence of exonormative and endonormative orientations in the case of Portuguese: European and Brazilian Portuguese vs. the emerging East Timorese variety of Portuguese (Thomaz 2010, Albuquerque 2011).

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Inconsistent input and language specific properties: The view from clitic doubling and differential object marking in 2L1 Romanian

Larisa Avram (University of Bucharest, Romania)
Veronica Tomescu (University of Bucharest, Romania)

The goal of this study is to investigate the impact of language specific properties and inconsistent input on the vulnerability of syntax-external interface phenomena. It focuses on the use of the differential object marker *pe* and of clitic doubling (CD) in 2L1 Romanian.

The data comes from (i) two longitudinal corpora of 2L1 Romanian in a Hungarian - Romanian (HR) context (1;11-2;11) compared to two longitudinal corpora of monolingual Romanian (RM) (1;11-2;11); (ii) 18 narratives by HR bilinguals (mean age 4;5), 18 narratives by Romanian monolinguals (RM) (mean age 4;5); 10 narratives produced by Ukrainian-Romanian (UR) bilinguals (mean age 8;1).

The input which children receive with respect to differential object marking (DOM) in Romanian is inconsistent. On the one hand, the system evinces syntactic optionality: DOM is obligatory with pronouns and proper names but optional with any other direct object. When syntactically optional, DOM is constrained by discourse pragmatics. Besides, in contemporary Romanian, there are two competing grammars wrt DOM. For some speakers, the presence of *pe* requires CD in all contexts (i.e. CD is DOM). For other speakers, who are more conservative, CD is obligatory only with pronouns; with any other object type it is syntactically optional.

This scenario of optionality and instability predicts delayed acquisition across learning contexts. Our results, however, reveal that:
(i)   early DOM is not vulnerable across the board; the HR bilinguals differ from the RMs only when marking is constrained by discourse-pragmatics; the rate of DOM in this context is lower in 2L1 until age 3;
(ii)   early vulnerability of syntax-external phenomena can be overridden as a result of possible crosslinguistic interference effects. At age 4, the rate of DOM in the narratives of HR bilinguals is higher than in the narratives of age-matched RMs and also higher than with the older UR bilinguals;
(iii)   the rate of CD is lower in the narratives of 2L1 acquirers, irrespective of language pair. In scenarios of instability, when faced with the task of coping with two "competing" systems, 2L1 acquirers seem to be more conservative than L1 acquirers.

Nationbuilding through Societal Bilingualism: The case of Brunei Darussalam

Noor Azam Haji-Othman (Universiti Brunei Darussalam, Brunei)

Brunei Darussalam gained its independence from Great Britain in 1984, after having been a British Protectorate since 1904. The English language was used by the British administrators from the beginning, and had, therefore, entered the linguistic ecology of Brunei, which had hitherto been comprised of at least ten languages indigenous to the Island of Borneo, as well as Arabic, Chinese and Indian varieties. As Brunei began to modernise in the 1960s, having reaped tremendous wealth from oil revenues, English schools began to be introduced gradually, alongside Malay stream schools. The Brunei Constitution 1959 proclaimed that the Malay language would be Brunei's Official language, so the government schools naturally placed great emphasis on this language. But as independence loomed, and it had to reach out to global partners, Brunei felt it had to revise its education system and introduced the Dwibahasa or the Bilingual education system in 1985 - Keeping Malay as a language of national identity, whilst making use of English for global networking. This paper outlines the significance of both languages to Bruneians within the context of building a modern nation rooted in the traditional philosophy of Malay Islamic Monarchy, staunchly proclaimed at independence. 35

years on today, it has managed to produce a nation of proud English-Malay bilinguals, who are now teaching English in other countries in Southeast Asia- cementing Brunei's role as key-player in ASEAN integration.

Non-native perception in young multilinguals; a developmental perspective

Anna Balas (Adam Mickiewicz University, Poznan, Poland)
Magdalena Wrembel (Adam Mickiewicz University, Poznan, Poland)
Iga Krzysik (Adam Mickiewicz University, Poznan, Poland)
Halina Lewandowska (Adam Mickiewicz University, Poznan, Poland)

Few previous studies dealt with speech perception in a third language (L3) (e.g. Kopečková 2015, Onishi 2016, Wrembel et al. under review). However, these studies offered no conclusive results as to the basis of L3 vowel assimilation (L1 or L2) and the role of quality vs. duration features in L3 speech perception. To bridge this gap, the present contribution aims to compare L2 and L3 perception in a longitudinal study with Polish adolescents who learn their non-native languages in a formal instruction setting. In this study ABX tasks were designed in E-Prime to assess the learners' discrimination of L2 and L3 vowel contrasts. The participants included 22 L1 Polish learners (aged 12-13) with English as L2 (pre-intermediate) and German as L3 (beginner). The tasks were administered at the initial stage of L3 learning (T1), after four months (T2) and at the end of school year (T3).

In terms of both accuracy rates and reaction times, the results were not found to be better for L2 English than for L3 German. Selected English vowel contrasts were correctly discriminated at the rates ranging from 57% (/ʌ-ɑː/) to 67% (/e-æ/). For German relatively low discrimination results were obtained for three vowel contrasts (56-67%: /uː-ʊ/, /yː-ʏ/, /eː-ɛ/), while they were higher for four other contrasts (78-83%: /aː-a/, /oː-ɔ/, /ø-œ/, /iː-ɪ/). The results suggest that vowel qualities traditionally reported to be difficult for Polish listeners were challenging also in the present study. Further, the findings show a non-linear trajectory of development over time.

We conclude that young learners' limited exposure to L2 English (5.57 yrs) in classroom conditions did not allow them to develop perceptual sensitivity to such an extent that it could be considered facilitative for the performance at L3 initial stage and it is still the L1 which strongly mediates non-native perception.

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The sociolinguistics of the Lebanese society: implications for national identity

Loubna Bassam (Universitat Rovira i Virgili, Tarragona, Spain)

Lebanon is a diverse multilingual country, a unique mixture of local and international languages and cultures. It has always been known for its multiculturalism, and multilingualism has thus shaped the language use of most Lebanese people. In particular, code-switching has become one of the most distinctive features of Lebanese society. Most people probably know very little about the young

people' world of communication technologies and that it is but an echo of the interaction of several sociolinguistic factors that shape their different identities.

This study investigates gendered language in terms of social class in 1680 SMS code-switching messages of 58 undergraduates: 34 women and 24 men from different Lebanese universities. Qualitative and quantitative analyses were conducted; a questionnaire and an interview were administered.

The findings show that code-switching is used differently by students from different social classes, and that gender and social class interact together in a very significant way. Even within a single social class group, there are gendered language distinctions. Differences have been also found in the frequency of switches in code-switching messages, and in the percentage of languages in code-switching messages as well as those with no code-switching. The results also reveal that there is certainly no consistency in the code-switching of these students with regard to social class, and that different variables are intertwined to constitute a unique sociolinguistic phenomenon. Last but not least, the findings have been found to be in consistent with those of Labov; this study might thus be extending Labov' finding into new fields.

This study tackles many novel areas of research. It could be the only sociolinguistic study that deals with the overlap between gender and social class in SMS messages. I have not come across any study that deals with the correlation between written code-switching and social class, neither within CMC nor SMS messages.

On the potential of guided metasociolinguistic reflection in second language classrooms

Suzie Beaulieu (Université Laval, Canada)
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Sociolinguistic competence, the ability to reveal / conceal one's membership in particular communities of practice and to perceive these social identities in others (Mackay, 2017), is a vital asset for social interactions in today's globalized world (Blommaert & Backus, 2013). However, relatively little is known about how sociolinguistic repertoires in bilinguals' dominant or weaker languages develop over time (Howard, Mougeon, & Dewaele, 2013), particularly in instructed settings. To date, few studies have investigated the effects of explicit instruction on sociolinguistic abilities (see Mendoza, 2018; van Compernolle, 2013). These interventions typically provide learners with tools to analyze sociolinguistic features and monitor their own language use. It follows then that the development of sociolinguistic competence in an instructed setting may rely, to a large extent, on sustained metalinguistic activity, i.e., conscious cognitive engagement with language (e.g., Gombert, 1992). However, little is known about the nature of that metalinguistic activity and specifically how sociolinguistic content is received, processed and understood by learners, following explicit instruction.

This presentation describes the design and piloting of a metasociolinguistic questionnaire to study French Lx learners' (N=16) ability to assign sociolinguistic meanings to frequent socially marked and unmarked features of (Canadian) French (e.g., absence / presence of preverbal morpheme ne in negative statements). Participants were asked to read a short script in which a target feature was used in spontaneous formal or informal interactions between two native speakers. Information about the speakers' social status and relationship was provided. Then participants were asked to judge whether the use of the sociolinguistic feature was context-appropriate, and to justify their answers.

Preliminary results suggest that the ability to successfully assign sociolinguistic value to target features is associated with higher levels of specificity in the justifications. That is, learners who justify their perceptions of sociolinguistic appropriateness by thoroughly analyzing how power, distance and politeness are marked in the script appear to better grasp the social value of the analyzed utterances. Contrarily, participants who fail to take these social parameters into consideration are less successful at correctly assigning sociolinguistic values. These participants are thus prone to overgeneralization, simplification or misinterpretation of social meanings. Drawing on research that points to a catalytic effect of metalinguistic awareness on multilingual development (Jessner, 2008), the potential relationship between metasociolinguistic reflection and the development of sociolinguistic repertoires will be further explored.

Digital Presence and Language Revitalization: Attitudes towards and Use of Minority Languages on Social Media

Guillem Belmar Viernes (Rijksuniversiteit Groningen, Netherlands)

According to a 2013 survey (LTInnovate 2013), in 2012 digital content had doubled in only one year. The number of users of social networks is ever increasing, and in 2013 there were an estimate 174.2 million people using social networks in Western Europe alone. These numbers are probably much higher nowadays, and hint at how much of our everyday interaction takes places online. Social Networks like Twitter or Facebook are common tools of communication, especially among the youth, whose communicative exchanges consist largely of Computer Mediated Communication (CMC). Digital Presence is, therefore, an essential component of language revitalization (and maintenance). There is consensus among activists and scholars alike that «a language's digital presence is of the utmost importance to be perceived as fitting the needs of the modern world» (Soria 2016). Using online questionnaires (N=259) I surveyed the frequency with which the participants used their minority languages, the saliency of these languages in their virtual linguistic landscape, the reasons why some participants choose not to use their minority language and some general attitudes towards the use of minority languages on Social Media. Works cited: LTInnovative (2013). LT-Innovative.eu: Status and potential of the European language technology markets. LT-Innovative Report. Soria (2016). What is digital language diversity and why should we care? LinguaPax review 2016: Digital Media and Language Revitalisation – Els mitjans digitals i la revitalització lingüística (pp. 13-28). LinguaPax.

Migrating Spaces: Science Language(s) Education

Andrea Bogner (University of Goettingen, Germany)
Jacqueline Gutjahr (University of Goettingen, Germany)
Barbara Dengel (University of Goettingen, Germany)

The contribution addresses the connection between language, belonging and participation and ask for new forms of knowledge production in multilingual spaces.

Against the background of internationalisation of the sciences and their alleged globalisation the presentation firstly discusses the increased need for reflection on the sciences themselves. As forms of social interaction and communication science and migration are intrinsically connected and the experience of otherness is constitutive. For the internationalisation of science this means that processes of learning and research heavily rely on migratory processes and demand a heightened reflexivity. The comparison with new knowledge inventories is thus not only directed towards the

outside, but more so internally and places validity systems - including one's own scientific practice - in new contexts.

The second part focuses on the link between language, belonging and participation that is constantly brought up and narrowed down within current political debates so that pluralistic and dynamic positions are increasingly impeded. Monolingual ideologies that serve myths of homogeneity are continuously revived, leading to a racialization of language. The contribution seeks to analyze how (these) language ideologies shape processes of language teaching on different levels: from educational policies, over school development, to the actual interaction in the classroom, where language regimes open up or close spaces of communication.

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World English(es) and multilingualism as topics "du jour". Discussing multilingual contexts between linguistic utopia and language competition

Annalisa Bonomo ("Kore" University of Enna, Italy)

The distinction between additive and subtractive bilingualism by Lambert (1975) matches the contradictory findings of multilingualism in the twenty-first century; thus, while multilingual plans add new languages to the intercultural communicative sets, they take something out from the home languages causing possible clashes. In the same fashion, multilingualism means more than an accumulation of languages; it is a complex framework according to which the expanding circles of English(es) become crucially relevant to the complex question of "linguistic ownership" and its various implications. Complexity (as proposed by the French philosopher Edgar Morin) is an intriguing perspective in language matters too, a challenging bond between descriptivism, logical positivism, semantics, cognitive studies and prescriptivism. According to such a perspective, what is "complex" means what is woven together in a "non-finite" texture as a result of inseparable elements which make a global view necessary. Similarly, in Kemp's words: "complexity is a characteristic of the nature of multilingual participants' use of their languages(...) Multilinguals may use a number of languages on account of many different social, cultural and economic reasons" (Kemp 2012:12). Consequently, due to new issues which make interference and language contact something more than just language

concerns, bilingualism/biculturalism researches (which have always been the starting points of every educational implication in the matter of codemixing and multilingual matters) foster what Herdina and Jessner call "a dynamic model of multilingualism" according to which multilingualism, "though accepted as a new linguistic norm, should also be realised as closely linked to the concepts of personal identity, ethnicity and multiculturalism" (Herdina & Jessner, 2002:xi). In the light of these considerations, the present study will muse on the widespread use of English as the backbone of contemporary multilingualism, questioning the role played by speakers' nativeness or non-nativeness and the continuum of "being and becoming multilingual" (Cenoz, Gorter 2015:8).

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Testing the aspect hypothesis on bilingual data: a usage-based perspective

Alice Brunet (Sorbonne Nouvelle University, Paris, France)

The influence of lexical aspect on the use of tense-aspect morphology has been noted in numerous studies on monolinguals in many languages (Li & Shirai, 2011). L1 and L2 learners of English appear to restrict early uses of perfective past tense markers to a set of verbs whose lexical aspect is highly compatible with perfectivity, e.g. telic, punctual verbs such as *fell* or *dropped* (Brown, 1976). Shirai & Andersen (1995) proposed that children construct a prototype of the use of perfective past tense markers by analyzing statistical regularities in the input.

Bilingual children receive less input in each of their languages on average compared to their monolingual peers. An analysis of their productions in both languages can help assess their ability to extract regularities from their reduced input.

We analysed the productions of three French-English bilingual children aged 4;0 to 6;0 living in London, UK. We recorded one dinner per family in order to draw patterns of parental use of tense-aspect forms. Children's narrative productions based on a wordless picture book, a short video clip and an interview were used. We confronted the parental input patterns with the children's use of tense-aspect markers in natural and narrative contexts. As tense-aspect markers differ in French and English with regards to their form and to the functions they serve, we expected cross-linguistic differences in the data.

We coded all the verbs in the past tense. We found a clear association in parental input and in the children's spontaneous speech between lexical aspect and the use of perfective or imperfective past tense in both languages. This association was strongest in the children's non-dominant languages. These results confirm previous findings on the acquisition of tense-aspect morphology - children under-generalize the use of aspectual markers to a small set of verbs before they receive enough input to use both grammatical aspects with a greater variety of verbs. The association between tense-aspect morphology and lexical aspect was weaker in the narrative productions, suggesting that genre-specific factors may impact the use of tense-aspect marker.

A longitudinal study on narrative development among English-Chinese sequential bilingual children
Yuko Goto Butler (University of Pennsylvania, USA)

Narrative skills play an important role among monolingual children in both their literacy development and their general academic achievement. This longitudinal study examined school-age sequential bilingual children's development of narrative structures in their first language (L1, Chinese) and second language (L2, English), as well as linguistic devices and strategies that the children used to make their stories coherent. The study pays special attention to their development of story structure (based on a well-known model of story structure developed by Stein, 1988) and narrative perspectives in Chinese and English, which are very different languages both typologically and from an oral-cultural perspective.

The participants were 32 English-learning primary school students who were followed for three years from the 4th to 6th grade levels (ages 10-12) in China. The children were asked to tell a story based on a wordless picture book "The Chicken Thief" (Rodriguez, 2005) in both their L1 and L2 once a year (three times in total). In addition, the participants' receptive vocabulary knowledge in English was measured using the Peabody Picture Vocabulary Test every year. Information on the participants' literacy practices at home as well as their language learning experiences were also collected through a questionnaire.

The results indicated that Chinese-English sequential bilingual children's narrative development (both in L1 and L2) did not necessarily follow the structural developmental sequence in Stein's model, which was primarily developed based on monolingual English-speaking young children. We also found that linguistic cohesive devices/strategies (e.g., connectives, temporal/aspectual adverbs and phrases) account for unique features of L2 narratives, as they were increasingly employed to narrow the gap between children's cognitive maturity and their limited linguistic knowledge in their L2. The discrepancy between Chinese and English narrative performance decreased as more linguistic devices/strategies became available to children although there were substantial individual differences among our participants.

Code switching and code mixing in adult and child language in bilingual Austro-Croatian families
Marina Camber (University of Vienna, Austria)

Well-integrated families with an immigration background are generally bilingual. When focusing on Austria in this regard, the largest group of speakers with a different first language (L1) other than German, is the speaker group of Bosnian/Croatian/Serbian (Statistik Austria 2017, online). Yet, there is only little research on their language use, even less on code switching between B/C/S and German within adult speakers (Mikic 2017, Schlund 2006, Stanisavljević 2010, Zagoricnik 2014). There is as yet no research on bilingual preschool children acquiring these languages simultaneously. Hence, this paper aims to study language use regarding code switching activities of adult speakers as well as their children.

I examined child and adult language use of Austro-Croatian families at four data points over a period of 1.6 years at home in spontaneous interaction, in interviews, and via tests focusing on lexicon, grammar, and discourse, i.e. with a mixed-method design, as devised for the Viennese INPUT project (Korecky- Kröll, Uzunkaya-Sharma, Czinglar & Dressler 2016a, b). The focus is on four families, half of

high and half of low socioeconomic status. These parents completed their education in Austrian schools and speak German at mother tongue level.

I will present results on differential language use at home and tested language capacities in dependence of socioeconomic status (SES), analyzing spontaneous speech data and particularly code-switching activities from home recordings. Switching activities in this sample increase with the children's age in child speech and child-directed speech. Different types of code switching, code mixing and tag switching (cf. Poplack 1980) will be discussed and presented. These kinds of code-switching activities are always unidirectional from Croatian to German.

Legitimacy and heritage: Questions of authority in a minority language classroom

Diana M. J. Camps (University of Oslo / MultiLing, Norway)

This paper draws attention to how bilingual literacy competence is promoted to legitimate Limburgish, a regional language in the Netherlands. The safeguarding of minority languages in Europe is mobilized, in part, under auspices of the European Charter for Regional or Minority Languages, which frames this protection as an expression of cultural heritage. In the absence of explicit national language policy, language planning efforts in Limburg, the Netherlands are deeply embedded within local communities and the negotiation of authority among local actors. In recent years, social actors involved in the protection of Limburgish have increasingly focused on the promotion and implementation of a set of spelling norms. Orthography is one locus where struggles over forms of representation come to the fore (Jaffe, 1996). Through the framework of stance and employing a discursive analytical lens, I show the salience of a linguistic expertise discourse in a local dialect reading and writing course. Drawing on data gathered from classroom observation, interviews with the teacher, and focus group meetings with class participants, the analysis highlights the various stances social actors adopt to make specific epistemic claims (Camps, 2018). I show how discourses of heritage are articulated with discourses of use and how the teacher' usage of scientific terminology provides new ways of talking about Limburgish as a legitimate language. Furthermore, I argue that the teaching of a new metalanguage vis-a -vis the local Limburgian dialect reproduces dynamics of differentiation, allowing for the creation of expertise and new authorities outside the classroom.

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CLIL and Pre-service Teacher Education in Japanese Universities

Richard Caraker (Nihon University, Tokyo Japan)

Pre-service English teacher education in Japan entails connecting theories of second language acquisition with classroom practice. However, recent directives from the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) require secondary school English teachers to be fluent enough in the second language to be able to use it as the medium of instruction, in addition to being knowledgeable of pedagogical techniques.

Content-based Language Learning (CBLL) and Content Language and Integrated Learning (CLIL) are educational approaches which teach subject areas through a foreign language. This dual pedagogical benefit of teaching content and language skills simultaneously grew out of immersion programs in Canada and the USA (Cummins & Swain, 1986, Genesee, 1987).

An overreliance in the Japanese foreign language curriculum at the secondary and tertiary levels on the Grammar Translation Method (GTM) or yakudoku has contributed to Japan being ranked 5th from the bottom among 30 Asian countries according to the Educational Testing Service (ETS, 2016). MEXT has for some time recognized the need to increase the communication skills of its citizenry due to the rapid globalization of the economy and an increased influx of foreigners into Japan. CLIL is one avenue teacher trainers can pursue to educate students in pedagogical content while promoting linguistic fluency. This paper will illustrate the successful implementation of a CLIL framework in two university teacher training courses in Tokyo, Japan which emphasize language skills as well as a *waltz* of reflection, observation, and action which can help close the gaps among pedagogical theory, classroom practice, and linguistic fluency.

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At the crossroads: English as a dominant language or a medium for multicultural discourse?

Hyunhee Cho (Daegu National University of Education, South Korea)

In the multicultural society, students need to be literate in reading diverse cultural signs and contexts. As a forefront runner of English education among Asian countries, South Korea is becoming a site for ideological and political battle of English education. Due to the monolingual ideologies, bilingual or multilingual education has a limited space. However, with a deep influx of global cultures into everyday life through mass media, imported products, and through immigrants and refugees from other countries including North Korea, current language education based on monoculturalism in South Korea needs to change. In recent years, language use in popular cultures has shown changes among which bilingual language play stands out. This presentation reviews grand discourses about foreign language education in South Korea and inquires into how bilingual/multilingual language play is constructed in local discourses. Through the inquiry, the presentation suggests that English curriculum should include such language play as a pedagogical approach to include translingualism in L2 classrooms.

With English as a dominant foreign language, Korean government implemented the major curricular reform enacted in 1997. Its core goals include developing students' ability to appreciate diverse cultures in the world. However, classroom instructions focus on skill developments, which do not leave room for teaching English as a multicultural medium. Along with language education policy, multilingual language play is increasingly used in popular cultures. The increasing demand for multilingual language play implies a potential for change in the monolingual-dominant culture of Korean society. The presenter argues for the inclusion of translingual language play in the pedagogical discourses.

Memory processes and lexical representation quality in L1 and L2 processing: Evidence from eye-tracking

Kiel Christianson (University of Illinois, USA)
Nayoung Kim (University of Illinois, USA)

To better understand L2 speakers' L2 processing and reading comprehension, we examined the role of memory processes and quality of lexical representations in L1 and L2 language processing during reading in two eye-tracking experiments. We took the cue-based retrieval theory (Lewis et al., 2006) as motivation for our study, which emphasizes content-addressable retrieval and similarity-based interference as memory mechanisms that determine processing difficulty. The predictions this theory makes have not been tested previously in L2 processing, though it has been proposed as an explanation for observed differences between L1 and L2 processing (Cunnings, 2016).

In Experiment 1, we tested L1 (N=49) and L2 (N=40) English readers' sensitivity to syntactic and semantic retrieval interference in subject-verb long-distance dependency resolution during eye-tracking reading. Both groups provided supportive evidence for the cue-based retrieval model, such that in the critical region (where the long distance dependency is resolved), we found a two-way interaction in regression-path duration in L1 data, and a syntactic interference effect in total viewing time in both L1 and L2 data. We failed to find a reliable two-way interaction in L2 data, suggesting that L2 readers use a cue-based retrieval parsing mechanism during online reading, but they may have difficulty in employing multiple cues simultaneously during parsing, possibly due to limited computational resources, taxed by the activation and inhibition of L1 or reduced automaticity in L2.

In Exp. 2 (L1: N= 56, L2: N=42), we examined the influence of quality of lexical representations on retrieval latency during reading by manipulating the number of modifiers (complex vs. simple modifiers) for the target (subject) and the distractor. We found main effects of semantic elaboration for the target and distractor in both L1 and L2 data, such that overall greater elaboration (complex modifiers) for targets and distractors resulted in inflated reading times at the retrieval sites (the verb and the post-verb spillover regions), and lower question-response accuracy. What was interesting was that two-way interaction between target and distractor semantic elaboration was only found in the L2 online data, but not in the L1 online data. The interaction pattern was that the target semantic complexity effects were greater in the simple distractor conditions than in the complex distractor conditions, indicating that target semantic complexity effects were modulated by the quality of lexical representation of the distractor. The observed L1-L2 difference suggests that L2 readers may be more susceptible to interference from the elaborated distractor than L1 readers.

Teacher Training, Research and Innovation (Language Policy, Innovations and Practices: A Tale of Two Countries)

Letizia Cinganotto (INDIRE (National Institute for Educational Research, Italy))

The focus of this talk will be related to Italian education policy in recent years, carried out by the Italian Ministry of Education (MIUR), in cooperation with INDIRE (National Institute for Educational Research) where the speaker works as a researcher.

Particular attention will be devoted to recent policies developed in the field of language teaching/learning, CLIL (Content and Language Integrated Learning) and digital competences, according to the latest Reform Laws, with specific reference to Law 107/2015. In correlation with teacher training, it is crucial to consider the impact of teaching methodologies and techniques on

students' learning outcomes. Therefore, some inputs about the latest Report published by INVALSI on Italian students' outcomes in the standardized tests administered in 2018 in Maths, Italian and English at primary and secondary level will be briefly provided.

Bilinguals, lexical frequency profiles, and fluency development

Jon Clenton (Hiroshima University, Japan)

This paper presents a novel investigation of the relationships between second language (L2) oral ability, vocabulary knowledge, and potential relationships according to various validated descriptors. Motivation stems from three recent research strands, showing that: (i) vocabulary knowledge varies according to linguistic proficiency; (ii) vocabulary knowledge development appears under researched; and, (iii) vocabulary knowledge is multi-faceted, to the extent that different tasks appear to elicit quite different vocabulary knowledge. The current paper aggregates the vocabulary knowledge and oral ability of 35 first language Japanese learners of (L2) English. Subjects took 3 speaking tasks (DeJong et al, 2012), and two vocabulary tests (Lex30; Meara and Fitzpatrick, 2000; NVLT McLean et al., 2015). We evaluate responses according to two recent fluency and vocabulary knowledge papers (DeJong et al, 2012; Clenton et al., 2018). Our analysis includes the lexical frequency profiling of vocabulary produced in the speaking tasks. Following two papers, (Fitzpatrick and Clenton, 2017; Walters, 2012) we present the potentially multifaceted nature of vocabulary knowledge and report 'a lexical frequency profile of the lower frequency words, rather than a single score' (Walters, 2012, p184) for each task. According to follow up analysis, we report several significant findings. Our data demonstrates that lexical knowledge profiles relates to articulation rate and pause ratios highlighting the vocabulary necessary for learners to perform in different speaking tasks. We present these findings in terms of bilingual and lexical development, with specific implications for pedagogy and practice.

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Transfer of meaning in L2 learning environment: Language proficiency, metaphor universality and language dominance as influencing factors

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The omnipresence of specific conceptual metaphors (CMs) in world languages has already been established (Lakoff & Johnson 1980; KÓ§vecses 2003). Many studies have indicated that L2 language motivated by a CM also present in the learner's L1 is understood more readily than other linguistic expressions (cf. Kovecses & Szabco 1996; Boers 2000). As a learning tool, CMs are employed with greater success among more proficient L2 users and hence language proficiency almost undeniably plays a role in the language acquisition process (Danesi 1995). The aim of our study is to examine the

interplay of these factors as well as explore the extent to which L1 language dominance might also prove influential upon meaning transfer process. The research unfolded in a threefold manner; firstly, sets of linguistic expressions grouped according to underlying CMs and source (L1 Croatian or L2 English) were checked for meaning salience and familiarity among Croatian L1 speakers; secondly, study participants were given a placement test in order to establish their L2 proficiency; and thirdly, the participants were administered a questionnaire as part of the main study research. The instrument included two sets of metaphoric expressions (in English and in Croatian respectively) for which the participants were asked to give their interpretation of meaning. The given responses were then analyzed with respect to the participants' proficiency in L2 (English) and underlying CM motivation. The results are interpreted within the scope of current findings in the field of CM research as well as theories on metaphor universality, bilingualism and language dominance.

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Learners' and teachers' language alternation (Italian-English) in foreign language pre-primary school lessons

Francesca Costa (Universita degli Studi di Bergamo, Italy)

The relevance of the alternation between the L1 and the L2 in educational contexts has been gaining ground in research since it is seen as a way to preserve multilingualism and as a natural conversational activity (Cook 2003) in plurilingual classes. Previous studies have focused on describing L1-L2 alternation at various educational levels but no studies have specifically focused on foreign language pre-primary lessons in Italy where this type of activity might represent a more natural way of communicating between the two main actors (Lo 2014) learners and teachers. This paper will focus on learners' and teachers' alternation (L1 Italian L2 English) during the English lesson time in the Italian pre-primary school context. A brief overview of the Italian state pre-primary school (3-6 years) system is described followed by the empirical descriptive study which is composed of 17 observations in 17 different pre-primary state schools in Italy. The observations were annotated on two checklists, based on a previous study (Bentley 2008) where the teachers' and learners' use of the L1 or L2 was marked. Moreover, the use of the L1 or L2 was investigated according to the activity in which it was used. These activities were for the teachers: giving instructions, asking questions, giving opinions, explaining, checking exercises, correcting, socialising, telling anecdotes, summarising concepts, giving feedback, explaning lexis, introducing new knowledge and giving written worksheets; for the learners: answering questions, asking questions, giving opinions, doing pairwork/groupwork, repeating language and socialising. Data analysis was based on quantitatively comparing the 17 observations to see if there was any difference in the use of the L1 or L2 on the part of the two actors and whether this difference was based on some specific activities. Results show that during the English lesson a lot of alternation was happening even though the L1 was (counterintuitively) still the most used language. Teachers used L1-L2 alternation for more activities than students and mostly to ask questions and explain lexis

whereas learners used it while repeating lexical items. This shows how L1-L2 alternation and language fluidity can be used even in foreign language teaching lessons especially with pre-primary children.

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Is German as a Foreign Language easier for a bilingual learner? Insights from a Maltese Multimodal Case Study

George Cremona (University of Malta, Malta)

Very often German is viewed as one of the most difficult foreign languages (FLs) among the foreign languages taught/learnt in Maltese schools (Cremona, 2017). Many complain about its complex grammar, harsh sounding vocabulary and never-ending sentence structures. Moreover, the research question posed in this paper asks whether the linguistic competence of Maltese and English bilingual learners can facilitate and encourage or distract the task of these German as a Foreign language student in Malta while learning the seemingly "impossible-to-learn" subject.

The paper presents the outcomes obtained from a one-year research project conducted in three Maltese schools collecting data through a mixed methods methodological framework (Creswell, 2015). Questionnaires, classroom observations as well as teacher and student Interviews were used as data collection tools. The collected data sets were analysed through the original MIRROR multimodal framework (Cremona, 2018).

As a first conclusion the paper concludes that even in very mixed ability German as a foreign language learning contexts, bilingual competences (i.e. when students are fluent in Maltese and English) when used wisely and carefully can eventually help students to learn German and also motivate them further to improve their Foreign language linguistic skills.

The paper also adds that the first conclusion should not be misunderstood as a suggestion to translate from German to Maltese and/or English each time students have questions in class. Instead, their bilingual (Maltese and English) competences can help students ease the difficulty to learn German only when teachers facilitate student difficulties by referring them to their Maltese and English linguistic knowledge which at times is similar to that encountered in the new learnt foreign language (Pachler, 2012).

Attitudes towards multilingual education in Frisian primary schools

Suzanne Dekker (NHL Stenden University of Applied Sciences
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Due to a surge in migration, an increasing number of new students in the province of Fryslân are acquiring up to three additional languages of schooling simultaneously. Currently, Frisian primary and secondary school teachers focus on developing proficiency in school languages via language-separation ideologies, which do not take into account the multilingual backgrounds of students. In order to implement alternative approaches for multilingual education, positive attitudes towards home languages of students and multilingualism in general are needed (Cummins, 2000). The aim of our paper is to show how three projects in primary and secondary education working with different types of schools in Frysian address the issue of attitudes in order to reshape education for multilingual pupils by implementing school pedagogies aimed at using children' primary languages as a resource.

We will examine whether the three projects have a positive and durable effect on the attitudes of teachers and pupils towards migrant and minority languages. By making use of teacher surveys, implicit association tests, and student questionnaires, we employ a triangulation methodology to map both implicit and explicit attitudes towards multilingualism (Pulinx, Agirdag & Van Avermaet, 2015). In this paper, we present the data from the first set of questionnaires and surveys with both teachers and students collected close to the beginning of the three projects.

Language activities and their influence on the development of an early Frisian-Dutch bilingual vocabulary

Jelske Dijkstra (Mercator European Research
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Several studies show that book reading and oral story telling play an important role in bilingual language acquisition (e.g. see Patterson, 2002; Scheele et al. 2010). The current study examines the role of several language activities in the acquisition of a bilingual vocabulary in Frisian and Dutch amongst preschoolers. Frisian is a minority language spoken in the northern part of the Netherlands. In total, 91 children were assessed in receptive and productive vocabulary in both Frisian and Dutch every six months while they were aged between 2;6-4;0 years. The majority of these children, i.e. 58, had parents who both spoke predominantly Frisian to them. The other 33 participants had parents who both spoke Dutch to them. Every six months parents were also asked to fill in an extensive questionnaire on how often their children were engaged in language activities such as shared book reading, watching television, playing with peers, etc. and in which language. Results showed that shared book reading significantly improved Dutch receptive and productive vocabulary. Watching Dutch television also had a positive effect on Dutch productive vocabulary. The language activities under investigation did not play a role in the acquisition of Frisian vocabulary. In other words, only the majority language, Dutch, seemed to be affected by language activities. This might be explained by the fact that the children were significantly more often engaged in Dutch language activities than in Frisian language activities. Children from Frisian-speaking parents were more frequent exposed to both languages during these activities than children from Dutch homes who were predominantly exposed to Dutch during these activities. Additionally, there are much more Dutch books, television programs, etc. available compared to Frisian.

From Trilingual Models to Holistic Multilingual Education in The Netherlands

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The paper will discuss the role of trilingual school models within the current context of regional minority languages growingly encountering migrant-induced language diversity. The typical insistence on the national languages as main languages of schooling (Kroon & Spotti, 2011) is based on the idea that immersion in each of the target languages triggers the best outcomes, thus leading to language separation pedagogies. In fact, also in trilingual education models in which three languages are regularly used in instruction, languages are still kept hermetically apart in instruction (Arocena & Gorter, 2013; Riemersma & de Vries, 2011).

This research presents a holistic model for multilingual education (Duarte, 2017) which combines different knowledge and teaching approaches and places them in a continuum from the acknowledgement of different languages to their actual use as an instruction language. The model addresses attitudes, knowledge and skills in and for multilingualism of both teachers and pupils (Herzog-Punzenberger, Le Pichon-Vorstman, & Siarova, 2017) and is suitable for different school types and for both minority and migrant pupils.

This model is currently being tested in three multilingual education projects in the province of Frysian in the north of the Netherlands in which different approaches towards multilingual education for both migrant and minority pupils are combined. This is done through design-based interventions (Cobb, Confrey et al. 2003), in which 50 primary and secondary school teachers of the 25 participating schools and a team of researchers develop multilingual activities in a bottom-up design (i.e., based on questions from the involved schools).

After presenting some examples of activities from the three projects, the paper will focus on discussing the utility of the model for holistic multilingual education as a means of raising professional knowledge of teachers in supporting multilingualism of pupils.

Influence of simultaneous, early bilingualism, number of languages spoken and teacher trainees' knowledge about multilingualism on their beliefs on heritage-related multilingualism in the school context

Lukas Eibensteiner (University of Mannheim, Germany)
Maximilian Astfalk (University of Mannheim, Germany)

Many researchers and different research projects (e.g. Benholz/Mensel 2015; Cenoz 2013; Jessner/ *Allgaüer-Hackl*/Hofer 2016; Reimann 2016) have argued for a multilingual teaching approach in language classrooms, some of them highlighting the positive effects of early bilingualism and number of languages spoken on teacher trainees' beliefs on pupils' multilingualism (Reimann/Cantone/Venus/Haller/Di Venanzio 2018). However, different studies have shown that there is a discrepancy between teachers' beliefs and their teaching practice (Haukås 2016, Heyder/ Schädlich 2015). Some possible explanations for this gap are the monolingual habitus in German schools (Gogolin 2008), or the insufficient preparation of teacher trainees for the special circumstances of the learners' heterogeneous cultural and linguistic biographies (Fernandez Ammann/Kropp/ *Müller-* Lancé 2015). Another reason is that most teacher training programs still focus on monolingual teaching routines (De Angelis 2011).

In order to evaluate the new high school teacher training program at the University of Mannheim, we conducted a study based on a half-open questionnaire (N=69) which investigates the knowledge about multilingualism of teacher trainees and their beliefs on migration-related multilingualism in the school context. Furthermore, we examined whether simultaneous, early bilingualism, the number of languages spoken by the participants and their previous knowledge about multilingualism had an impact on the results.

The results show that all participants were multilinguals (some of them even early, simultaneous bilinguals) and had relatively high knowledge about multilingualism in general. While the variable simultaneous, early bilingualism had no significant impact on the teacher trainees' beliefs, the number of languages spoken and previous knowledge about multilingualism showed a significant influence on their beliefs on questions regarding migration-related multilingualism in the German school context. Whereas in general participants had a neutral or even negative opinion about items regarding the promotion of language proficiency in heritage languages and thought that it was more important to promote learning in the state language German, a significant positive correlation could be shown between (1) the number of languages spoken by the participants and (2) their knowledge on multilingualism and their view on migration-related multilingualism in schools.

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Do multilingual didactics go at the expense of target language competence? An empirical investigation of university Spanish courses

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For the last three decades, tertiary language research and multilingual didactics have been speaking for (Roman) foreign languages to be taught following a cross-language approach (e.g. *Meißner*/Reinfried 1998; Jessner/ *Allgaüer* -Hackl/Hofer 2016; Reimann 2016; Ringbom 2007). Even with existing course material, questionnaire surveys among teachers (Neveling 2012; Heyder/Schädlich 2015) as well as textbook analysis demonstrate (Eibensteiner 2017; Michler 2014; *Müller-* Lancé 2001) that, in practice, the cross-language approach is still not prevailing. The reason might be that the multilingual didactics research has not yet been able to empirically prove possible advantages of this approach on target language competence (Heyder/Schädlich 2015: 248).

By means of a quasi-experimental research design, the project will examine the influence of a multilingual didactics intervention on the competence in Spanish as a target language. The control group (beginner level students, n=14) was taught according to a neo-communicative approach in foreign language teaching. After completion of the classes in the control group, the teacher carrying out the intervention in the experimental group (n=16) attended several preparative workshops and worked on a task dossier, which has been specifically designed according to the purpose of the study, so that he met the requirements of the intervention. The dossier is also part of the intervention and it serves as an integrative module, complementing the class with a component of multilingual didactics.

The students' competence in the target language is measured through language tests (reading comprehension, grammar, vocabulary and written language competence) in accordance with the GER guidelines. The tests take place at the beginning, in the middle and at the end of the course (Fall Semester 2018). The purpose of this article is to present the project in a more detailed manner and to present first results.

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What's in a name? Examining terms commonly used to refer to non-mainstream languages in bilingual contexts

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Even a cursory look at the literature on bilingualism reveals that a plethora of terms has been in circulation to refer to bilingual speakers and their languages. With regard to non-mainstream languages, the focus of this presentation, the most commonly encountered terms include "home language", "minority language", "first language", Wcommunity language", "native language", "heritage language", "languages other than" (X being the "dominant" language of the country) or "mother tongue", among others. Although these terms are frequently used as synonyms in the literature, their underlying meanings reflect subtle (and not so subtle) distinctions emerging from different disciplinary paradigms and ideological perspectives. The precise definitions of these terms, however, are not clear, and none of them appears to capture the complexity of the phenomenon as encountered in both research and practice.

In this paper, we investigate how the academic literature has conceptualised the non-mainstream language by exploring meta-analytical studies and systematic reviews on affective, psycho-social, cognitive and educational effects of bilingualism. We revisit the original studies included in these meta-analyses and systematic reviews and unpack the different dimensions that are foregrounded by some terms and disregarded by others. Drawing on principles of lexical semantics, we propose a work-in-progress model that allows to capture the conceptual distinctions in a principled way. Thereby, we

attempt to reduce the lack of terminological clarity, which poses the risk that researchers in the field may inadvertently be discussing slightly different phenomena while assuming uniformity of interpretations. Furthermore, our model aims to provide a tool for researchers to make explicit the underlying assumptions of the terms they use, and to raise awareness of the implications of our terminological choices.

Multilingualism in face of English as a lingua franca in the context of internationalization of higher education

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The paper describes a study (Finardi, 2017) whose main aim was to analyze the role of English as a Lingua Franca (ELF) (Jenkins, 2015) in Switzerland (Finardi & Csillagh, 2016) and in Brazil (Finardi, 2014, Finardi, 2016a, 2016b) so as to offer some alternatives for multilingualism in the context of internationalization of higher education (IHE), defined as the intentional integration of an international, intercultural or global dimension in the purpose, function or offer of higher education (Knight, 2003).The study describes the linguistic background in Brazil and in Switzerland reviewing language policies in general and in relation to the role of English in particular so as to draw some implications for national cohesion, social inclusion of immigrants and refugees, access to online information and education, IHE and multilingualism. The reflection includes a discussion of the role of languages in general and of ELF in particular in Brazil and in the globalized scenario (Finardi, 2018), together with a discussion of the concept of interculturality in relation to a language teaching approach, namely, the intercomprehension approach (IA) (Guimarães & Finardi, 2018) that explores similarities between languages and that fosters intercultural communication by allowing learners to express themselves in their own language while comprehending others. The paper also discusses the concept of translanguaging (García, 2009, 2012, Caruso, 2018) as an alternative to foster multilingualism in the context of IHE where the offer of English Medium Instruction (EMI) courses (for example Taquini, Finardi & Amorim, 2017) has been linked to the hegemonic role of English in the academia (Hamel, 2013). The paper concludes with the suggestion that the use of the IA together with translanguaging practices may offer a two-fold advantage thus fostering multilingualism in the context of IHE while combating the monolingual view of English in the academia (Finardi & Guimarães, 2017).

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A Study of Bilingualism and Biliteracy in U.S.-born Latino College Students

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Findings from childhood research informed the present study of bilingual college students: (1) It is reported that young bilingual children have reduced vocabulary in both languages; (2) Print exposure, measured by an author recognition test, has a significant relationship with receptive vocabulary in English-speaking middle and high school students. This study investigated whether U.S.-born Latino college students who spoke only Spanish before entering kindergarten would demonstrate the reduced vocabulary effect reported by Bialystok (2008), and whether print exposure in English would mediate vocabulary level in one or both languages. To investigate the question of equivalent vocabulary levels, two bilingual researchers administered English and Spanish versions of the Peabody Picture Vocabulary Test in counterbalanced order to 20 bilingual college students. A weak relationship (.19) between English and Spanish vocabulary was found. English vocabulary was significantly higher than Spanish (p. = .01). The relationship between amount of reading and vocabulary was investigated using the Stanovich and West (1989) Author Recognition Test updated by Acheson and colleagues

(2008) to reflect contemporary titles more familiar to English-speaking college students. Study participants were assigned to high-scoring and low-scoring print exposure groups based on their Acheson Author Recognition test scores. T-tests revealed a significant difference in English vocabulary for the two groups (p. = .018), but no significant difference in Spanish vocabulary (p. = .29). Findings suggest that the typical ESL programs in U.S. schools, which generally terminate by fifth grade, and the predominant high school literature courses featuring only English-language authors or translated works have not resulted in bilteracy for U.S. Latino students. It is probable that these students, successful in English literacy, have reduced Spanish vocabulary due to lack of exposure to literary texts in their first language: They are bilingual but not fully biliterate. Implications for curriculum are discussed.

Language choice of bilinguals in written discourse
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Language choice is predominantly concerned with the linguistic resources which are available to bilingual people on the one hand, and how they make their preferences in terms of code choice on the other, when interacting with their community members. L1 and L2 use of bilinguals can refer to their group membership with regard to how they perceive themselves and in relation to others. In other words, they designate their view of themselves as well as their connection to other participants in the discussion.

For the study of language alternation in written discourse, Sebba (2014: 14) proposes the application of the methods and analyses of linguistic landscape researchers, who study multilingual signage in urban centres, and he names two techniques which can be a sign of "the degrees of integration or separation of languages a multilingual mixed-language text can include".

The aim of this paper is to investigate written mixed-language discourse following the new approach suggested by Sebba (2012, 2014), the resources that are used include journals published by members of Hungarian communities living in English language dominant countries. They provide the source for the research to study intentional code-switching/code mixing in the light of the trends highlighted above. Contributors to these journals may find it an important and appealing alternative to rely on resources offered by more than one language. Their multilingual language usage in everyday oral communication might differ from their written language uses; written language discourse is simply seen as another situation where they interact with other bilingual people. This research investigates and focuses on the linguistically mixed written discourse, i.e. the mixed-language practices which characterize the journals of the Hungarian communities in order to see how these manifestations contribute to the multifaceted identities.

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Towards the enhancement of bilingual education in Maltese primary schools: a sociolinguistic perspective

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This paper aims to present a number of proposals aimed at enhancing bilingual education within the Maltese primary school system following an evaluation of the said system, resulting from data borne of a mixed-methods study which integrated the findings of i) a large-scale quantitative questionnaire administered to 987 primary school children from each of the State, Church and Private schools; ii) the evaluation of a second large-scale questionnaire returned by 1316 primary school parents, and iii) a third qualitative face-to-face study with 30 primary school teachers. Data was collected for the purposes of a doctoral dissertation, which aspired to obtain a snapshot of the status quo when considering the efficacy and success or otherwise of the Maltese primary bilingual education system. Amongst numerous findings, data thus acquired showed that there is variance in the proficiency, the exposure to and use of Malta's two official languages, Maltese and English, a variance which is very much linked to the school-type (State, Church or Private) attended by the students. Moreover, the school-type attended by the student respondents also proved to be an important backdrop to the fostering of certain attitudes towards Maltese and English. These attitudes go on to play a particular role in the Grade V primary school children's responses when they were questioned about their use of the two languages. The paper therefore presents a number of proposals aimed at improving the bilingual primary education system by addressing the challenges thus discovered in an effort to promulgate a thoroughly bilingual education system that aims for each child to reach the goals delineated in the National Curriculum Framework (2012), which establishes 'the knowledge, skills, competences, attitudes and values' for learners at the end of the Junior Years Cycle.

Verbal and nonverbal teacher affectivity in the FL classroom: A pre-service teachers' perspective

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What teachers do and how they do it: what language choices they make and what non-verbal signals they send to their students all constitute an affective dimension of FL teacher discourse and have a significant impact on effective interaction, group dynamics and, as a result, student language achievement and well-being (Gabryś-Barker 2016). This presentation focuses on the specificity of FL teacher talk as an expression of his/her emotionality and on the impact it has on students. It consists of three parts. Firstly, it expresses a view on the importance of affectivity in the FL classroom on the basis of a continuously growing body of research (e.g. Benesch 2012, Gabryś-Barker 2015, Gregersen, MacIntyre 2017). The emphasis is however selective as the presentation discusses only verbal and non-verbal aspects of teachers' emotionality, as expressed in his/her classroom talk. The second part of the presentation reports on a small-scale empirical study of pre-service teachers of EFL and their perception of how they actually construct teacher discourse on the level of verbalisation (choice of language), as well as their non-verbal behaviour expressed by gestures, eye contact and proximity, among other practices. Preliminary observations signal that this group of pre-service teachers, still involved in their professional training, is largely unaware of the above. Thus, the last part of the presentation outlines and discusses the amendments needed in FL teacher training programmes and mentoring practices.

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The motivation profile of L2 English young CLIL and non-CLIL learners: Gender as a moderator factor

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Content and Language Integrated Learning (CLIL) research on the affective dimension of language learning indicates that motivation is a crucial factor in language development, and it is generally agreed that the overall levels of motivation are higher in CLIL than in non-CLIL settings (Dörnyei and Ushioda 2009; Lasagabaster and Doiz 2017). Moreover, gender-related differences concerning motivation seem to be levelled out in CLIL contexts (Heras and Lasagabaster 2015), although more research evidence is needed.

This study tries to fill this gap by examining the interaction of type of instruction (CLIL vs. non-CLIL) and gender in Primary Education students' motivation. Specifically, 252 students (aged 9-11) from five different public schools in Cantabria answered a 34-item questionnaire designed to measure their motivation profiles.

Results show that no significant differences between CLIL and non-CLIL students are found in their overall motivation mean, although CLIL learners report a significantly higher degree of parental support. This may indicate that CLIL learners' caretakers instil the importance of English in their children and thus register them in schools offering CLIL programmes. Moreover, the gender variable is found to exert an influence on the relationship between type of instruction and motivation, since there are no motivation differences between CLIL males and females, whereas girls are more motivated than boys in non-CLIL contexts, particularly with regard to "intrinsic motivation", "effort" and "self-image". As in previous research (Heras and Lasagabaster 2015), CLIL mitigates the influence of gender on motivation, since it involves an educational environment where both male and female schoolchildren seem to have equal language learning opportunities.

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Code-switching and translanguaging in language assessment in South-Tyrol

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Multilingualism is a growing dimension in today's society, and it is not limited anymore to the relatively small number of people who are born to a bilingual family or in a bilingual region. Due to the combination of immigration and increased mobility opportunities linked among other things to freedom of movement across the EU, more and more people today have complex linguistic biographies and despite being born in a monolingual reality grow up to be bi- or multilingual adults. When asked to prove their language skills for residency, education or working purposes though, they are generally asked to do so in one language at a time, as the field of language testing and assessment seems to be still dominated by a monolingual paradigm (Shohamy, 2011). Whilst this can be a matter of necessity for many large international exam boards, it has been argued that, at least at a national or glocal level, there would be room for re-thinking what it means to know a language in today's multilingual world (Dendrinos, 2013) and for implementing new policies to assess multilingual competence (Stathopouplou, 2014).

The debate fits in well with the growing body of literature about multilingualism in education and the attention to it has increased recently with the publication of a new edition of the CEFR, which includes specific descriptors for mediation across languages (Council of Europe, 2017).

This paper presents an example of a language certificate of bilingual skills from the region of South-Tyrol (Italy), which aims to test candidates simultaneously in Italian and German, by introducing translanguaging and code-switching in its reading and speaking tasks. The analysis will focus on how the exam has evolved from its first appearance in 1976 to its current form and the results of a study reverse-engineering its tasks to map them to the new mediation descriptors of the CEFR.

The attitude of Romania' ethnic Hungarians towards Romanian. A case of denied bilingualism?

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Hungarians make up the largest minority in Romania, counting more than one million people and living in the northwestern part of the country, Transylvania. This province has been historically associated to Hungary for a long period of time: it was ruled by princes submitted to Hungary in medieval times until the XVIIth century, but returned again under Hungarian rule in the XIXth century. At the dawn of the XXth century, Transylvania, Bessarabia and Bukovina were united with the Romanian Kingdom. This unification of Transylvania with Romania has been constantly contested by Hungary and even by ethnic Hungarians living in this province, generating fierce debates between Romanians and Hungarians, and stirring nationalist feelings and even resentment between Romanian Hungarians and Romanians. Despite this union, Romania' Hungarian community has continuously struggled to assert their identity since they have never perceived Romania as a truly adopting state. That is why they often refuse to speak the state language in sign of resistance, especially in the area called Székely Land where the minority continually embarks in political acts designed to obtain autonomy and form a distinctive parallel state having Hungarian as official language.

This paper addresses the heated debate concerning Romania' ethnic Hungarians' attitude towards Romanian as a state language and therefore tackles with their attitude towards their inherent bilingualism. More precisely, the paper seeks to undergo a discourse analysis concerning: the identification of arguments put forward to justify the Hungarian minority' refusal to use the state language; the way they evaluate Romanian as a state language vs Hungarian as their identity language; the acknowledgement of their bilingualism. The analysis, which will be conducted on extracts of

Romanian media discourse, will provide a study of the linguistic elements underlying the Hungarian identity discourse as it builds through nationalist claims, denied bilingualism and questioned belonging.

Preschoolers' lexical learning in Maltese and English: Is there evidence for sequential bilingual development?

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Descriptions of lexical learning in young sequential bilinguals are characterized by inconsistencies, with variability across bilingual contexts contributing to these differences. There is a need, then, for studies that document children' lexical profiles in language-learning contexts where bilingualism is the norm. This study investigated bilingual lexical learning in preschoolers growing up in a stable bilingual environment where two majority languages, Maltese and English, are taught in the educational system. It aimed to capture the effect of preschool exposure to English on children' bilingual lexical learning. The participants were 35 children aged 35-40 months who were just starting preschool (referred to as "3-year-olds") and 37 children aged 47-52 months who had attended preschool for one year ("4-year-olds"). The children came from Maltese-dominant homes and attended the same state preschool where, in line with established bilingual educational policy, they were expected to receive systematic oral exposure to English. Receptive picture name judgment and picture naming tasks in Maltese and English were employed to measure receptive and expressive lexical abilities. Comparison of 3- and 4-year-olds' performance revealed a significant main effect of age ($F1, 129 = 4.964$, $p = .028$) and an interaction effect of age and language ($F1, 129 = 7.048$, $p = .028$). Substantial growth in Maltese was accompanied by limited improvement in English for the older group. This trajectory was inconsistent with lexical outcomes expected for children receiving significant exposure to a second language in preschool. Bilingual input received at home and school, children' learning demands and the wider sociolinguistic context were considered as possible contributing factors. Findings call for reconsideration of the assumption that preschool entry for Maltese children inevitably brings with it sequential bilingual exposure. Given the bilingual stability and sociocultural uniformity of the broader context for this study, the findings are proposed as a point of reference for bilingual lexical learning.

Changing contexts of language acquisition and use: A survey of Italian university students' informal contact with L2 English through the media

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Maria Pavesi (University of Pavia, Italy)

In recent years research on second language acquisition has become more closely concerned with different types of exposure to the L2 and diverse language learning contexts (e.g. Lindgren & Muñoz 2013; Reinders & Benson 2017). This widening of the research agenda has occurred at a time when the acquisition of English is increasingly moving out of the institutional settings (Sockett 2014) through an informalisation trend that has been evident in several European countries, as reported by recent surveys on users' habits, attitudes and acquisitional outcomes (e.g. Leppänen et al. 2011; Arnbjörnsdóttir & Ingvarsdóttir 2018). Moreover, in Italy the patterns of exposure to English may be radically changing, with more and more learners accessing television, the Internet, new media, etc. in the L2. To date, however, no systematic study has been carried out of Italian learners' changing habits and motivations triggering their untutored contact with English.

In order to evaluate the potential role of informal exposure to English on Italian learners of English, in spring 2016 a questionnaire was administered to 305 postgraduate students at the University of Pavia.

The survey tapped students' frequency, intensity and type of contact with English in extramural contexts together with their previous language learning experience, language proficiency self-evaluations and motivations for contact. The statistical analysis of the questionnaire results suggests an increasing informal exposure to English media among Italian students, with many respondents declaring a quite extended access to audiovisual input and to the Internet. The picture, however, is far from homogeneous and a polarization can be observed between students who regularly or quite regularly use English for entertainment, information seeking and communication with peers and those who do so rarely or to a limited extent. The implications of the questionnaire findings will be discussed with reference to the growing informalisation of English language learning, media input and the debate on EFL vis-a-vis ELF.

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Teaching Practices and Learning Outcomes: Voices from the Field (Language Policy, Innovations and Practices: A Tale of Two Countries)

Alba Graziano (Università degli Studi della Tuscia, Italy)
Patrizia Sibi (Università degli Studi della Tuscia, Italy)

Although OCSE data and INVALSI testing results indicate some positive general trends in language learning, despite much economic effort and innovative policies, English proficiency remains quite disappointing in Italy. This paper will report on teachers' everyday practices in order to evaluate if any connection can be established between poor results and variables such as teaching competence, adherence to an approach/methodology, constraints of the teaching context, and differences in local and international testing/assessment goals.

Socially relevant phonetic variation in Maltese English

Sarah Grech (University of Malta, Malta)

Phonetic variation is sometimes viewed as background noise when studying dialects. However, it still persists and is very much in evidence in the close analysis of the speech of dialect speakers, particularly in language contact situations such as can be found in many bilingual speech communities. This paper will examine the case of phonetic variation in selected features of Maltese English (MaltE), evident in Malta, where both Maltese and English operate in close contact, alongside an ever increasing number of other languages.

The sound systems of many English dialects are frequently described at the phonemic level, with an inventory of phonemes, together perhaps with their most expected phonetic realisation, being listed as characteristics of that dialect (see Bauer & Warren, 2004, or Hickey, 2004). Such presentations of a dialect also sometimes juxtapose sound systems of different dialects of a language "such as English" to illustrate the differences and contrasts amongst them. It is less common to find a dialect being described in terms of the phonetic variation particularly evident within particular features. Such phonetic variation might not affect the content of a speaker's utterances, but it can contribute meaning at the social level in many ways (Labov, 1963, or Eckert & Labov, 2017) allowing native speakers and listeners to gauge much about each other in the process of conversation.

In this paper, I present the case of phonetic variation in two features of MaltE. The vowel contrast between the TRAP and DRESS phonemes and the alveolar approximant /É[1]/ generate a rich amount of variation in MaltE and may be strong candidates for exploiting varied phonetic realisations in socially meaningful ways among native MaltE speakers.

The Audacity of Juann Mamo and Colonial Language Politics
Adrian Grima (University of Malta, Malta)

Juann Mamo (1886-1941) wrote his irreverent novel *Ulied in-Nanna Venut fl-Amerka* (1930-31) at a time when the Maltese reading public, about 20% of the population, was acutely aware of the power politics related to language in colonial Malta. The Maltese-language writers were trying establish the vernacular as the primary language of literary expression despite the fact that written Maltese was still struggling to establish itself and Italian language and culture enjoyed pride of place among the local educated elite. Mamo's unconventional novel was written against the unwelcome backdrop of a fledgling literature in the vernacular that sought to gain the respect of an old Italophile cultural elite by espousing the nationalist ideals of Romanticism and a new class of largely Anglophile Reformist writers. Ironically, the readership that Mamo addressed was precisely that local Italianate elite that he criticized mercilessly in his largely Modernist novel.

The role of language switching in the cognitive functioning of bilinguals
Rita Gross (Purchase College State University of New York, USA)
Kaori Kubo Germano (Purchase College State University of New York, USA)

Studies exploring the effect of bilingualism on cognitive functioning have produced ambiguous findings, resulting in some debate about whether or not there is an advantage for bilinguals. There is some evidence that bilinguals may experience some cognitive costs when switching between their languages. This is reasonable, given the overlap in areas of the brain that are activated during language switching as well as during cognitive flexibility tasks. Festman and Muente (2012) found that bilinguals who made fewer accidental language switches within a conversation performed better on a cognitive flexibility task than bilinguals who made more accidental language switches. In contrast, Jyllkae et al. (2017) found that a participant' language switching habits were not related to their performance on a cognitive flexibility task. However, neither of these studies considered a potential cultural third variable that could affect both language and cognitive processes. The present study examines the relationship between language switching and cognitive flexibility in a sample of English-German bilingual adults living in Munich, Germany as well as those living in New York. We chose these samples specifically to address the potential influence of cultural identification and norms on performances on switching tasks. The main hypothesis underlying this study is that there is a relationship between language switching ability and cognitive flexibility, such that bilinguals who make more unintentional

language switches will make more perseverative errors and longer reaction times on cognitive flexibility tasks. The participants will be assessed on their language use, bilingual fluency, and their language switching abilities. They will also undergo a standardized cognitive switching task before completing a measure of their acculturation to their places of residence. We predict acculturation will moderate any relationship we find between performances on the switching and flexibility tasks.

Best practices in multilingual education in Fryslân

Mirjam Günther-van der Meij (NHL Stenden University of Applied Sciences, University of Groningen, Netherlands)
Joana Duarte (NHL Stenden University of Applied Sciences, Netherlands)
Doaa Abdul Hussein (NHL Stenden University of Applied Sciences, Netherlands)

Multilingual education approaches are focused on instruction within mainstream education where groups of learners have a range of different language proficiencies, from monolingual to bilingual or multilingual (Tait & Gleeson, 2016). They come from a variety of educational and linguistic backgrounds and, for some of these learners, the language of instruction differs from their home language(s). The imperative to understand and accommodate the educational needs of these learners has impelled a stream of research on linguistically inclusive pedagogy (Roth et al., 2012), most of which is aimed at raising proficiency in the language(s) of instruction. Less is however known about the concrete role minority and migrant languages can assume for the acquisition of knowledge in mainstream school contexts (Duarte, 2016).

Three current projects for multilingual education in the province of Frysian in the north of the Netherlands aim at addressing this gap. They are based on a holistic model for multilingualism in education by Duarte (2017) that places pedagogical practices along a continuum, oscillating between the acknowledgement of languages and their full use in education. Whereas in some of the projects, a translanguaging (García, 2009; García & Wei, 2014) approach is used to achieve less separation between the languages of instruction, in others language awareness (Young & Hélot, 2003) is implemented to acknowledge and explore migrant languages in relation to the languages of schooling. At the core of the projects' methodology is a design-based approach (Cobb, Confrey et al. 2003), in which tailored didactical units are developed in co-construction between teachers and researchers through iterative development rounds over a longer period of time.

This paper presents examples of multilingual activities of each of the different components of Duarte's holistic model for multilingualism in education, ranging from language comparison and awareness to CLIL and immersion and taking into account a translanguaging approach. The examples come from three multilingual education projects in which 20 primary and 3 secondary schools of different types participate.

Puerto Rican youth's opinions on monolingual and code-switched language varieties: Attitudinal change in progress

Rosa E. Guzzardo Tamargo (University of Puerto Rico, Puerto Rico)
Jessica Vélez Avilés (University of Puerto Rico, Puerto Rico)
Verónica Loureiro-Rodríguez (University of Manitoba, Canada)
Elif Fidan Acar (University of Manitoba, Canada)

This study examines Puerto Rican bilinguals' attitudes towards five speech varieties (Spanish, English, Spanish with English lexical insertions, inter-sentential code-switching, and intra-sentential code-switching). While previous research on language attitudes in Puerto Rico has exclusively employed

direct methods (i.e., interviews, surveys, questionnaires), ours is the first to use the matched-guised test. Participants (n=110) are students at the University of Puerto Rico, Río Piedras campus, who report code-switching to different degrees. They were asked to complete a language history questionnaire and vocabulary and grammar tests to obtain language background and proficiency data. For the main task, participants listened to different recordings and completed a questionnaire, in which they provided their opinions on the speakers in the recordings based solely on their way of speaking. They judged the speech varieties on fifteen personality, socio-economic, and ethnicity/identity attributes. Participants' judgments of the attributes were analyzed with cumulative link mixed-effects models accounting for the ordinal nature of the ratings. Some findings, such as certain negative attitudes towards English and code-switching and an association between these speech varieties and attributes pertaining to higher socio-economic classes, replicate those from earlier studies in Puerto Rico (Cardona, 1980; Rodríguez Bou, 1984; Rúa, 1992; Tió, 1948). However, other results, coinciding with recent studies conducted in Puerto Rico (Domínguez-Rosado, 2015; Mazak, 2012; Mazak and Herbas-Donoso, 2014; Pérez Casas, 2008, 2016), reflect an attitudinal change in progress, by which participants seem more accepting of lexical insertions and intra-sentential code-switching. New results emerging from this study evidence participants' sensitivity towards different types of code-switching, hence, their awareness of the types of switching that predominate in different speech communities. The findings also seem to reflect the expansion of code-switching to other socio-economic and geographical sectors of Puerto Rican society, potentially supporting the inclusion of this phenomenon as a more generalized Puerto Rican identity marker.

Shifting Contexts, Switching Language: Bilingualism and Early Second Language Acquisition in English Monolingual Education

Siria Guzzo (University of Salerno, Italy)

The study of second language acquisition involves understanding of what bilingualism is and what bilinguals know about their second language. It is acknowledged that because acquisition and use occur in a social context, it is important to understand the ways in which social context and the acquisition and use of a second language are related (McKay and Hornberger, 1996; Young, 1999). In early second language acquisition, as in first language acquisition, this phenomenon is more unconscious and spontaneous.

This research investigates language use in relation to identity and sociolinguistic competence among young children acquiring a second language at a very early stage. Language plays a crucial role in interculturalism and is one of the most salient features in the presentation of identity. Applying a variationist sociolinguistic methodology, the present study aims at investigating early second language acquisition in the speech of 20 children aged 3 to 5, attending preschool education entirely in English in Italy, focusing on the role of context and interlocutor. Some of the questions will include the following: Can we talk of bilingualism in case of monolingual children being raised in a foreign language educational setting? How does speaking a second language influence an individual's sense of social identity? In this study, I will attempt to answer those questions as well as discuss the role played by monolingual versus multilingual social contexts.

A combination of qualitative and quantitative approaches is being used to incorporate the construction of children' identity with detailed analysis of linguistic data. A qualitative ethnographic approach through semi-structured sociolinguistic interviews to teachers and participant observation is being adopted for the first part of the project. Control group data will correspond to the demography of the participants involved in this project. A follow-up set of recorded interviews will follow.

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Hybridity and belonging in the Greek Cypriot community of London

Chryso Hadjidemetriou (University of Leicester, UK)

This paper discusses notions of language, identity and belonging in the Greek Cypriot community of London. Members of this community challenge the idea of culture and ethnic identity in a diasporic and transnational context where 'Cypriotness' is being redefined and belonging is fluid and questioned. De Fina (2016: p. 187) argues that "identities are conveyed, negotiated and regimented through linguistic and discursive means [and] perceptions and constructions of identities fundamentally shape the ways linguistic resources are deployed". This paper explores this idea whereby individuals negotiate, challenge, and re(formulate) notions of "Cypriotness", "Britishness", ethnic identity, belonging and exclusion.

The data used in this presentation come from recordings with Greek Cypriot adolescents and adults in London during fieldwork from 2012-2014. In total, 28 British-born Greek Cypriot adolescents between the ages of 14 and 18 were recorded along with 6 British Greek Cypriot adults between the ages of 35-45. The informants can be defined as transational individuals who according to Glick Schiller et al. (1995: p. 1 cited in De Fina 2016: p. 187) are individuals who "build social fields that link together their country of origin and their country of settlement". De Fina (2016: p. 187) further explains that "studying the identities of transnational individuals involves analyzing processes and practices that are different from those that are relevant for people who are firmly grounded in one place".

The Greek-Cypriot informants offer insights on their multicultural associations and multilingual choices and perceptions regarding their plurilinguism and "pluriculturalism". The informants' multi-layered understanding of ethnicity and language become evident in their views about these issues through looking at categories of belonging in narratives. The paper explores these issues to highlight the challenges that heritage diasporic communities face regarding "belonging". The paper also explores how such diasporic communities can help in understanding hybrid ethnic identities, the fluidity of ethic identities through their perpetual reformulation, and how such fluid and constantly reformulated ideas of ethic identity, culture, and language can become visible and legitimised in the diasporic communities.

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Language Policy, Innovations and Practices: A Tale of Two Countries (Part 1)

Keiko Haruoka (Kobe City University Foreign Studies, Japan)
Takako Yamane (Kobe City University of Foreign Studies, Japan)
Emi Shibuya (Kobe City University of Foreign Studies, Japan)

We would like to propose a two-part panel (a total of 8 papers) that will explore the mismatches between government language policies/top-down innovations and what actually happens in classrooms in the contexts of Italy and Japan.

Part 1 (papers 1-4) will open with a historical overview of foreign language policies in Japan with a special focus on English. The second paper will describe current Japanese Ministry of Education policies with a special focus on the new Course of Study, which will come into effect in 2022. The third paper will explore the gap between ministry goals and the classroom practices with a special focus on the shortcomings in the mandatory education ministry textbooks. The fourth paper considers the serious plight of education in other foreign languages when the Ministry indicates they are to be conducted in accordance with English goals and contents.

Part 2 (papers 5-8) of the panel will turn to the situation of language education and government policy in Italy. The first paper will be related to Italian education policy in recent years, carried out by the Italian Ministry of Education (MIUR), in cooperation with INDIRE (National Institute for Educational Research) where the speaker works as a researcher. The second paper will provide an overview of the Italian University foreign language policy concerning the teaching of EFL and ESP after the reform movement and will also briefly discuss the effect of the Lisbon agenda and its follow-up, the Europe 2020 strategy. The third paper will explore the connections between teacher training, professional development, everyday practices and learner outcomes. The final paper will attempt to connect the various strands in the previous papers and show the similar challenges faced by teachers and policy makers in both countries.

Examining the Efficacy of Intensive Domestic Immersion in Japanese

Yukiko Hatasa (Hiroshima University, Japan)
Kazumi Hatasa (Purdue University, USA)

Previous research that examined the effectiveness of intensive domestic immersion (IM) program has reported that IM is just as effective as study abroad (SA), if not more (Freed, Segalowitz, & Dewey, 2004; Dewey, 2004, 2008). For example, Freed et al. found that both IM and SA groups outperformed regular foreign-language classroom learners in oral task but the IM group was more fluent than the SA group. Also Dewey found no significant difference between his IM and SA groups in reading comprehension though the SA students were more comfortable in reading foreign language text. However, most of the research focuses on the comparison between IM and SA and not much attention is paid to language development in the IM setting. Also, very little research has been conducted on the effects of IM when learners learn a typologically distant language like Japanese. Foreign Service Institute (2000) estimates learning Japanese takes 2200 hours of instruction while learning languages like French and Spanish takes 600 hours. This means that learning Japanese in IM setting may be qualitatively different from learning cognate languages. In fact, Muramatsu (2018) reported that even advanced learners have difficulty in communicating in Japanese in IM settings, and learner agency plays a critical role in language development.

In light of this fact, the present study examines an efficacy of intensive domestic immersion program in Japanese. 66 learners of Japanese enrolled in the elementary, intermediate, and advanced Japanese language courses took a battery of proficiency tests in Japanese at the beginning and the end of the two-month program. Also, a group of advanced students took on-line oral interview tests at the beginning and end of the program. The results show that all learners develop language processing skills, the advanced learners showed a ceiling effect. Also, the low proficiency group showed greater gains than the high proficiency group in all measures. Finally, while advanced learners develop oral fluency and complexity, they are unable to use cohesive devices and connective particles or the discourse organization used by native speakers.

Language Choices and Uses in Internationalized Higher Education in the Arab Gulf
Sara Hillman (Texas A&M University at Qatar, Qatar)

Over the last decade, there has been rapid growth of international branch campuses (IBCs) in the Arab states of the Gulf, which solely offer English-medium degree programmes in countries where Arabic is the official language. These campuses typically include a majority of bi- and multilingual instructors and students from Arabic-speaking countries. While there has been a lot of recent work published on internationalized higher education in the Gulf, little is known about language choices and uses in these internationalized academic settings. In order to address this gap, this explorative study examines teachers' ideologies and pedagogical practices with regards to use of Arabic at an American IBC offering engineering degrees in Qatar; in addition, it examines the role of Arabic in the linguistic landscape (LL) of this IBC. Twenty-two bi- and multilingual faculty members and lab instructors from different academic disciplines completed a survey about use of Arabic in their teaching practices and a purposeful sampling of these instructors were video-recorded teaching their courses and then interviewed using stimulated-recall techniques. The role of Arabic vis-a-vis English in campus signage around this IBC was also examined. The results show that while instructors may report minimal use of Arabic in classrooms at this IBC due to different ideological tensions, in practice instructors still use Arabic for various pedagogical purposes, both inside and outside of the classroom space. Furthermore, despite being an English-medium university, Arabic indeed holds a special position in the LL of the university. The study sheds light on the complexities of the linguistic ecology of internationalized universities and offers pedagogical implications as well as fruitful directions for future research.

Complexity in early multilingual learning
Barbara Hofer (Innsbruck University- Dyme Research Group, Austria)

This paper looks at complexity in early multilingual development. The author reports on a recent study carried out in a multilingual region in the north of Italy. Preliminary data will be presented and discussed from a DSCT and DMM perspective. In addition, the effects of the so-called SIF or Stimulus impact factor are discussed. The SIF must be taken to play a major role in mediating the impact of differential stimuli on agents or contexts.

The use of translanguaging among speakers of mutually intelligible languages to understand Science concepts: A case of Sperori in South Africa

Vimbai Hungwe (Sefako Makgatho University of Health Sciences, South Africa)
Thelma Rachel Lesufi (Sefako Makgatho University of Health Sciences, South Africa)

Since the inception of independence in 1994, South Africa recognises 11 official languages. Among the 11 official languages, there are 7 languages that belong to 2 language clusters namely the Nguni (i.e. Zulu, Xhosa, Ndebele and Swati) and the Sotho (i.e. Sesotho, Sepedi and Setswana). The languages from the 2 clusters share mutual intelligibility. Since 1996 there have been debates among language practitioners and politicians around the feasibility of merging the mutually intelligible languages such that the 7 languages can be collapsed into 2 languages i.e Nguni and Sotho. However, using the critical post structural shift in view of languages, enumeration and separation of languages is not a true reflection of the languages. Instead, languages are fluid and not bound entities. Based on the current shift in linguistics where translanguaging has become the suitable teaching strategy in multilingual education, this study reports on an enquiry that interrogates the assignment of languages to people resting on tribal and cultural grounds as well as geographical locations, especially for pedagogic purposes. In a Computer Science multilingual classroom, students were assigned to discuss the meaning of scientific concepts in a translingual manner using the languages belonging to the Sotho cluster. Results show that besides benefitting from the mutual intelligibility of the Sotho cluster languages, students use a non-standard dialect emanating from a hybrid of Setswana, Sepedi and Sesotho. We refer to this hybrid as 'Sperori'. Sperori is coined from a combination of the 3 mutually intelligible languages (i.e. Sepedi, Setswana and Sesotho) also from the fact that the non-standard hybrid is spoken mainly in Pretoria and generally among the youths. This study shows how students use Sperori, a non-standard hybrid to construct meaning and to understand academic concepts. The question is why are the South African language policies insisting on the separation languages when in fact languages are not static?

Fluency in L1, L2, and Body Language: A New Approach to L2 Learner Fluency

Shinichiro Ishikawa (Kobe University, Japan)

1. Introduction
Along with complexity and accuracy, fluency plays an important role in determining the quality of L2 oral outputs (Skehan, 1998). Many studies have discussed how fluently learners with different L1 backgrounds and/or at different L2 proficiency levels speak, but very few of them have paid due attention to the relationship between learners' L1 fluency and L2 fluency (Ishikawa, to appear). Therefore, using a newly compiled oral interview corpus (Ishikawa, 2018), which includes both of the L1 and L2 outputs of 100 Japanese learners of English, the current study quantitatively compared learners' outputs in L1 and L2. We also examined learners' body language use, which might be regarded as a new type of fluency.
2. Research Design
2.1 Aim and RQ
We discuss three research questions: How is learners' L1 fluency interrelated with their L2 fluency? (RQ1), How is learners' body language use interrelated with their L2 fluency? (RQ2), and How can we classify learners by combining three kinds of fluency indices? (RQ3).
2.2 Data

We use the ICNALE Spoken Dialogue Corpus (Ishikawa, 2018). This dataset includes videos, sounds, and transcripts of semi-structured oral interviews with college students in Asia. The interviews last for approximately 40 minutes and they consist of introductory exchanges, two kinds of picture description tasks, two kinds of role-play tasks, and reflections in learners' L2 and L1.

3 Results and Discussions

Preliminary data analyses have revealed that learners utter 1,522 words (SD=484.4) in L2 English interviews and 995 words (SD= 344.9) in L1 reflections and the correlation r-value is 0.362. Also, we have revealed that body language use is significantly correlated with learners' L2 fluency. These findings exemplify the importance of discussing learners' fluency from a wider perspective.

Multi-Identities and Language Practice in Social Media: The Case of Politicized Druze Women in Israel

Martin Isleem (Bucknell University, USA)

This paper examines the self-presentation of a group of young Druze females via written interactions with others on social media. The study seeks to investigate how their multi-identities--being feminist, and politicized--are indexed by language practices and in an online-community alliance. The purpose of examining the language practices of politicized Druze women is to explore what kind of resources are available on social media such as Facebook that can offer its users the space to empower, construct and negotiate certain identities that seem to oppose the prevailing mainstream of Druze public opinion.

The Druze community in Israel is a bilingual ethnic, religious and conservative group that shares its language and a number of cultural traits with the Palestinian-Israeli minority in Israel. However, this community differs from the Palestinian minority in Israel in that the Druze are more integrated in the Israeli politics and military service. Several historical and sociopolitical scholarly works (Firro 1999, 1984; Halabi 2006; Hajjar 1996) have argued that the Druze in Israel are in the process of shaping a unique political and national identity, one that differs from that of the Palestinian-Israelis. Other sociolinguistic studies have shown that the Druze community in Israel is undergoing linguistic changes from Arabic toward Hebrew language--the majority and national language in Israel (Isleem 2014, 2015, 2016).

By examining the language practice of a number of participants' social media webpages and personal interviews, this study will reveal that the Facebook space offers the participants an opportunity to voice their opinions freely in the Arabic language. This self-presentation challenges the prevailing Druze culture where the participants are not only consistent in using the Arabic language online, they are dealing with taboo topics such as honor killing, Druze serving in the Israeli army, social and gender inequality and solidarity with Palestinian social and political rights. The findings also reveal that the identity management of the participants and language practices of both online and offline personas are determined by multi factors such as family support, family social and political orientations, peer influence, location of the participants, their level of education and independence.

Gradience in subject-verb number agreement: Can bilinguals tune in?

Anna Jessen (University of Potsdam - Potsdam Research Institute for Multilingualism, Poland)
Lara Schwarz (The Pennsylvania State University, USA)
Claudia Felser (University of Potsdam, Poland)

We investigated bilingual speakers' sensitivity to constraints that determine verbal agreement with pseudo-partitive subjects in German such as 'eine Tuete Bonbons' (a bag of sweets). Previous research

has shown that the choice of a singular vs. plural verb form is influenced not only by number match between the verb and the subject head, but also by other factors such as the potential agreement controllers' proximity to the verb (e.g. Berg, 1998; Wegerer, 2012). The current study combines scalar acceptability ratings with Gradient Symbolic Computation (GSC) modelling (Smolensky, Goldrick & Mathis, 2014; Goldrick, Putnam, & Schwarz, 2016) to capture the way different constraints interact in determining native German speakers' (n=40) and native Turkish-speaking bilinguals' (n=41) agreement preferences. Our experimental materials included pseudo-partitives (n=48) headed by a singular or plural container noun (e.g. eine Tuete 'a bag' vs. zwei Tueten 'two bags') that was followed by either a singular or plural containee (e.g. Mehl 'flour' vs. Bonbons 'sweets').

Whilst for both participant groups, number match between the subject head (the container noun) and the verb was the strongest determinant of acceptability, the grammatical number of the containee noun affected our two participant groups' judgements in different ways. The GSC modelling results show that the constraint weightings that account for the control group's judgement pattern did not successfully predict the bilinguals' judgement pattern but instead required some adjustments. This was the case even for the subset of bilinguals (n=13) who had started acquiring German during their first three years of their lives. Taken together, our findings suggest that even early-onset bilinguals who grew up immersed in their second language diverge from monolingual constraint interaction in determining number agreement.

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An Analysis of Code-Switching to Show Group Solidarity among EFL learners
Vildan İnci Kavak (Gaziantep University, Turkey)

This study primarily investigates one of the core functions of learner code-switching (CS) from a conversation-analytic perspective: students' display of group solidarity in an EFL classroom. The data used in the study was collected over eight weeks in a private language school in Turkey. Sixteen (classroom) hours of audio recordings were transcribed and sequentially analysed to identify and classify the functions of learner code-switching. In conducting this study, Conversation Analysis (CA) mechanisms were utilised and a special emphasis was given on the pedagogical focus of the lesson. Auer (1988, p.207) claims that "members of the same network adapt to each other and develop a common style of linguistic behaviour which may or may not be characterised by code-switching and transfer". The findings show that learners use CS for various pedagogical functions, one of which has been determined as students' demonstration of sense of group solidarity. Heller also (1988, p.92) argues that by code-switching, learners refuse to agree with all the obligations of being English even if they are willing to learn that language. The data shows that, in Gumperz's terms, while learners consider Turkish as the 'we' code, English is regarded as 'they' code. That is, Gumperz makes a clear distinction between 'we' and 'they' code. Thus, code-switching functions as an opportunity to show how learners develop a relation in the class and how they, as group members, support one another in the classroom setting. Meaning is created, negotiated and constantly changed during each interaction.

Language learners constantly check their own and each other's understanding of and contribution to the interaction. As a result, they design their moves strategically, which necessitates them to work collaboratively on the meaning of each conversational turn. It is shown in this research that learners use code-switching to express and also promote a sense of solidarity, which functions as generating humour effect, giving support to each group member, expressing personal experiences and hedging. It is also revealed that use of CS can develop positive relationships and facilitate successful learning if employed cleverly. We see that classroom is a place where learners try to support not only their own language learning, but also their peers. Therefore, this paper suggests that the exclusion of L1 use from the language classroom would be unhelpful and counter-productive considering the positive effects of the CS between L1 and L2 in the context of classroom interaction on language learning.

Grown up in two worlds - language biographies of hearing children of deaf adults
Lea-Marie Kenzler (University of Rostock, Germany)

Ninety to 95 percent of children with deaf parents can hear. They grow up in different cultural environments and develop their identity in two linguistic and cultural systems. Hearing children of deaf adults (coda) acquire phonetic and sign language in a bimodal bilingual setting. While they live in a hearing world, their linguistic home is often sign language. Language, especially the mother tongue, plays an important role in the formation of consciousness of human beings. What awareness do hearing children of deaf parents develop?

This research project focuses on the language-related world view of coda. It asks how they process their linguistic biography, how they construct their linguistic identity and how they negotiate discursively. The study focuses on their linguistic development, their subjective view of language and their linguistic behaviour.

Three main questions guide the research project:
- How do coda experience their multilingualism?
- Which aspects of their multilingual upbringing are important to them?
- Which subjective theories and thoughts do they develop into their multilingualism?
With the help of qualitative in-depth interviews, each speaker's biography is used as an explanatory background for linguistic behaviour and attitude patterns. Linguistic experiences are evaluated and provide information about the modalities of bimodal bilingual language acquisition and use, about language competence, knowledge, attitudes and evaluations of coda. The evaluation of the data is carried out using the qualitative content analysis method, which focuses on the deductive-inductive development of a category system. An important finding is that sign language is a membership criterion through which speakers feel connected.

The aim of the project is to make a contribution to language biographical research in the field of multilingualism - especially in the field of bimodal bilingualism. The research project focuses on the still young field of linguistic biographical research in the history of science.

Building a community for multilingual educators
Hoe Kyeung Kim (SUNY Binghamton, NY, USA)

The purpose of the study is to understand the possibilities and challenges that teacher educators experience in promoting a translingual perspective in TESOL programs and developing teachers' conceptualizations of identities as multilingual teachers. In spite of the criticism on native speaker ideologies, one of the challenges both native and non-native English-speaking teachers face, is to

counteract the monolingual bias and implement multilingual practices so that students can develop the ownership of target language and build the sense of belonging to multilingual communities. It is important for teachers to challenge dominant language ideologies and to offer spaces for students to assert the legitimacy of their language practices. To do so, teachers' development of their own identities and legitimacy in multilingual communities is needed. As Flores and Aneja (2017) argue, however, it is quite challenging for teacher educators to train teachers to counteract the monolingual bias which is prevailing in many countries.

Through a duoethnographic research method (Norris, 2008; Norris, Sawyer, & Lund, 2012; Higgins, Morton, & Wolkenhauer, 2018), two teacher educators in different contexts, Korea and U. S., share their experiences of training TESOL students on developing multilingual perspectives through interactive journals. Comparing their experiences and practices in the two different contexts where multilingualism is interpreted differently, the study attempted to provide multiple understandings of how the concept of being bilingual/multilingual is flexible and subjective. In the process of duoethnography, they articulated emergent thinking and changes about their roles as teacher educators in supporting bilingual and multilingual practices. They found that the perceptions of being bilingual and multilingual are heavily influenced by the views of translanguage and the mastery of languages. Teacher educators' critical reflections on the perceptions of bilingual and multilingual practices through dialogic journals is recommended to promote multilingualism.

Categorisation of plosive consonants in L2 English: evidence from bilingual Greek-Cypriot users

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Kakia Petinou (Cyprus University of Techonology, Cyprus)

This study investigates the acquisition of phonology by bilingual Cypriot-Greek users in Greek-speaking Cyprus. Thirty college students participated in an auditory task examining the identification of plosive consonants in L2 English with special emphasis on the voiceless and voiced bilabial /p, b/, alveolar /t, d/ and velar /k, g/ given the different plosive consonantal system of the two languages (Okalidou et al., 2010; Newton, 1972). The task involved a phonetic, lexical and sentential context since successful everyday communication entails that L2 users are confronted with long stretches of sound during continuous speech rather than isolated phonetic segments. This implies that the identification of plosive consonants may be affected by the phonetic environment involving various factors. The factors examined were consonant voicing, place of articulation, word position, and syllable position. Overall, the MANOVA analyses indicated a better performance for voiceless, velar plosive consonants in coda, word-initial position. The results were further compared and contrasted with the results of another task (Kkese & Petinou, 2017) examining the same contrasts but in a purely phonetic context aiming at eliminating any semantic information from the input. Finally, the results were interpreted in light of the approaches of second language phonology and speech perception. Concerning the former, this could not adequately explain the obtained results, while the latter suggested that L2 users must have perceived voicing even though their L1 has no voiced plosives. Nonetheless, because the weighting of auditory cues in the categorisation of plosives is language-specific, they were modifying their identification of voiced plosives to fit the L1. Taken together, the results of the present study indicate that when dealing with contrastive L2 categories, the acoustic cue of VOT is of crucial importance (Kkese, 2016).

Teaching in one's second language in a bilingual university: The perspective of professors

Helene Knoerr (University of Ottawa, Canada)

Although the needs of students studying in their second language are well documented, and measures to mentor and support them 'academically, socially, and personally' have been put into place, very little is known about the experience of professors who, by choice or necessity, teach in their second (or third) language. As an officially bilingual (French- English) institution, the University of Ottawa (Canada) requires that some of its professors teach in the second official language. It is therefore important to study the impact of this situation on professors.

We interviewed forty-five University of Ottawa professors who teach or have taught in the second official language about the professional, personal, and emotional impact of this situation. We then transcribed the interviews and analyzed them using a narrative inquiry methodology. Recurring themes were identified and tagged using the N-Vivo programme. This paper presents the preliminary findings from the twenty-four Francophone professors teaching in English and twenty-one Anglophone professors teaching in French. The main issues deal with the definition of bilingualism, the challenges associated with fluency and terminology, the perceptions of students, the added requirements of teaching in a second language, and the linguistic divide in academic culture.

Modality Expressions in Japanese English Reassessed from the Viewpoint of English as a Lingua Franca

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Yuka Ishikawa (Nagoya Institute of Technology, Japan)

The Japanese language is known to be a 'modality-prominent' language (Ide 2006) and its influence naturally reflects on the uses of modality expressions in Japanese variation of English. The purpose of the present research is to reanalyze so-called 'errors or awkwardness' of modality expressions in essays by Japanese users of English, and to reassess their English proficiency from a viewpoint of English as a Lingua Franca, based on the Dynamic Approach to Language Proficiency (DALP) model by Mahboob & Dutcher (2014).

Unlike the typical preconception of language proficiency with native speakers' fluency as a static goal, the DALP model views language proficiency as a non-static phenomenon that changes in a non-linear fashion as a person encounters different contextual settings. It introduces four Zones of Proficiency with key concepts of a shared linguistic code and a shared contextual knowledge and claims that English users change their zones of proficiency from one zone to another in the process of communication.

 We analyzed modality expressions by Japanese users of English, and identified some characteristic features, such as frequent use of 'I think', underuse of 'would' and 'could', preference for empathic use of 'we', and preference for softeners, etc., and noticed that Japanese English users in our study are mostly in the Zone of Expertise. Analyzing comments by two native English speakers who checked and corrected the essays, we also found that they were naturally perfect users of English but that one of them was in the Zone of Expertise while the other was in the Zone of Expanding Experience.

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Speech perception development in young L3 learners: The case of word-final obstruents
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Ulrike Gut (University of Münster, Germany)

Studies into third language (L3) phonology evidence an intricate interaction between all previously learnt languages in the acquisition of the target sounds, conditioned by such factors as proficiency in the source and target languages and (psycho) typology (see e.g. Cabrelli Amaro & Wrembel, 2016, for a review). Yet very little is known about cross-linguistic influence at the level of perception in L3 learners; in particular, the type, degree and direction of perceptual cross-linguistic interaction has been rarely addressed in related research and never examined longitudinally, which precludes a more complete understanding of L3 phonological acquisition.

The present study thus examined perceptual development of 10 young multilinguals (aged 12-13), with L1 German and an instructed experience of L2 English (for five years) and L3 Polish (the first year). The learners performed a forced-choice naturalness task in both their L2 and the L3 to test for preference of final obstruent devoicing, a feature shared in their L1 and L3 but not L2. Accuracy and reaction time were recorded for analyses at three testing times (two, four and nine months into L3 learning). Overall, the results showed a multidirectional interaction in the children's perception of English and Polish word-final stops, fricatives and affricates, albeit to different degrees in individual learners. The young multilinguals perceived a great deal of L2-like realizations of L3 obstruents as natural, especially at the very beginning of their L3 learning. Their perception of the L2 obstruents in turn showed a more stable pattern of development evidencing a combined L1/L3 influence, all together pointing at an incipient restructuring of the young multilingual's perceptual system that dynamically develops as a 'connected grower' and that is marked by a great degree of individual variability (de Bot, 2012).

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Teachers´ ideologies of multilingualism in German and Dutch mono- and bilingual schools
Dietha Koster (University of Münster, Germany)
Galina Putjata (University of Münster, Germany)

Teachers may critically affect the position that minority languages hold in educational systems (Young, 2014). Yet, little documentation of their attitudes towards, beliefs and knowledge (ABK) of multilingualism in diverse contexts exists. This paper presents a qualitative analysis of interviews with 25 primary and secondary school teachers in mono- and bilingual schools in Germany and the Netherlands. The general tendency in these geographical areas is that home languages of minority children have little to no value within the educational system (assimilation ideology, Bourhis, 2001). Our results show that teachers at bilingual schools generally have more knowledge about and show

more positive attitudes towards home languages of minority children. Yet, importantly, results reveal that despite this, both mono- and bilingual teachers´ ABK and practices align with a monolingual habitus. These results thus suggest that German and Dutch teachers´ current ABK´s may inhibit teachers' potential to create more inclusive educational practices towards multilingualism.

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Intertext development: establishment of functional semantic matches for the English, Russian and Italian languages

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The paper focuses on the research and development of a unified sentence model for the three languages - English, Russian and Italian based on functional semantic principles and design of the linguistic resource for language studies and machine translation implementations. The existing linguistic resources (such as Wordnet, FrameNet, Penn Treebank, LinGo Redwoods and others) proved to be indispensable for numerous tasks of language studies and natural language processing systems developments, however, these are mainly monolingual resources. The work presented in this paper is a multilingual development, where the Functional Semantics methods are being employed for design and development of the Intertext linguistic knowledge base. It is a linguistic resource with semantic grouping of phrase structure patterns provided with the links to synonymous structures at all language levels for the languages included into the linguistic base (at the moment - Engish, Russian, Italian).
Our focus on configurations provides high portability to the language processing software designed under these principles: we can operate with a lexicon which has only standard linguistic information including morphological characteristics, part of speech information and the indication of transitivity for verbs.
The Intertext linguistic knowledge base comprises the following components:

   a) parallel texts database: the texts are segmented into the functionally relevant structures that are semantically aligned;
   b) a Treebank for the three languages - English, Russian and Italian (under development at present);
   c) structural parse editor which displays the parse and transfer schemes for indicated text segments;
   d) the inventory of structural configurations arranged on Cognitive Semantic principle.

The Intertext base comprises a collection of scientific, patent and fiction texts. The approach taken would be important for language learning, translation theory and practice and computational linguistics courses.

Linguistic identities of multilingual transnational families through a DLC lens

Anna Krulatz (Norwegian University of Science and Technology, Norway)
Jennifer Duggan (Norwegian University of Science and Technology, Norway)

Due to highly increased mobility of individuals in the recent decades, the straightforward, one-to-one correspondence between identity, language, ethnicity and/or place of origin can no longer be taken for granted. Experiences associated with moving to a new country and adding another language to one's linguistic repertoire can cause shifts and changes in the way multilingual individuals and families define and perceive themselves. Identity becomes complex and multifaceted; it [fluctuates] in the crossing from one culture to another where [multilinguals] have to accommodate themselves to a new environment (Aronin & Singleton, 2012, p. 38).

This paper utilizes biography as a mode of ethnographic inquiry into nexus of individuals' linguistic repertoires and experiences of selfhood, and employs the notions of dominant language constellations (DLCs) and multilinguality as a theoretical framework (Aronin, 2016; Aronin & Ó Laoire, 2004) to examine how three multilingual transnational families construct their linguistic identities. Drawing on personal narratives collected through semi-structured interviews and oral and written reports, we focus on how multilinguals define and experience the role of different languages in their linguistic repertoires, and how they believe they construct and negotiate their identity through language use. The study illustrates the intricate relationships between the multilinguals' cultural and linguistic roots, their lived experiences, and language ideologies in how they construct their multilingual self-image.

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Acquisition of mental state verbs by bilingual Roma children

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The aim of the paper is to present the process of acquisition of mental state verbs in Romani and in Bulgarian simultaneously by bilingual Roma children. Four Roma children from Bulgaria (2 boys and 2 girls) by the age of 1;0 – 3;0 years were longitudinally audio recorded in their natural home environment. One hundred thirty-six (136) hours recordings were transcribed and coded for the purposes of the study. According to M. Taumoepeau and T. Ruffman (2006) the mental state verbs can be grouped in different categories, showing different states: mental states, physical states, emotions, perception and cognition. The acquired verbs are analysed qualitativly and quantitativly. The data shows that some mental state verbs are acquired in Romani and others are acquired in the Bulgarian language. The factors influencing the acquisition of part of the verbs in Romani and the other part in Bulgarian will be analyzed. Mental state verbs are predictors of understanding of the Theory of Mind and the way how the children use the mental state verbs, can predict which language they will understand the Theory of Mind much better at a later age.

Bilingualism and the heritage status of minority languages: The case of Sardinian phonology
Rosangela Lai (University of Goettingen, Germany)

Despite official recognition, Sardinian is classified as endangered by UNESCO (cf. Salminen 2017). As a result of poor parental transmission (Rindler-Schjerve 2017), Sardinian has long been overwhelmed by Italian. Nowadays, most young people, while bilingual, are heritage speakers (cf. Montrul 2016): they acquire Sardinian via parental transmission only incompletely, and do not achieve language proficiency in childhood due to low exposure (Rindler-Schjerve 2017; Lai 2018).

The purpose of this work is to analyze the phonology of heritage speakers of Sardinian. It is common for heritage speakers to be described as having good phonological competence. However, some studies in the literature suggest that even in this area the acquisition is incomplete (Au et al. 2002; Benmamoun et al. 2010; Montrul 2010). By relying on fieldwork with Sardinian teenagers, I will show that Sardinian heritage speakers display some non-native phonological features, namely, a non-target-like phonological lexicon and treatment of the obstruent system. Sardinian displays lexical stratification and treats native vocabulary and foreign vocabulary differently: the same type of segment undergoes different phonological rules according to the lexical stratum to which it belongs. Intervocalic voiced obstruents undergo lenition in the native lexicon, but are unaffected in loanwords. The phonology of heritage speakers shows a degree of simplification: native vocabulary is increasingly treated according to the phonological system of loanwords, i.e., in native words intervocalic obstruents are not affected by lenition either. It is plausible that this change may result from a direct influence of Italian, a language in which alternations of the kind seen in the Sardinian native lexicon are not attested. Therefore, heritage speakers of Sardinian seem to be moving towards an Italian-like phonological system.

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Linguistic Minorities and Bilingualism in the Workplace: When Language Policy is not Enough
Matthieu LeBlanc (Université de Moncton, Canada)

While many bilingual or multilingual workplaces have adopted internal language policies in order to favour the use of particular languages, we know very little about the actual effectiveness of those policies and even less about the actual language practices of workers. This paper will examine the partial results of a critical ethno-sociolinguistic study conducted in the offices of a provincial government department located in New Brunswick, Canada's sole officially bilingual (English-French) province. Methods used include semi-directed interviews, workplace observation and collection of contextual data.

In this presentation, I will focus on the province's language policy with respect to language of work. While the bilingual skills of workers have become a viable commodity as they provide access to jobs and facilitate professional advancement, the language policy has not made is possible for speakers of the minority language, French, to actively use their language for work-related tasks. Because of the language policy's shortcomings, English continues to be the dominant language of work internally, i.e. for drafting, meetings and training. While bilingual skills remain an asset for members of the linguistic minority, French is seldom used as a language of work, a situation that sometimes gives rise to tensions among members of both linguistic groups.

Through an examination of New Brunswick's recently modified language policy, its implementation, its effect on hiring and promotion practices, as well as its impact on language practices in the workplace, I will pay particular attention to the conflicts and tensions that arise when on the one hand a language policy favours members of a particular language community with respect to hiring and advancement, while on the other hand it fails to achieve its goal of making both languages official languages of work, i.e. with equal status and privileges.

"Brain Drain" and Bilingualism: The case of three Italian families who emigrated to English-speaking countries.
Paola Clara Leotta (University of Catania, Italy)

It is a widely shared understanding across all the language sciences that bilingualism is a resource for communities and speakers, in a number of different ways (Ruiz 2010).

Following on Portes and Rumbaut (2001) who have researched widely on English-speaking countries, this paper will focus on the case of three Italian families, all belonging to the same region (Sicily) who emigrated to three English-speaking countries (England, Malta, Australia) for work-related reasons.

Through the sociolinguistic analysis of interviews (Trinchero 2004), emphasis will be placed both on the concept of "language attitude" or the role of English(es) in family members' daily routine, and that of ethnic-cultural identity (Mancini 2006).

The aim is to explore the representational framework that these three families have on bilingualism and biculturalism and to reach a better understanding of the choices that are at the basis of their educational and identity processes.

Research questions refer also to the use of linguistic phenomena of code-switching and code-mixing. These three Italian families frequently switch between Italian and English, and their language choice

is related both to the ease of lexical access and to the rates of adaptation to the new host environments (both for adult members and for children).

Results revealed an interesting orientation in the harmonization of the different cultures. In fact, all the three families are characterized by a 'fluid identity' (Gergen, 1991) based on complex acculturation processes (Liebkind, 2001).

Native bilingualism and the fused zone in bilingual mental lexicon (a case study of Komi-Permyak Russian native speakers)

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Tamara Dotsenko (Perm State Humanitarian-Pedagogical University, Russia)
Tatyana Ostapenko (Perm State Humanitarian-Pedagogical University, Russia)

The present paper deals with a particular case of native bilingualism (spontaneous acquisition of two languages in natural linguistic environment) characteristic for speakers of the Komi-Permyak and Russian languages. The Komi-Permyak language is based on Cyrillic script and due to long-term contacts with the Russian language, combines the native Finno-Ugrian vocabulary and morphology with a large number of Russian borrowings. Close co-existence of the Komi-Permyak and Russian languages results in their extensive interaction in bilingual mental lexicon. The experimental research (a set of free associative tests with Komi-Permyak and Russian stimuli) demonstrated that joining Komi-Permyak and Russian words within a unified word combination is a highly productive strategy for adult Komi-Permyak Russian bilingual speakers. The results of a frequency usage survey proved that cross-linguistic word combinations are not only frequently heard and produced in our participants' speech, but are also perceived as habitual, normative, semantically and syntactically holistic speech units. We assume that extensive use of cross-linguistic word-combinations proves the existence of a contiguous ('fused' from the point of view of language code) zone in bilingual mental lexicon with elements not marked as belonging to one particular language. Obviously, due to a high degree of formal similarity of Komi-Permyak and Russian syntactic structures, as well as to a large number of Russian borrowings in the Komi-Permyak language, such elements are intuitively interpreted as interchangeable/universally referring to both languages, or, more precisely, to none of them in particular. This allows a bilingual to conjoin them freely within one semantic and syntactic pattern and, consequently, to perceive them as normal combinations that do not violate the linguistic homogeneity of an utterance. All facts considered, we claim that the existence of the 'fused' zone of syntactic and lexical representations in bilingual mental lexicon provides the basis for common unintentional code-switches in bilingual speech.

Reading accuracy and rate in bilingual learners

Monika Lodej (Pedagogical University of Cracow, Poland)

Previous research suggests that the transfer of language skills might not be symmetrical across languages. The aim of the present study was to investigate reading accuracy and rate of twelve year old (N=15) EFL learners of transparent L1 and opaque L2. Reading rate in both languages was calculated with the number of words read within one minute. To measure reading accuracy the features of regularity and frequency were manipulated in reference to reading in English as L2. The study revealed that on average, students read L1 texts faster than L2. They also made more mistakes in low frequency words than high frequency words, and were less accurate in exception words than regular words. Interestingly, when individual students' profiles were scrutinized, the data showed that there are individuals who read faster in L2 than L1 and are more accurate in reading exception than

regular words. These results may be due to the different orthographic depth of students' L1 and L2 and the individual preference for sight word versus phonetic reading.

The linguistic picture of bilingualism as evidenced in the distribution of the attributive adjective bilingual in the global varieties of English

Sylvester Lodej (Jan Kochanowski University, Poland)

The collocational patterns of the attributive bilingual + noun tend to display fluctuations of use as evidenced in corpus collections of regional varieties of English. While bilingual education is the most frequent collocation in British, American and Australian English, other varieties of English tend to use the adjective bilingual to collocate with nouns not related to education or schooling. In Canadian English, it is a bilingual country that scores highest and is followed by bilingual services, labelling, nation, province and children. In Hong Kong English, the most frequent collocations are bilingual laws and bilingual website which are followed by bilingual education and children. Interestingly, the lowest number of the collocational types and tokens of bilingual is found in Nigerian English. Out of the 15 types only three (education, learning, pedagogy) refer to educational contexts.

The present study investigates the distribution of bilingual in 20 varieties of English available from the Corpus of Global Web-Based English. The lexical analysis offers a discussion of the conceptual domains such as *education, media, people and social entities*, that attract the use of the attributive bilingual. Methodologically, the analysis is set in the framework of ethnolinguistics and pays special attention to the linguistic picture of the world. It sheds light on possible cultural motivation for the use of bilingual and consequently, on the complexity of the phenomenon of bilingualism in the global varieties of the English language.

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Resorting to Bilingual Writing Strategies in EFL Academic Writing

Ina Alexandra Machura (Justus Liebig University Giessen, Germany)

As the number of tertiary degree programmes that European universities offer in English rather than the national languages rapidly rises, EFL undergraduates may be discouraged to use their bilingual competencies as resources that may propel their cognitive and academic development. However, especially when students read and compose EFL academic texts and are faced with the twofold challenge of acquiring discipline-specific knowledge and communication skills in a foreign language, resorting to their bilingual resources may enable students to optimize their EFL comprehension and formulation processes and, consequently, increase the quality of their EFL academic texts (cf. Göpferich 2017; Gentil 2018). In the present project, I have documented the evolution of students' use of and attitudes towards bilingual writing strategies during EFL academic writing processes.

A 14-week bilingual linguistics course with 23 undergraduates was held at a German Midwestern university. As a control group, 34 undergraduates took the same course in English. Students' EFL writing behaviour and spontaneous utterances were recorded in EFL source-based writing sessions prior to and after the course. Also, both groups' attitudes towards bilingual writing strategies were documented in pre- and post-course surveys.

For sceptical students in the bilingual course, it was assessed whether a change in opinion also resulted in a change in bilingual writing behavior during EFL academic writing processes. The aim of the present project is to identify effective bilingual teaching strategies for tertiary education that will foster students' ability and motivation to make the best possible use of their bilingual competencies.

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Current initiatives and future avenues regarding bilingual education in Spain

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Attending to the growing need for globalization and Europeanization, the European Union has adopted several measures to foster a multilingual society in Europe such as the White Paper on Education and Training, which establishes the 1+2 principle; the Action Plan Promoting Language Learning and Linguistic Diversity; and Multilingualism- An Asset for Europe and a Shared Commitment. These strategies have fostered the search for new teaching approaches that support the learning of foreign languages in formal education. One of these approaches is CLIL (Content and Language Integrated Learning), which consists of teaching content subjects, or parts of these subjects, through the medium of a foreign language. Nowadays, CLIL instruction is gaining more and more prominence in European educational systems like Spain where CLIL is increasingly becoming a widespread teaching method in both primary and secondary education (see Ortega Martín, Hughes and Madrid, 2018; Ruiz de Zarobe and Lasagabaster, 2010).

The main aim of the present paper is to examine the implementation of CLIL in three Spanish monolingual communities: Andalusia, La Rioja, and Madrid. First of all, I present an overview of the rationale for, and immediate situation of, CLIL in Spain. Next, I describe and discuss the language policy, putting special emphasis on the similar and distinctive traits of CLIL implementation initiatives, in the three Spanish monolingual communities. On the other hand, I analyse the findings of the main studies conducted in these regions on the impact of CLIL on learners' language learning. In doing so, I identify potential shortcomings in these studies to be addressed in future research. I conclude by proposing various courses of action which can be adopted in the future so as to enhance multilingual education and the implementation of CLIL.

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There is no such thing as a language: Evidence for and against from Borneo
James McLellan (Universiti Brunei Darussalam, Brunei)

This paper investigates the claim by US philosopher Donald Davidson (1986: 174) that 'there is no such thing as a language, not if a language is anything like philosophers and linguists have supposed', using linguistic and sociolinguistic evidence from Borneo.

Borneo is known for its high level of multilingualism, both individual and societal, historically and in the 21st century. But if there are no distinct languages, then the concepts of multilingualism and translanguaging must also be challenged, if not entirely undermined. Likewise the 'codes' of codeswitching are in need of unpacking.

Data examples are from two main sources:
-        lexicostatistical research, which aims to establish the degree of similarity between Borneo's languages and dialects through counting the percentage of shared cognates in western Borneo language varieties;
-        mixed language use, in families and in online social media domains.
The discussion poses further questions:
-        if we 'deconstruct'or 'disinvent' languages, how can researchers go about their business of describing linguistic features and patterns of language use in Borneo and beyond?
-        what descriptions, and what prescriptions, are needed to support the moves towards initial pre-school mother-tongue based multilingual education across Borneo?

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Across languages and cultures: Modelling teaching and learning with intercomprehension
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Planning teaching and learning with all learners' languages and cultures in mind suggests crossing the borders of monolingual classrooms towards a meaningful exploration of their multilingual potential. A framework for intercomprehension methodology in the context of authentic text production and use exemplifies how transformative and transgressive education can activate a process of Bildung through harmonizing mind, heart, selfhood, and identity. The chapter analyzes how multimodal texts produced by young learners nurture cultural and affective sensitivity, linguistic awareness, identity, and learner autonomy. Pedagogical tasks and methodological strategies aiming at the development of multiliteracies and intercomprehension exemplify how crossing the borders between language, culture, and subject matter can achieve innovation in language education for multilingual societies. A critical view on the modification of language educators' expectations of learner output is discussed through fleshing out differences between authentic, engaging, and interesting scripts and such that fulfil the claim for accuracy and conformity. Consequently, the need for transgressing borders in the advancement of plurilingual education is suggested.

"Are you (in)experienced?" Beliefs about language use during English lessons in Maltese primary schools

Josephine Milton (University of Malta, Malta)
Michelle Panzavecchia (University of Sheffield, UK)

Bilingual and multilingual individuals are becoming more of a norm rather than an exception (Grosjean, 2010; Leikin, Schwartz and Tobin, 2012), and speaking two or more languages is associated with multiple cognitive, social, personal, educational, academic, professional, and health benefits. As from a very early age, bilinguals construct social identities through language acquisition and socialisation. Teachers' own personal training, together with their past educational, personal and professional experiences, play an important role in the construction of teacher identities, which in turn affect their pedagogies. Teachers' philosophies on language use may be rooted in language purism hence advocating language separation, or include more fluid language pedagogies. In this paper we present data relating to the perceptions and beliefs about language held by student teachers and experienced teachers vis-a-vis English lessons in Maltese primary school classes. This data was undertaken as part of two larger studies, one of which is presently ongoing. The data pertaining to student teachers was collected through interviews, observations and questionnaires over a period of two years during their Initial Teacher Education (ITE) in Primary Education. The data pertaining to the experienced primary school teachers, with over ten years teaching experience, is compiled through interviews in order to explore their bilingual identities, how being bilingual may affect their pedagogical practices, and to investigate whether they codeswitch and/or use translanguaging practices during English lessons. Although there is a vast body of research dedicated to bilingualism, and more recently to translanguaging practices, there seems to be a gap in literature concerning bilingual teachers' perspectives about language pedagogy. Current research on the subject supports the notion that codeswitching and translanguaging strategies may be beneficial within a bilingual English language classroom in a primary school setting.

The relationship between bilingualism and brain degeneration

Lee Ann Montanaro (University of Malta, Malta)

The degree to which bilingualism can offer mental benefits is often debated. Substantial evidence has suggested that speaking two languages alters the brain, hence, resulting in enhanced executive control and cognitive functioning. Based on this factor, bilingualism may also enhance cognitive reserve which, in turn, would provide protection against neurological damage and thus delay the onset of dementia. This shows that there are cognitive advantages of bilingualism that exist beyond the verbal domain as bilinguals show better executive functioning and increased brain plasticity.

Several theories propose that the continual switching between two different language systems may exercise and develop the pre-frontal cortex. This section of the brain is an area that ages a lot faster than the rest of the brain. If this is the case, then bilingualism can delay the clinical manifestation of brain degeneration in older bilingual adults.

This paper will review studies which have investigated whether bilingualism delays the onset of dementia. Variables which are taken into consideration include the use of the second language and its level of proficiency, literacy, and the age of second language acquisition. If bilingualism does contribute towards enhanced cognitive function, then in the long-run, it could reduce health care costs and postpone institutionalisation.

ELF, Affect and Attitudes in Model United Nations Simulations
Marina Morbiducci (Sapienza University, Roma, Italy)
Donna Tatsuki (Kobe City University of Foreign Studies, Japan)

Model United Nations (MUN) simulations are becoming more popular around the world as they require participants to use English in an event that also helps them develop global citizenship skills. MUN simulations address learner competencies such as personal development and the building of a broad and advanced knowledge base, which are crucial for their future life as active citizens who make changes by taking an active role in democratic societies. MUN simulations are also ideal opportunities to experience (and research) English as a Lingua Franca in a natural communicative context. In March 2018, a two-day mini-MUN event was held at Sapienza University, Rector's Building, Rome, to acquaint students with the MUN process. This presentation reports on these university students' feelings and attitudes - conveyed in written and questionnaire format - during and after their Model United Nations simulation experience, with a special focus on ELF functions and variables. Results of a 30-item questionnaire administered at the end of each day of a two-day simulation indicate positive shifts in attitude and affect. These results are further validated by the content analysis of a collection of follow-up reflective writings. These results confirm that MUN simulations facilitate the development of learner voices and personal agency; they offer ideal training for young people who wish to become informed, engaged and caring global citizens.

Possibility of Comprehenshion: Conecting a Mathmatical Model with Human Behavior
Keiko Morimoto (Osaka Universisty, Japan)

A person who suffers from Alzheimer's disease can speak not only grammatically, but can also use monitoring and feedback to correct their speech so that it retains the possibility of comprehension.

When considering MM's speech, it is seen that even though he lost his short memory, he still preserves the ability of constructing language through monitoring and feedback. Even though MM has semantic dementia caused by brain damage, in which he loses his ability to access the meaning of words, monitor, receive feedback, and identify what he intends to say, we note that Alzheimer's disease will not affect the ability of constructing language with regard to monitoring and feedback until a very late stage. A person who suffers from Alzheimer's disease can speak not only grammatically, but also use monitoring and feedback to correct their speech so that it retains the possibility of comprehension.

Young children's developing multilingual repertoires and languaging in a preschool in Luxembourg
Simone Mortini (University of Luxembourg /
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In trilingual Luxembourg, 63.5% of the children entering formal schooling have a home language other than Luxembourgish. National studies have shown that these children score below average in primary school (MENJE, 2017). To raise the children's opportunities, a new law on multilingual education in the early years was voted in 2017. In addition to learning Luxembourgish, young children are now familiarised with French and their home languages are valued. Researchers have called for such inclusive multilingual pedagogies that build on dynamic language arrangements (Garcia & Seltzer, 2016). However, studies have seldom focused on the impact of these innovative pedagogies on young children's developing multilingual repertoires, their interactions with adults and peers, and the children's active role in this process (Schwartz & Gorbatt, 2018).

Drawing on a sociocultural perspective, the present paper investigates the languaging and development of the language repertoires of two four-year-old Spanish-speaking children during one year in preschool. Their teacher participated in a professional development programme coordinated by a research project on developing multilingual pedagogies in early childhood (MuLiPEC, 2016-2019). The data stem from 17 days of videography and participant observation of the children's interactions with peers and the teacher during daily routines and from four interviews with the teacher. Data analysis was based on thematic and conversation analysis. The preliminary findings indicate, firstly, that within the teacher's flexible language arrangements, the children frequently translanguaged, drawing on features of five languages and non-verbal communication (e.g. gestures, showing). At the same time, they developed vocabulary, complex sentences and narrative skills in Luxembourgish. Secondly, they showed a metalinguistic awareness and adapted their languaging to their interlocutors. The findings should contribute to the research on languaging and multilingual development in early childhood.

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Spanish-English T-shirt inscriptions: The humour and stereotypes in bilingual puns and wordplays
Gabriella Morvay (Borough of Manhattan Community College, CUNY, New York, USA)

In the ever-growing Latino community in the US, some clever businesses have discovered the potential of a vast market for bilingual, Spanish-English merchandise. The most obvious item that can integrate into the transient linguistic landscape of any American city is Americans' wardrobe staple, the printed T-shirt. This presentation attempts to analyze and categorize T-shirt inscriptions containing bilingual puns, and other forms of wordplay according to the interplay between intertextuality and humour. According to Lamarre (2014) bilingual winks and bilingual wordplay are humorous transgressions, examples of one language sneaking or crossing over into the domain of another (p. 137). Bilingual puns are defined as puns created by a word or a phrase in one language sounding similar to a different word or phrase in another language. Catching a bilingual pun or wordplay requires a recognition that language has been played with, that there has been a messing around with things, and perhaps more than just language. When interpreting a humorous inscription, recipients evoke a specific script, namely certain previous experiences and knowledge of the world to make sense of the humorous material at hand. In the case of bilingual puns, those who lack the linguistic/cultural skills will inevitably miss the humour, and as Kuipers (2009) reminds us, this linguistic and cultural knowledge may be unevenly distributed among interlocutors, or in this case T-shirt wearers and the recipients, or the audience.

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Code choice, Diglossia, and Code-switching: The case of Russian in Israel

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The linguistic situation in Israel provides us with unique material contributing to contact linguistics. Because intensive immigration to Israel reaching its maximum during the period 1989-1999 and continuing in 1999-2017, the position of Russian language in Israel is strong. Among immigrants of the former USSR, 48% speak only Russian at home, 6% speak only Russian at work and 38% speak only Russian with friends. Some 39% do not read Hebrew or possess poor Hebrew literacy (data of the Central Bureau of Statistics of Israel). Thus the Hebrew remains for many immigrants an oral code which is not used in formal situations and for cultural purposes. The use domains of Russian differ, depending on speaker and situation in a striking and even contradictory manner. Situation I. Russian - language restricted to communication at home, for the young generation to conversation with parents and grandparents; Hebrew language used at the workplace and in education, as well for cultural tasks. Situation II. Russian - language used for conversation at home and with friends, for cultural purposes, and partially in workplace. Hebrew language used in workplace, reading being restricted to official letters, etc. Between these extremes lie numerous intermediate cases. The most striking peculiarities of the Russian language in Israel are the code-switching and lexical borrowing that takes place. The border between code-switching and borrrowing is rather fluid. The main purpose of this paper is to give a general survey of Russian in Israel in terms of the domains of its use, and to reveal its chief linguistic characteristics, taking into account the general concepts of linguistic interference. Several examples of code-switching and its classification will be considered. The paper is based on numerous publications and on records of the author.

Receptive bilingual children's language use in interaction

Janice Nakamura (Sagami Women's University, Japan)

Some bilingual children speak only one language despite being exposed to two languages from birth. Does receptive bilingualism imply zero production of the weaker language? With continued exposure, receptive bilingual children should probably be able to produce some simple words or phrases (Slavkov, 2015). The current paper investigates receptive bilingual children's use of their two languages in interaction. The participants in this study are Max (age 7) and Nina (age 4), two bilingual children in Japan who received bilingual exposure from birth but mainly reciprocate in Japanese to their Italian-speaking and English-speaking fathers respectively. Analysis of audio recordings of the children interacting with their fathers revealed that, while the children mainly spoke Japanese, there was some production of their weaker languages; 19.7% of Max's utterances were Italian, and 40.3% of Nina's utterances were English. However, further analysis based on interactional categories used in Dopke (1992) revealed some differences in how these languages were used in interaction. The results showed that the children's Japanese mainly comprised of spontaneous and independent original utterances. Contrastively, many of the children's utterances in the weaker languages were routine utterances (e.g., counting numbers), polar responses (e.g., saying no), and imitations of their father's preceding utterances. Therefore, the children' weaker language production was limited to short, rote-learned, and mimicked words and phrases. The difference in how these two languages were used suggested that Nina and Max were receptive bilinguals. The current findings suggest that both quantitative and qualitative aspects need to be considered in understanding the language use of receptive bilingual children.

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Competing Grammars determined by Competing Motivations. Aspects of Everyday Conversation in UTA Gagauzia, Republic of Moldova

Gina Aurora Necula (Dunarea de Josâ University of Galati, Romania)

The official languages in Autonomous Territorial Unit of Gagauzia (Gagauz Yeri), a region of Moldova, are three: Gagauz, Romanian, and Russian. Gagauz language is motivated by the ethnic majority; hence the close ties to Turkey on the strength of financial and educational support. Romanian is the state language of Moldova; therefore, it is considered among the official languages mostly due to requirements imposed by the educational and/or administrative entities. Last but not least (on the contrary!), Russian is assumed as language of first use and continuing hegemony of Russian language can be explained by political and trade relations. Hence the large number of contaminations with the language they feel comfortable with, the easiest way out of difficult verbalization contexts being the loan translation. Actually, people needing to speak Romanian or Gagauz utter a mix of Russian-Romanian, Russian-Gagauz or Russian-Romanian-Gagauz, making use of roughly translated phrases, and adopt them as such in colloquial speech (some of them migrating into formal speech as well). Consequently, our aim here is to analyse motivations in an attempt to prove that competing grammar will eventually lead towards a new pidgin language in this original trilingual context.

Bilingual Ways with Words: An Ethnographic Study of Language and Social Constructions in a Kindergarten Dual Language Classroom

Giselle Martinez Negrette (University of Wisconsin-Madison, USA)

The education of linguistically diverse students has been a constant subject of debate in the United States. However, recently, dual language immersion (DLI) programmes have emerged in the country as effective ways to bring together language minority and language majority speakers in school settings with the goal of bilingualism and bi-literacy for all. Despite this progress, the proliferation of DLI programmes has raised concerns regarding issues of inequity and dissimilar power dynamics in these spaces. Guided by two interrelated research questions, this inquiry explores first, how kindergarten emergent bilinguals in a DLI classroom perceive and respond to socially-constructed notions such as race/ethnicity, social class position, and bilingualism; and second, how kindergarten emergent bilinguals in DLI classrooms enact and negotiate the intersections of race/ethnicity, social class position, and language. Employing qualitative research methods —participant observations, semi-structured interviews, and video-recorded lessons—this ethnographic case study uses the intersectional lens of raciolinguistics (Alim, Rickford & Ball, 2016; Rosa & Flores, 2017), sociological theories of social class position (Bourdieu, 1984), and contemporary theorizations of multilingualism (May, 2014; Garcia & Wei, 2013) to examine the intricate cross-cutting dynamics at play in bilingual spaces. This research will contribute to understandings of social perceptions and relations in multilingual/multicultural/multiethnic spaces, enhancing possibilities for equitable and just design of policies, programmes and practices in contemporary schools.

I'm no longer a stranger when I speak my language: Young learner attitudes towards the use of the mother tongue in bilingual EFL learning contexts in the UK and Norway

Georgios Neokleous (Norwegian University of Science and Technology, Norway)
Mario Moya (University of East London, UK)

The possibility of maintaining an all-English approach has always been the quest of English as a foreign language (EFL) classroom teachers as it has been for years treated as the ideal learning environment with greater learning opportunities (Copland & Neokleous, 2011; Hall & Cook, 2012). Despite being based on groundless premises, as there is no empirical evidence that supports the positive effects of the exclusive use of English on EFL acquisition, its implementation has been enforced by national curricula across the globe (Hall & Cook, 2012). To abide by the ideal setting principle, Inbar-Lourie (2010) argued that language teaching pedagogy has tended to ignore or even suppress bilingual or multilingual options endorsing a predominantly monolingual policy, one which equates good teaching with exclusive or nearly exclusive target language use (p.351). As a result, the students' mother tongue (MT) was often interpreted by EFL teachers as a source of embarrassment and even, in some cases, borderline incorrect practice (Levine, 2003), engendering in some cases certain attitudes of segregation and exclusion.

Recent research advocates a bilingual approach to teaching with the MT being actively present; what has been identified in the literature as optimal or judicious MT use (Macaro, 2005).The potential of the balanced alternation between the MT and English is further strengthened by recent research investigating the concept of translanguaging. In contemporary EFL settings, the practice of including the students' MT is complicated by classrooms becoming increasingly multilingual with students sharing different MTs instead of a common one. For this reason, the study attempts to explore whether but also how the students' MT(s) are included in these settings. Although there is a multitude of school practices in relation to the inclusion of children whose mother tongues are different from English, it was not until very recently that attitudes towards these children have changed for the better. This change was in part because of new understandings of the cognitive and linguistic capacities that they bring to the English-only contexts thus enriching the learning experience of all the children in the primary school classrooms (Moya, 2016).

Trying to elicit the views of young EFL learners in the UK and Norway with English as their second or even third language through classroom observations and interviews, the purpose of this paper is to address the following questions:
a)   What do students think of the general presence but also their teachers' use of the MT in the classroom?
b)   What is the value of using the mother tongue as a resource for learning English as seen by the participants?
c)   Do the perceptions of EFL students in a British context and students in a Norwegian context differ?

Expectantly, the results of this study could contribute to the alleviation of the negative attitude that surrounds MT use, especially among EFL teachers, towards an effective and efficient approach of it. The use of the MT should neither be treated as taboo, nor as an obstacle for the EFL classroom. Embracing usage of the MT in the classroom would certainly assist teachers but also students in the creation of a more productive and more effective classroom.

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Family language ideologies and practices: The case of a bilingual immigrant family
Nguyen Thi Thuy Minh (Nanyang Technological University, Singapore)
Nguyen Thi Hanh (Hawaii Pacific University, USA)

Although much research has been done on the acquisition, transmission, and use of a minority language in a bi/multilingual context (see a review in Garcia, 2003), few studies approach language maintenance from a language socialisation framework, which places an emphasis on micro-analysis of family interaction (e.g. He, 2011; Pitton, 2013). In this paper, we attempt to fill this gap by analyzing how language maintenance and development in a bilingual, minority immigrant family are embedded in the family's everyday language-mediated activities. We collected 24 hours of audio-recordings of parent-child talk at home for one year in a Vietnamese immigrant family in Singapore. Using a conversation analysis approach to study language alternation in bilingual conversations (e.g. Auer, 1998; Li, 2005), we focused on identifying interactional practices employed by the child and his parents to display and negotiate language choice in different contexts such as mealtimes, bedtimes, shared book readings and play, and tracing how these processes consequently contribute to (re)shaping the family language practices over time. We found that language maintenance is accomplished interactionally through an array of strategies of language negotiation, from embedded correction, code-switching, adopting dual bilingualism, evoking the child's identity as a role model for his younger brother in order to encourage language shift, to explicit request of language shift. Our findings suggest that language maintenance is not about language transmission, but is embedded in bilingual socialization and is achieved locally within everyday interaction of the family (Pitton, 2013). Second, we also found that the child's willingness to participate in parent-initiated language practices cannot always be assumed; on the contrary, he is an active agent in negotiating and (re)shaping family language policy and practices, thus directly influencing the family language ecology (Kheirkhah, 2016).

The errors in translation that only human bilingual translators have to handle
Irina Ovchinnikova (Sechenov University, Moscow, Russia)
Anna Pavlova (University of Mainz, Germany)

Nowadays, translation memory (TM) and machine translation (MT) alongside with CATs platforms facilitate translating texts in various communicative spheres. Applying TM and MT allows to gain time; however, the readability and style of translated documents still do not match the criteria of translation quality. Meanwhile, according to experiments, MT post-editing outputs got high scores for clarity, while human translations received high scores for the parameter style (Fiederer & O'Brien 2009). Being improved machine translation systems, neural machine translation systems (NMT) allow for decreasing number of morphological, lexical and word order errors (Bentivogli, Bisazza, Cettolo &

Federico 2016). Nevertheless, a human specialist still has to edit target texts after NMT. The post-editing of the NMT output is needed to fit communicative standards of the target culture including style, lacunae filling, improving contiguity and text coherence (Williams 2009). Translators have to acquire editor's skills.

The combination of MT and human post-editing demands new requirements to translation quality assessment (TQA). There are two different approaches to TQA: industrial, based on evaluation of clarity and readability, and academic, based on translator's competences and communicative standards. We offer discourse-based criteria of TQA applied to full-text analysis relevant for the industry and academic purposes as well: (1) The seriousness of an error depends on the context needed for its recognition (microtext, macrotext, a document, etc.); (2) The target text readability has to fit the standards of the target language and culture. The problem of readability might be solved by improving NMT, whilst the errors connected to the specific discourse (relevance of terminology, text coherence and discourse consistency) can be recognized and handled by a bilingual specialist.

Character strengths and virtues of CLIL teachers

Katarzyna Papaja (University of Silesia,
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The positive psychology movement has led to the emergence of the study on character strengths and virtues. Strengths and virtues can be understood as a collective entity that share key defining characteristics, and can be understood in relation to each other as part of a larger defining framework (Linley at al., 2007: 342). Peterson and Seligman (2004: 29-30) enumerated the following character strengths and virtues: wisdom and knowledge, courage, humanity, justice, temperance and transcendence.

Teachers play significant role in student's lives. Teachers are not only educators. They are human beings who carry huge responsibility in shaping students' characters.

More recent work has begun to focus on strengths and virtues in teaching (Higgins 2011, Orchard 2011, Sockett 2012) and yet clearly, the emphasis in policy on performativity and performance measurement has shaped the discourse of what it means to be a 'good teacher'. Teachers are variously portrayed as 'selfless saints' or 'selfish scoundrels' (Higgins 2010: 189) but in reality they are role models in the classroom through model(ling) integrity by choosing to do the right thing, even when no one is looking (Lumpkin 2008).

The aim of the current study was to determine the strengths and virtues of CLIL teachers. Participants were English teachers (58 men, 136 women) who completed the VIA Inventory of Strengths between September 2016 and June 2018. Additionally, they were asked open-ended questions concerning the qualities of a good CLIL teacher.

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Does minimal exposure to Welsh influence executive functions? Evidence from Welsh-English children

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Previous studies with bilingual children in fully fluent bilingual communities have shown mixed findings on the effect of bilingualism on cognitive abilities (Gathercole et al., 2014, Duñabeitia et al., 2014) however lack closer scrutiny with regards to different types of participants. Our aim was to examine if little exposure to a second language influences cognition. As a result, we assess the performance in executive control tasks of English speaking children with little exposure to Welsh compared to monolingual English children. The children were attending a Welsh-English bilingual school, where a small amount of subject delivery occurred through the medium of Welsh. Our battery of executive function tasks tapped into inhibition, working memory and shifting, as operationalized by Miyake et al. (2000). In particular, we controlled for language proficiency in both languages using receptive vocabulary and language use. Social background information of the children was obtained through a parent's questionnaire. Our results suggest that bilinguals' accuracy on executive function tasks was at par to their monolingual peers. However, analyses revealed that the bilingual group was faster than the monolingual group in the back-span task, indicating a working memory advantage. These results suggest that very little exposure to an additional language influences cognition. Educational and policy implications of our results are discussed.

Is L2 Exposure a Factor in Multilingual Children's Use of Language Learning Strategies?

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Natasa Kosuta (University of Rijeka Faculty of Humanities and Social Sciences, Rijeka, Croatia)
Sanja Vicevic Ivanovic (Greenfield Community School, Dubai, UAE)

Learning strategies have been in the focus of researchers for the past three decades; however, there are not many studies that explore young children's learning strategies. Therefore, this presentation looks into the language learning strategies of multilingual five- to seven-year-old speakers.

Starting with the assumption that L2 exposure is one of the factors in the use of language learning strategies, the aim of this presentation is to investigate whether there is a difference between the use

of language learning strategies in young multilingual learners in Croatia considering the above-mentioned factor. To find an answer to this question, we analyzed the data collected from the sample of 35 participants, multilingual speakers of Croatian, German, French, or Italian, categorized into three groups according to the length of L2 exposure. German learners studied German in kindergarten where part of the content was delivered in German; French learners were in an intensive French-learning programme that they attended for four hours each day; Italian learners were in a kindergarten for Italian minority with all content delivered in Italian.

The participants were interviewed using six questions that required them to describe how they would help a certain plush toy to learn a given word. The interview was carried out at the beginning and at the end of the school year. By comparing the results from the first and second measurement, we found an increased number of language learning strategies in participants with longer L2 exposure. In addition, we found that these participants reported a greater variety of strategies as opposed to those with shorter L2 exposure.

Based on the analysis, we conclude that different L2 exposure in early language learning seems to be a factor in the use of language learning strategies; therefore, children at different levels of L2 exposure require different approaches to raising awareness about language learning strategies and their use.

"One used to think that it was more difficult for children with several languages, but it is actually the opposite": A study of teachers' attitudes, beliefs and knowledge of multilingualism

BethAnne Paulsrud (Dalarna University, Sweden)
Päivi Juvonen (Linnaeus University, Sweden)
Andrea C. Schalley (Karlstad University, Sweden)

Pre-primary and primary educational settings are changing because of increased migration and mobility, with many classrooms characterized by considerable linguistic diversity. This heterogeneity poses challenges in particular to inclusive education: that is, the aim of offering quality education for all while also respecting diversity as well as different needs, abilities, characteristics and learning expectations. Pre-primary and primary teachers' attitudes, beliefs and knowledge (ABK) of multilingualism are critical factors to achieving inclusive education. Teacher cognition addresses the interplay between teachers' ABK and the pedagogical and language developing practices in schools and classrooms. Four major factors have previously been identified to interactively shape and be shaped by teacher cognition: teachers' own schooling experience, teacher education, contextual factors such as the organization of education, and classroom practices. With these factors in mind, our study addresses multilingualism, teacher cognition and inclusive education in Sweden, offering an empirical investigation of pre-primary and primary teachers' attitudes, beliefs and knowledge of multilingualism. We employ a mixed-methods approach (semi-structured interviews and large-scale online survey), studying which factors correlate with these.

In this presentation, we offer an overview of our larger ongoing project, before moving to preliminary results from the first interviews with pre-primary and primary teachers from varied school demographics. Our focus is on their experiences with multilingualism in the classroom as well as their insights from their own backgrounds and teacher training. Our results are expected to generate new understandings of teachers' perceptions of classroom diversity and of children who speak languages in addition to Swedish, as well as how these perceptions are shaped and how they influence classroom practices. Thus, our study will contribute to the theoretical perspectives of teacher cognition and inclusive education, as well as offer insights to researchers and educators beyond the Swedish context.

Bilingual Dilemma and Identity Crisis: Chinese American Millennials in the Age of US-China New Cold War

Lei Ping (The New School in New York, USA)

How to reconsider Chinese-American bilingualism in the age of US-China New Cold War is one of the highly contested and timely discussions for educators and students in the field. With China's recent rise as the world's second largest economy, more and more "sinification" initiatives have emerged from global spaces such as the Confucius Institute and 'One Belt One Road' to further promote China's cultural-linguistic, civilizational identity and economic capacity to the world. The most noticeable clashes are between China and the US resulting in aggravated mutual critique of 'cultural imperialism'. In an attempt to understand the meaning and impact of the unprecedented historical phenomenon, this paper investigates the way in which Chinese-American millennials' bilingual dilemma and identity crisis are shaped by the changing cultural-political landscape of US-China relations. As part of a larger research project that studies these questions in the Chinese-American student community from New York University and The New School, (the two universities in New York City Greenwich Village where Chinese-Americans are densely populated), this paper particularly investigates the cultural-linguistic patterns, preferences, and problems of the millennial age group (i.e. 18-25). In this context, the following questions will be explored: How to define and self-define ethnically, culturally, and linguistically Chinese-American? What are the distinct bilingual dilemma and identity crisis for these Chinese-American millennial communities? How does a Chinese-American millennial respond to the importance of being bilingual and learning Mandarin Chinese today? To what extent has China's recent rise transformed this target population's resistance to be bilingual? To address these questions, a combination of both qualitative and quantitative methods will be used, for example, interviews, survey questionnaires, and ethnographic observations. The proposed project contributes empirical findings and theoretical analyses to critical understanding of the changing relation between bilingualism and Chinese-American millennials. It aims to help rethink the new emerging problems in the domain of bilingual culture and politics.

Bilingual Linguistic Landscapes? On Public Signs in Two Districts of Prague

Renata Pípalová (Charles University, Prague, Czech Republic)

Prague, the capital of the Czech Republic, a well-known UNESCO World Heritage Site and a cosmopolitan city situated in the heart of Europe, ranks among popular tourist destinations. The paper examines its public signs in view of potential societal bilingualism. More specifically, it compares the situation in two distinct districts of Prague, viz. in the historical city centre and near the suburbs. For the purposes of the present study a corpus of authentic visible signs was assembled, with an equal share of signs drawn from the two Prague districts. The corpus compiled was then processed with respect to several criteria, including the number and types of languages employed, their proportions and correlation, the invoked producers and prospected recipients, in terms of the topics and domains suggested, and some other parameters. The results gained should enhance our knowledge of the language situation in Prague as made publicly visible in the signs of the two distinct urban regions.

Issues and challenges in the development of terminology for the Maltese language: Translation and beyond

Sergio Portelli (University of Malta, Malta)

Terminology is "the study of terms and how they are used; it is a formal discipline which systematically studies the labelling of concepts, through the research and analysis of terms utilized in specific

contexts, with the aim of documenting them and promoting correct usage" (Tavalán Zanón 2011: 7). Every domain has its own technical terminology, in which specific terms refer to specific concepts that are clearly defined and distinguished from each other. In the last six decades, terminology has evolved into a specific field of study and practice, distinct from lexicography due to its onomasiological approach in providing a concept with a corresponding term in a particular domain. Although the main objective of terminological research is to reach the highest level of term standardization for end-users in their respective domains, the discipline also greatly benefits translation practice, since it provides well-researched and tested equivalents to be used for rendering technical terms from one language to another. The paper discusses the terminological work that has been done for Maltese since it was awarded the status of official language of the European Union, the awareness (or lack thereof) of the importance of properly-conducted terminological research and dissemination related to Maltese, and the challenges that still exist in providing the language with adequate terminology in many domains.

The Sociolinguistic Reality of English: New Varieties, Issues and the future

Aicha Rahal (University of Gafsa, Tunisia)

English has been spreading rapidly. It has achieved such a depth and range of use that it is becoming native in local linguistic contexts (Saraceni, Williams, & Wright, 2014, p. 142). Today's English is no longer seen as a monolithic entity or a linguistic standard, rather it is distinct varieties. It is the product of 'multilingualism' and 'glocalization'. This led to the emergence of Englishes or new varieties of English. This topic has caught the attention of many researchers in the field. It has become the main interest of recent studies. The subsequent spread of these varieties raises many questions about the status of English, the issues that may appear and its future.

The suggested presentation fits into the framework of the PAC protocol (The Phonology of Contemporary English: usages, varieties and structure). Its focal focus revolves around the rise of English and the status of English in its varieties. The current presentation will show the sociolinguistic reality of English. It mainly aims to present the recent development of English, to give an overview of the emergence of Englishes with a particular focus on some studies conducted in the PAC protocol. It will then focus on the issues that may occur while implementing and using this new philosophy, namely intelligibility issues, pedagogical issues and assessment issues. It will also question the future of the new emergent varieties. The question which is worth being raised here is, 'will these varieties co-exit together?'

An Italian-English bilingual family. A case study in Nairobi: strategies, context, learning

Federica Rapetti (University of Pavia, Italy /
University of Copenhagen, Denmark)

The paper shows two sets of results: the results of a research carried out throughout 2014 for my bachelor thesis at the Department of Humanities at the University of Torino, and those of a more recent follow-up carried out in 2018. The research aimed to compare the characteristics of an Italian family's Italian-English bilingualism with those described in Moretti & Antonini (2000).

The family, which lives in Nairobi and includes the parents (both of Italian origins) and four children (today aged 13, 22, 22, 26), was a source of data elicited through written questionnaires and oral interviews. While all six members of the family were interviewed, the focus of the thesis is on the children' bilingual development, which followed three different patterns and gave different results in terms of balance between the proficiency in the two languages.

Following some of the indications by Moretti & Antonini (2000), the attention is focused on three different aspects.

1.   The linguistic contexts experienced by the children from birth to the present day: the multilingual society of Nairobi, the family, school and university.

2.   The strategies employed by the parents to educate their bilingual children and to maintain both languages in the family.

3.   The language acquisition process and the perception of proficiency the children have regarding either language.

The last four years were marked by a revolution in the daily context experienced by the children mainly due to two factors: the three older children moved across Europe and in particular to Italy, and the youngest brother remained in Nairobi, with less code-switching interactions than before. The follow-up aims to inquire how the perception of proficiency changed for each one of the children.

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Language switching habits of the first and second-generation immigrants

Anna Ritter (University of Regensburg, Germany)

Almost all bilinguals encounter borrowings or code-switching in their speech as cases of more or less conscious use of the currently unselected language (Grosjean, 1982). However, some are more prone to switch than others. This study aims to explore the language preferences of bilingual immigrants (Russian/German) from two generations and also focuses on the following questions : To what extent are Russian and German used by the first- and second-generation immigrants? Do they have specific language switching habits when using both languages on a daily basis?

The study is based upon the audio recordings (n=11 hours) and sociolinguistic questionnaires of 30 Russian-German participants divided into two groups: the first-generation immigrants (n=13) who arrived in Germany at the age of 18 or later and had lived there for at least 8 years by the time of the recordings and the second-generation immigrants (n=17) who were born in Germany. The transcribed audio recordings were analyzed according to three main points: the number of turns in every language and mixed turns, cases of functional and/or non-functional code-switching and conversation practices of the participants.

The data analysis showed significant differences in the use of Russian and German between participants of every generation, e.g. from 87% to 29% of Russian by the first generation. Then specific patterns of conversation practices and the so-called potential switchers and non-switchers (Festman, 2011) were identified in both generations. Furthermore, the second-generation immigrants tended to imitate the language switching habits of the first-generation immigrants (e. g. in the family), including specific borrowings, grammar constructions and even the intensity of switching.

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Ukrainian students of English in Poland: a study of attitudes, motives and aspired identities
Joanna Rokita-Jaskow (Pedagogical University of Cracow, Poland)

Along with the growing number of migrants from Ukraine to Poland, more and more young Ukrainians choose to study at Polish universities, including English departments. The presence of such students adds a multilingual dimension to the university classroom and constitutes an interesting area for research as the Ukrainian students are often already bilingual (Russian-Ukrainian), and subsequently acquire English and Polish while studying and living in Poland respectively. In the presentation I am going to present the results of a qualitative study, in which four Ukrainian students of English have been interviewed on the attitudes and motives towards developing multilingualism, the desired identity and the imagined community of language users. The preliminary data analysis allows to conclude that the aspiration to belong to the global community is typical of young multilinguals, for which knowledge of English, as well as Russian, are seen as assets, although the national identity is strongly connected with their mother tongue i.e. Ukrainian.

Teaching EFL in Higher Education: An Overview of the latest Italian Experiences (Language Policy, Innovations and Practices)
Anna Romagnuolo (Università degli Studi della Tuscia, Italy)

This paper will aim at providing an overview of the Italian University foreign language policy concerning the teaching of EFL and ESP after the reform movement started by the Italian Minister of Education Berlinguer with law n. 30 of 10 February 2000, subsequently repealed by Minister Moratti (law n. 53 of March 2003) and later enacted with due adjustments by Law n. 240 of 2010, better known as the Gelmini reform. The paper will also briefly discuss the effect of the Lisbon agenda and its follow-up, the Europe 2020 strategy, on the promotion of English language learning in higher education, illustrating some of the author's most recent language teaching experiences.

Tongued Tied Humor: Biculturalism & Bilingualism in Latinx Stand-Comedy
Raúl Rubio (The New School, NY, USA)

As an extension to my ongoing research on stand-up comedy and ethnicity (Rubio, 2016), this presentation embarks on and entertains the use(s) of humour in bicultural and bilingual stand-up comedy, particularly in Latinx comedians in the US. With theoretical underpinnings related to proposals brought up by scholars, Prez-Firmat (Tongue Ties, 2003); Palmieri (Oral Self-Translation, 2017); and Cashman (Queer, Latinx, & Bilingual, 2018), my proposals analyze humour texts that engage in four areas of praxis: (1) the negotiation of identities; (2) the demonstration of biculturalism (and bilingualism); (3) the use, intricacies and analysis of code-switching; and (4) humour performance analysis. For comedians, like Andrew Kennedy (Colombian-American) his use of bicultural context and bilingual material allows entry into racial, ethnic, and transnational negotiations. The presentation will embark on textual analysis in a comparative perspective considering comedians from other nationalities and ethnic backgrounds.

Bilingualism in Berberova' short stories and autobiography - with allusions to Nabokov' transcultural influence

Michele Russo (University of Foggia, Italy)

Bilingualism might be considered the consequence of a condition that we call exile, as Brodsky suggested, and it often represents the parallel worlds that underlie the immigrants' lives.

In this regard, my paper will analyse two stories by the Russian-American writer Berberova, published in Europe in the 1930s and 40s and later translated into English, like *The Black Spot* and *In Memory of Schliemann*, which portray the lives of some Russian exiles in Paris on the eve of World War II. What I mean to highlight in the stories is the timeless dimension of the exiled protagonists, connected with their transcultural experience. By adopting Bachtin's perspective, the paper will dwell on the linguistic contamination of the texts, in the surreal Russian micro-world of the migrants in Western Europe. The linguistic codes of the stories set up a dialogue between different cultures and time dimensions; such coexistence of languages paves the way for a pluridiscursive macrotext, which is constituted by a variety of cultural elements.

The paper will suggest some comparisons with Nabokov's transcultural experience, focusing, in particular, on the two authors' autobiographies: *Nabokov's Speak Memory. An Autobiography Revisited* (1967) and Berberova's *The Italics are Mine* (1969). The two works are apparently different, as the former offers a more static account of the author's life in pre-revolutionary Russia, whereas the latter dynamically retraces Berberova's steps from her native land to France. However, they lend themselves to a transcultural reading, as they both contain elements of the Russian world, which are mingled with the ones from the European context, thus making the latter a transitional space on the route to the U.S.A., with the final adoption of English from the two writers.

The monolingual bias in the young learners' multilingual classroom

Pilar Safont (Universitat Jaume I, Spain)

As argued by Bardovi-Harlig (2014) the learning environment is one of the variables that has received less attention in Interlanguage Pragmatics research. However, the author refers to ESL vs EFL contexts while the learning environment may be more complex as it may include CLIL and multilingual language learning settings. In fact, research on multilingualism and pragmatics is still at its infancy (Kecskes, 2015) despite the fact that existing studies have already shown the role of bilingualism, the language program adopted in schools or the development of multilingual requestive systems.

In an attempt to contribute to this line of research, the present study examines translingual practices in two young multilingual learning settings located in South Yorkshire (England) and the Valencian Community (Spain). More specifically, we focus on the extent to which teachers in these two multilingual learning environments enable or prevent translanguaging and the pragmatic outcomes of such practice. Bearing this purpose in mind, our data include transcripts from 18 video-recorded English as an L3 lessons. Two hundred and three learners and thirteen teachers took part in those lessons. The mean age for learners was 8.4 years and for teachers 45 years. Learners were all multilingual and their languages included Catalan, Spanish, Romanian, Urdu, Punjabi, Polish, French, Arabic and Mandarin Chinese. Results from our analyses show different discourse patterns in the learning settings analysed that also refer to variation in teachers' requests. Furthermore, findings further confirm Levine (2011) and Jakonen's (2016) monolingual myth in the English classroom, and they show the pragmatic gains of enabling translingual practices.

Supporting Multilingual Classrooms in Malta

Lara Sammut Debono (Migrant Learners' Unit, Ministry for Education and Employment, Malta)

In 2014, the Migrant Learners' Unit was set up to develop and implement an organisational structure for the provision of education for learners from a migrant background.The main aim of the MLU is to promote the inclusion of newly arrived learners into the education system. We value each learner's well-being through the provision of a holistic educational experience while focusing on the acquisition of linguistic and sociocultural competences. The unit recognises the need to value and involve all the stakeholders concerned for this educational experience to succeed.The immediate focus of the service offered by the MLU is the acquisition of language competence in English and Maltese, without which no real process of inclusion can be guaranteed. This is being considered as the first step towards providing access to mainstream education. This holistic service is carried out keeping in mind the overall well-being of the students, including the families. If a child cannot communicate in Maltese and/or English, s/he will be admitted to an Induction Course which usually lasts one scholastic year. The Induction Course prepares the learner to gain confidence and be able to communicate in both English and Maltese. The programme for the Induction Course is a basic primary school curriculum and includes Mathematics, Art, Crafts and of course Maltese and English. The only difference is that all subjects are taught with the aim of learning languages. We have set up 5 Hubs in Primary Schools, while also offering a pull-out service in other primary and secondary schools. Learners are assessed regularly throughout the year and at the end of the induction period, a decision will be taken by educational staff concerning the transition of the learner into mainstream education.

Post-Secondary Students' Use of Genderlects: Power relations in Spoken Interactions: A Preliminary Study

Lara Sammut (University of Malta, Malta)

Sociolinguistic research has suggested that language use can be a useful tool in telling us about the nature of the inequality between men and women. Such studies have revealed that women are relegated to subservient functions because of linguistic discrimination at a lexical and grammatical level. One of the reasons leading to the imbalance in gender when it comes to positions of leadership and power might be because females are taught from a young age to be 'lady-like' in their behaviour, manners and speech; are encouraged to use hedging techniques such as tag questions, as well as to avoid expressing themselves using strong statements. This might be the reason why they are taken less seriously. On the other hand, interruptions and directness are thought to be characteristics of male speech. This leads to women being denied access to power because according to their linguistic behaviour, they are not able to hold it. If the language which females are taught to be correct prevents them from being taken seriously, then that might be one of the reasons why women shy away or are not deemed suitable to take up roles in the workforce in general and important positions in particular. This paper presents the findings of a preliminary study which aims to discover whether linguistic gender characteristics surface in the Maltese setting, more specifically in the language of Post-Secondary students. It presents Post-Secondary students' awareness of genderlect use in their L2 and whether their view of language is tainted with the perception that indicates variances according to gender. It also indicates whether studying this subject further by means of a fully-fledged analysis, may prove to be an important tool in understanding the covert discrimination experienced by women in the way they are taught to use language and in the way general language is used.

Spanish native speakers using (non-)sexist language in English
Mónica Sánchez Torres (University of Tampere, Finland &
Unviersidad de Alcalá, Spain)

My paper deals with the use (non-)sexist language in a second language. The hypothesis this study is trying to prove is that the use of non-sexist language in a second language, in this case English, is influenced by the norms of non-sexist language in the mother tongue and culture of the speaker. The study will focus on how native Spanish learners of English perceive and use (non-)sexist language in English and whether their native tongue affects how they perceive sexist language. The target research groups consist of English-major students in Spain and the method chosen to gather the data is a questionnaire which looks at the conscious choices and opinions of the participants regarding linguistic sexism in their own language and English.

Sexist language is defined as the language excluding either gender and/or suggesting one being superior to the other. Linguistic sexism is a topic that was raised in the 70s and has enjoyed different peaks of popularity ever since (Pauwels, 1998: xiv). The supporters of the feminist language reform seek to change the language in order to avoid perpetuating gender stereotypes and discrimination (Hellinger & Bußmann, 2010: 18).

However, using non-sexist language in multilingual contexts can be challenging as every language requires the use of different strategies, for example, languages with grammatical gender, such as Spanish use visualization strategies. These strategies, also known as feminisation strategies, aim at achieving equal treatment of the sexes in language by making the invisible sex, in most cases women, visible in the language through systematic and symmetrical making of gender. Languages without grammatical gender, such as English tend to use neutralization strategies, which involves the elimination of gender and proposes the use of one form to designate either gender (Pauwels 1998: 110-112). This paper will present the preliminary results of the questionnaire run in Spain among English major students.

"Things our Latina moms say": The Dynamics of Code-Switching and Identity Construction in Discursive Practices on YouTube
Carolin Schneider (University of Duisburg-Essen, Germany)
Michael Wentker (University of Duisburg-Essen, Germany)

The affordances of YouTube allow for the exchange of views across national boundaries, providing us with contributions of a diverse set of social actors. This paper examines the discursive construction and negotiation of identities through code-switching (CS) in a bilingual online context. Focussing on the functional characteristics of CS (Bailey 2000, 2007), the analysis is based on a dataset consisting of comments contributed in response to a BuzzFeed video on YouTube, priming a discussion about prototypical verbal expressions of 'Latina moms' as well as stereotypes related to growing up in a bicultural context (cf. Spira et al. 2002).

In particular, this study is interested in the linguistic strategies used for establishing and reinforcing a bilingual identity on the personal and group level (Kleinke et al. 2018). These include, for instance, positioning (Davies & Harré 1990), the use of pronouns (i.e. 'us' vs. 'them'), as well as quoting practices (Arendholz et al. 2015). Paying special attention to the socio-technical affordances of YouTube, this study analyses the complex set of motivations for and discursive functions of CS (Gumperz 1977, Auer 1995) in an online community of practice (Eckert 2006, Hernández 2016, Wentker 2018). For that purpose, this study also considers the metalinguistic comments (cf. Bublitz & Hübler 2007) made by the talk participants about their own identity practices.

Drawing on Myers-Scotton's (1993, 2006, 2007) markedness model and Bucholtz & Hall's (2005) notion of identity as a dynamic and interactive concept, this explorative case study demonstrates how

CS is used as a creative tool to negotiate bilingual identities and reinforce in-group solidarity rooted in the shared experience and discussion of Latinx family stereotypes.

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Learning Mandarin Chinese as a foreign language in a bilingual context: Adult learners' perceptions of the use of L1 Maltese and L2 English in Mandarin Chinese lessons in Malta

Christiana Sciberras (University of Southampton, UK)

A number of studies have been carried out about to what extent the L1 is used in the foreign language classroom; a number of schools have banned the L1 while others have embraced or tolerated it. Despite this, scholars (Ellis 2008; Macaro 2001) argue that there isn't enough research that shows exactly how languages are acquired let alone on the effect of the L1 or the L2 in Foreign Language acquisition. Other researchers (Turnbull 2003; Macaro 2001) stress that when the L1 is used in the foreign language classroom, it should be used with a specific pedagogical purpose.

This study aims to find out why both the L1 (Maltese) and the L2 (English) are used in the classroom of Mandarin Chinese as a foreign language (FL) in the bilingual context of Malta and the students' perceptions of the use of a bilingual medium of instruction. Qualitative data about the bilingual medium of instruction in Mandarin Chinese FL teaching in Malta is collected through lesson observations and in-depth interviews with Maltese learners of Mandarin Chinese as a FL whose L1 is Maltese and whose L2 is English.

Bilingualism and true bilingualism: a rhetorical perspective

Gabriela Scripnic (Dunarea de Jos University of Galati, Romania)

Bilingualism and bilinguality have become over the last decades interdisciplinary concepts pertaining to the fields of sociolinguistics, education, philosophy, cultural studies, to name but a few. This study has as a starting point the broad definitions of the individual bilingualism provided in the literature according to which it points to one's ability of speaking two languages perfectly (Hamers & Blanc, 2000: 6). In this context, the study takes into account the concepts of true bilingualism and true bilingual, used both by scholars and ordinary individuals, in order to highlight whether the new notions are more notionally meaningful than the old concepts of bilingualism and bilingual. Therefore, the modifier *true* is approached as a dissociation device, which from the rhetorical perspective, allows for a disjunction between what was already acknowledged as bilingualism, and the new definition of the concept. Moreover, the study aims at answering the following questions: do the new notions bring forth new notional content or do they merely rearrange the existing one? Are the new concepts endowed with explanatory and normative functions? (cf. Perelman & Tyteca, 1958) Besides the definitions provided in the literature for the concepts under focus (Bloomfield, 1933; Thiery, 1978; Majchrzak, 2018), we have performed internet research to identify what expressions are used to characterize the notions of true bilingualism and true bilingual. This analysis will provide us with a new perspective of how this social and individual phenomenon is perceived by the public.

Recursively embedded noun modifiers in 2L1 Romanian: The role of crosslinguistic interference

Anca Sevcenco (University of Bucharest, Romania)
Larisa Avram (University of Bucharest, Romania)
Veronica Tomescu (University of Bucharest, Romania)

The present study investigates the acquisition of complex noun modifiers in a simultaneous bilingual context with a view to identifying the potential role of structure complexity and language specific properties. We focus on the comprehension of recursive locative preposition phrase (PP) and subject relative clause (RC) noun modifiers in 2L1 Romanian by Hungarian - Romanian bilingual children.

We used an act-out task with Explain Everything, presented on iPad support, an adaptation of the task originally designed for English by Sevcenco et al. (2017). The test included two conditions: (i) recursive PP and (ii) subject RC noun modifiers with double embedding. Each condition had 8 test items.

32 Hungarian-Romanian bilingual children took part in the study: 16 5 year-olds (mean 5;1, SD: .55) and 16 7 year-olds (mean 7;4, SD: .60). Their responses were compared to those of age-matched Romanian monolinguals: 16 5 year-olds (mean 5;2, SD: 54) and 16 7 year-olds (mean: 7;3, SD: .53). 10 Romanian adults (mean age 35;3) were also tested.

Our results reveal that Hungarian-Romanian bilinguals follow the same steps in the acquisition of recursively embedded noun modifiers as Romanian monolinguals but at a slower pace. Both the bilinguals and the monolinguals go through a stage (still observable at age 7) when they do not always assign a recursive interpretation to complex noun phrases with embedded modifiers. But the results also reveal a significant increase in recursive responses from age 5 to age 7 only in L1 acquisition. In 2L1, at this stage, there is an increase only in the number of conjunctive responses. These findings suggest that when a derivationally complex structure is vulnerable in L1 acquisition, cross-linguistic interference effects may cause a more prolonged delay in 2L1 acquisition.

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Language anxieties of multilingual students: A focus on ethnic minority youth in Norway
Yeşim Sevinç (Norwegian University of Science and Technology, Norway)
Eivind Nessa Torgersen (Norwegian University of Science and Technology, Norway)
Anna Krulatz (Norwegian University of Science and Technology, Norway)

Language anxiety is a complex experience that has a number of sources and consequences that have been widely documented in the educational context (Horwitz 2010). However, very little is known about multilinguals' anxieties in the minority context inside and outside the classroom that result from the sociolinguistic and socioemotional outcomes of the immigrant experience. Combining questionnaire, interview and physiological data, recent research on the Turkish immigrant community in the Netherlands has revealed that immigrants' language anxiety is an ever-present and unavoidable experience in their daily communications and in various social contexts outside the classroom (Sevinç 2017, Sevinç & Dewaele 2016, Sevinç & Backus 2017). Building upon our previous findings, the current paper investigates multilingual students' foreign language anxiety in English classrooms in Norway, and compares it with the anxieties that these students face in their daily lives when speaking their different languages.

The data set comprises a Likert scale-based questionnaire that measures language anxiety levels of English-learning students with minority background (e.g. Syrian) when speaking the heritage language, majority language, and English as a foreign language in different social contexts (e.g. school, classroom, family, friendship, with so-called native speakers), and interviews carried out with selected questionnaire respondents to delve deeper into their language anxieties, while also providing means to explore the story behind their language learning and use experiences.

The study contributes to a more nuanced understanding of language anxiety in multilingual classrooms by suggesting directions that future research should take to explore the anxieties and/or

socioemotional challenges experienced by multilingual students with minority background, both in school and out-of-school contexts. Given that the existing tools for assessing language anxiety in classroom contexts (e.g. FLCAS, SLSAS) do not include items related to attitudes, socioemotional processes, and culture and identity issues, which are crucial to the minority context, the present study also contributes to the development of new conceptual and analytical tools.

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Deconstruction of EFL students' perception of Native- Speakerism through discovering varieties of English

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The paper explores Japanese university students' perceptions of Native English speakers, their attitudes to World Englishes, and what implication the findings of this research might have for English language pedagogy.

Very often, second language learners lack self-confidence as equal language users as they may perceive their non-native variety as an inferior one comparing with native-sounding varieties. As a result, their beliefs that they would not be able to speak accurately or make themselves understood may cause fear to communicate, and fear is one of the biggest barriers that prevents many language learners from using and improving their L2.

In order to foster the positive image of non-native varieties of English, learners were asked to listen to 20 recording of speakers of English from a variety of countries where English is spoken as L1, L2 or EFL and identify whether a speaker is a native or non-native, in case if a speaker is perceived as native, what variety of English (Australian English, GA, etc.) he/she is using. The result of this research shows that learners quite often cannot identify whether a speaker is a native or non-native one.

 This research helped learners understand their biases towards speakers of World Englishes, as well as discover the relevance of varieties in English.

"I Learn It for my Parents and People in My Community": An Investigation of Learning Motivations for Secondary Chinese Heritage Language Learners

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This qualitative research investigates what factors in school, community, and home have motivated secondary Chinese heritage language learners (CHLLs) to maintain and develop their oral proficiency, their bilingualism and what factors have differentiated high-level proficiency learners.

The investigation is guided by Gardner and Masgoret' (2003) socio-educational model, which includes five attitudes/motivation variables responsible for language learning achievement: integrativeness, attitudes towards learning situations, motivation, integrative orientation, and instrumental orientation. The relations of these five variables to research participants' oral proficiency measured by FLOSEM (Padilla & Sung 1999) are examined through semi-structured in-depth interviews of 20 CHLLs (aged 11-15) with Mandarin home background. Findings suggest that among several factors for supporting CHLLs' learning, the desire to communicate with family members emerged as the most important motivational factor for maintaining and advancing secondary CHLLs' oral proficiency. Young CHLLs saw heritage language learning as the most critical means of having fulfilling conversations or relations with family members, regardless of their parents' English proficiency. This contradicts the findings on post-secondary CHLLs' defining motivation as maintaining the ethnic identity (Yang, 2003; Xiao & Wong, 2014). Additionally, the study found that having a Chinese community reinforced young CHLLs' perception for maintaining and developing Chinese.

This study could fill a research gap on the development of secondary CHLLs because empirical research on the supporting and motivational factors for younger CHLLs is lacking while research has already extensively studied college-level Chinese heritage learners (Yang, 2003, He, 2006; Xiao, 2006, Wen, 2011, Xiao & Wong, 2014).

This study suggests that to encourage and motivate young CHLLs to learn Chinese, one should maximize the usefulness of Chinese through enforcement of family language policy and exposing young CHLLs to Chinese communities.

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Language policies for foreign languages other than English (Language Policy, Innovations and Practices: A Tale of Two Countries)

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This paper reviews how foreign language education especially in French has evolved in Japan by referring to the implementation of the Course of Study Guidelines of MEXT. The guidelines for senior high schools indicate that Instruction for foreign languages other than English should follow the Objectives and Contents for each subject in accordance with English (MEXT, 2018, p.239). However, some professional jobs related to L2 usage (e.g., travel guides or interpreters, etc.) require enough learning experiences of the target languages in terms of cultural understanding, ways of communication, and so forth with global mind. This paper explores the possibility of learning other foreign languages (e.g., French) from the aspect of current market demand rather than through strict application of MEXT policy.

CLIL experiences in engineering

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Bilingualism in Engineering has been perceived as a tool to introduce reading material in English to students. But bilingualism is more than it. Bilingualism aims to enable people to communicate with the outside world. In this sense, students under bilingual programmes should be self- confident to attend to Erasmus mobilities or similar programmes. To provide language skills which are marketable and to gain confidence when communicating in a second language, teaching methodologies must provide opportunities to communicate not only to the teacher but to peers. Opportunities in class are usually: explaining a procedure or technique to others (in order to perform a lab practice or to solve a paper and pencil problem), interaction in team work, making oral presentations, holding a debate and co-evaluating their works. In this paper, students' difficulties during this activities are reported, and activities are proposed to improve language skills which are marketable, aiding employment and status to graduated students taking this bilingualism plan.

An Overview of the Postgraduate Bilingual Programs for Teacher Training in Spain through the Analysis of University Websites

Juan Antonio Solis Becerra (University of Murcia, Spain)

Over the last years, special attention has been paid to foreign languages teaching in pre-school, primary and secondary education. With this aim in mind, bilingual education programs have been implemented to achieve this purpose at all educational stages. The need to train teachers on how to

cope with both content and language teaching to acquire a high level of English as well as the domain of the contents established by the national curricula for the different subjects has led to the development of a wide variety of specific educational programs for teachers. Those programs vary from Degrees in Teacher Training taught completely or partially in English to postgraduate courses with a focus on bilingual/CLIL education. In the present study an overview of the postgraduate courses available in Spain will be presented. For this purpose, the following criteria will be taken into consideration: Spanish regions where they can be studied, public/private universities, level of English required to access the program, level of English needed at the end of the course, audience (pre-school, primary or secondary teachers), credits devoted to School Placements and Final Projects, number of students allowed, modality (online, on-campus, mixed), languages implied, to name only some of the criteria used for the analysis. The information provided was retrieved from the official websites of all the Spanish universities during a period of two one month. With this analysis, a current overview of the postgraduate Spanish bilingual programs for teachers will be shown.

Exploring language- cognitive control-Theory of Mind Interfaces in Early Bilingualism

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Eleni Peristeri (Aristotle University of Thessaloniki, Greece)

Bilingualism in typically-developing (TD) children has been linked to enhanced executive functions and Theory of Mind (ToM) skills (Bialystok, 2001;Goetz, 2003), yet, in this study the focus is on their in-between links as well as on their relationship with language processing.

Participants included 19 Armenian-Greek (M=10;0yrs, SD: 1.5), 19 Albanian-Greek (M=9;9 yrs, SD: 1.6),and 19 age-matched TD monolingual children (M=9;8 yrs, SD: 1.7). Children' parents completed a language questionnaire regarding current literacy and language use in both languages. Children were administered an online ambiguous pronoun resolution task (Papadopoulou et al., 2015), an online non-verbal spatial target locating task (Treccani et al., 2009) that tapped onto inhibition, and an offline non-verbal ToM task including clips tapping onto children' first-order ToM skills.

Bi-Albanians and Mono-Greeks exhibited similar matching preferences in the pronoun task, with both groups showing strong preference towards syntactic subjects and objects in the null and overt pronoun condition, respectively (p=.01) while Bi-Armenians preferred the object in the null pronoun condition (p=.01). Regarding the online target detection task, the Mono-Greeks exhibited a stronger Distractor Interference effect in accuracy compared to both bilingual groups (p<.05) and in the RTs compared to Bi-Armenians (p=.05), while Bi-Armenians displayed a significant Negative Priming effect in contrast to the other two groups (p<.01). The ToM task showed that Bi-Albanians had higher scores than Bi-Armenians(p=.042). Regression analyses revealed that both inhibition and ToM accounted for 38% and 41%, respectively, of the variance in the pronoun task.

Monolingual and Albanian-Greek children exhibited qualitatively similar patterns or performance in referential comprehension, while both bilingual groups performed better than monolinguals in the inhibition task. The Albanian bilingual group exhibited superior performance than the Armenian bilingual group in the ToM task. The overall findings suggest interactions between ToM, inhibition and pronoun resolution, which may be attributed to the distinct inhibitory control mechanisms that regulate the interpretation of null and overt pronouns and to the perspective-taking skills included in both the ToM and the pronoun task. Results are going to be discussed with reference to the children's demographic profiles.

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Language and Identity:The development of linguistic competencies among (adult) asylum seeking students.

Damian Spiteri (MCAST, Malta)

This presentation traces the linguistic development of students from an asylum seeking background at MCAST, who started out their studies knowing little Maltese and English since they came to Malta as adults; and yet progressed in their linguistic abilities in both languages as time passed. This presentation shows how language influences identity, and how the development of linguistic ability and competency, in both Maltese and English, in the Maltese context, generates greater self-confidence in students. The study is informed by studies on the life-course, identity development and socialization, and shows how students in Malta assume a form of hybrid identity, behaving one way when they are with friends in Malta, and behaving another way when on Facebook, communicating with friends or relatives back home.

Academic literacy for all

Doreen Spiteri (University of Malta, Malta)

In many educational contexts, the need to address learners' academic literacy skills is often felt. Academic literacy is generally defined as the language proficiency required to learn effectively in schools. School subjects and disciplines and their related classroom lessons, books, tests, and assignments contain vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that learners need to master if they are to learn those subjects successfully. This challenge is felt in educational contexts where the school language and the learners' home language are one and schools work towards cross-curricular improvement by making academic literacy a whole-school responsibility. In bilingual contexts the challenges in promoting academic literacy are even greater and the issues more complex. Debates rage over the language of instruction and how can students learn if they cannot understand. This position argues for school subjects to be taught in learners' home language and points to differing levels of achievement and learning gaps brought about by learners not having access to a language they speak and understand. Conversely, arguments are made for bilingual-biliteracy on the basis that learners can indeed be supported to function in the language of instruction and develop academic literacy in a second language, not least because of the many and varied benefits for the learners themselves. This paper explores some of the major issues surrounding the promotion of academic literacy in bilingual contexts taking into consideration the circumstances of a small nation state such as Malta.

The Effects of Literacy in both L1/L2 on Bilinguals' L3 Phonological Skills and Reading Ability - A Pilot Study of Young Heritage Speakers in Italy

Irina Suzana Stan (Università degli Studi di Milano, Milan, Italy)

This pilot study is part of a wider project that will explore the link between biliteracy in Heritage Speakers and learning of a third language. More specifically, the aim of the present investigation is to collect preliminary data, in order to investigate whether Heritage Language (HL) learning which includes literacy compared to HL learning without literacy, in different combinations of languages and writing systems, enhances the phonological and reading skills in English as a third language.

In Italy, the presence of a considerable number of school-age children of immigrant origin makes for an ideal research setting for hypothesis testing on multiple language combinations. I focused my investigation on seven groups of children: a monolingual Italian group used as control, and six groups of bilinguals, three of which were monoliterate and the other three were biliterate. The bilingual cohorts included Romanian-Italian, Egyptian-Italian and Chinese-Italian speakers. For this preliminary study a mainly behavioural methodology was adopted. The children were administered a battery of different tests directed to assess their phonological skills and reading ability. Results showed that literacy in the Heritage Language has a positive impact on both phonological skills and reading ability of L3 English. Furthermore, performance depended on the L1/L2 writing system combinations and instructional experience with the HL writing system. Findings are discussed in the context of "the central processing hypothesis" and the "script dependent hypothesis".

The overall aim of the project is to expand past literature by sizing the potential beneficial effects of heritage speakers' biliteracy on the acquisition of a subsequent language. This preliminary study seeks to identify specific areas of interest to be further investigated in the following stages of the project.

Cross-linguistic influence between the L1, L2 and L3 writing skills of L1 Turkish children in a primary school in Germany

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Paula Reinhard (Friedrich-Alexander-University Erlangen, Nurnberg, Germany)
Thorsten Piske (Friedrich-Alexander-University Erlangen, Nurnberg, Germany)

In many countries, the number of migrant children with a minority language background is steadily increasing. In Germany, this applied to 35% of children aged 10 years or younger in 2015 (Statistisches Bundesamt, 2016). Although a large number of studies have examined different aspects of these children' acquisition of the majority language (L2) German (see PIRLS, e.g. Wendt et al., 2017), only little is known about the way in which these children' literacy skills develop in their first language (L1), e.g. Turkish (e.g. Becker, 2012). Even fewer studies have examined minority language children' skills in the L3 English, which children in Germany usually start to learn in elementary school (e.g. Kessler & Paulick, 2010). Finally, so far no study conducted in Germany seems to have examined how the outcomes of tests examining minority language children' skills in the L1, L2 and L3 may be correlated with each other.

In this study, we will present the data of 46 L1 Turkish children who completed a Turkish C-test (Caprez- Krompak & Gönc, 2006) in Years 3 and 4 of elementary school. The test consisted of four texts each including 20 gaps and was supplemented by a language background questionnaire. In order

to assess cross-linguistic influence in more detail, we examined whether and to what extent the data of the C-test were correlated with the results of a German and an English writing test.

Although the Turkish children generally obtained low scores in the Turkish C-test, this result apparently did not affect their achievements in the German and English writing tests. Moreover, the L3 English writing test exhibited more transfer errors based on the children' L2 German than on their L1 Turkish. These results will be discussed in the light of the test formats being used, the composition of the group of students examined in this study and models of transfer in L3 acquisition

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Translanguaging and transnational spaces in the linguistic landscape of national minority language pre-school in Sweden

Boglárka Straszer (Dalarna University, Sweden)

The aim of my presentation is to illuminate translanguaging and transnational spaces in the Swedish national minority language context in one selected pre-school with a Finnish language profile. I am interested in the simultaneous and flexible use of different kinds of linguistic resources, forms, signs, and modalities, and the way in which images of and relations to Finland and Finnish culture are constructed in the linguistic landscape of minority language pre-school.

In this study, linguistic landscaping (Landry & Bourhis 1997) is used as a research method; as theoretical points of departure the concepts of *translanguaging space* (Li, 2011) and *transnational social space* (Faist 2000) are used. Translanguaging space implies an arena for translanguaging practices and the space created through the process of translanguaging with creativity and criticality. The concept of transnationality includes both social and symbolic bonds between people moving in different geographical and culturally cross-boundary spaces, and transnational spaces emphasise the construction of and crossing of national boundaries. The empirical material consists of photos, videos, and interviews with pre-school teachers.

The results of the study show that the pre-school teachers create space for translanguaging by using images in both the majority and minority languages, depending on their aims. The observed case shows a flexible and creative use of multimodal pictures with different texts and signs, mainly in the pre-school's interior, constructing the space where teachers' and children's linguistic repertoires constitute a translingual landscape. There is also a social practice whereby pre-school teachers create a contact to Finland and Finnish culture through images in the pre-school interior, teaching materials, and also through the recruitment of staff from Finland.

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Language policy and practice in multilingual schools in Norway: The role of school principals

Dragana Surkalovic (Oslo Metropolitan University, Norway)

This paper looks at language diversity in education, and how national language policies in Norway are implemented in primary schools. It focuses on leadership in education by examining the role of school principals in navigating the implementation space, defining school rules and policies in cooperation with various stakeholders, and shaping the teaching practices in multilingual contexts.

Many students in schools in Norway have an L1 other than Norwegian. National policy papers, the National Curriculum, and the Teacher education curriculum all recognize this multilingualism as a resource. However, there is variation in how regulations and policies are implemented at the local level. The schools' implementation space is narrowed by the demands to develop the pupils' Norwegian skills, resulting in reduced integration of pupils' L1 and predominantly monolingual teaching practices. Research even reports (Flognfeldt & Surkalovic 2016; Iversen 2017) schools forbidding multilingual students from speaking their L1 in school. In addition to increasing the pupils' proficiency in Norwegian, prevention of mobbing is stated as a reason. Section 9A of The Education Act requires the school to make systematic efforts to promote the health, environment and safety of the pupils and specifies that the principal is responsible for the implementation.

The data is collected through interviews with principals of highly multilingual schools in Oslo. Principals are at the intersection of national policy and local educational practice. Their role is political in that they are the employed by the school authorities to carry out their mandate, but they are part of the school's educational practice through their direct contact with teachers, students and families. The paper investigates what challenges they face in developing quality multilingual education in their schools, what strategies they use to address those challenges, and how national educational and language policies and regulations could be improved to facilitate this process.

The Portuguese divide: A critical look at how multilingualism is shaped in language policies and classroom practices

Nikolett Szelei (Instituto de Educação da Universidade de Lisboa, Portugal)

Urban cities around the globe, as well as in Portugal, are characterised by complex linguistic diversity. Although many children are multilingual, the language of schooling usually remains monolingual, seeing multilingualism as an obstacle. On the other hand, multilingual pedagogies foster students' whole linguistic repertoires, this way aiming for social justice. However, the possibility for multilingual practices to be enacted is dependent on various features, for example, on the way how language policies frame schools' actions. Consequently, it is crucial to explore the dynamics between language policy constructions and school practices. This study presents an analysis on how multilingualism is shaped in policy documents and in classroom practices in a multilingual school cluster in Portugal. The findings show that policy documents regard multilingualism through a ´Portuguese divide´ that disregards the linguistic repertoires of both students who are learners of Portuguese and those multilingual and proficient in Portuguese. School documents consistently labelled students as Portuguese as non-mother tongue language (PNML), separating students from Portuguese speakers based on the idea of nativeness. Furthermore, policies seemed to neglect students' multilingualism either by reducing to PLNM status or by silencing multilingualism in terms of students who arrive from countries where Portuguese is an official language or are Portuguese nationals. Teachers' practices showed a similar tendency, however, they seemed to be more critical about the current language support system in Portugal, and their practices somewhat negotiated the monolingual policy setting. Yet, teachers showed little awareness of and use of students´ multilingualism in teaching and learning. It is argued therefore, that narrowly defined policy terms might shape teachers' understandings, consequently contributing to labelling or making students' linguistic identities invisible. Such conceptions also limit teachers' opportunities to transform for multilingual education. Therefore, a whole-language approach is proposed in reconceptualising linguistic diversity in Portugal.

Historical overview of foreign language policies in Japan (Language Policy, Innovations and Practices: A Tale of Two Countries)

Donna Tatsuki (Kobe City University of Foreign Studies, Japan)

This paper will provide a historical overview of foreign language policies in Japan with a special focus on English. Since the opening of Japan at the start of the Meiji period, there has been a constant swing between opposing camps: those who espouse communication and intercultural development and those who fear that bilingualism brings with it a loss of identity and a threat to culture. The beliefs promulgated by these factions continue to influence the shifts in reforms, policy and practice in language education in Japan.

Multilingual voices of unification in a divided city: Exploring the Linguistic Landscape of Nicosia's buffer zone

Christiana Themistocleous (University of Reading, UK)

This paper explores how the environment shapes multilingual practices in borderline communities affected by conflict. By capitalising on Blommaert, Collins and Slembrouck's (2005) work on spaces of

multilingualism, we treat multilingualism not just as a linguistic resource but also as something enabled (or disabled) by the environment. The latter organises regimes of language use, which become significant for communities in conflict, as using the language of the other can often be considered a betrayal (Charalambous, Charalambous & Rampton, 2017). To understand how the environment organises these regimes, it is important to explore not only spoken language but also written language in public space.

The case of the Republic of Cyprus is unique because, after a long-term conflict between the Greek and Turkish-Cypriots, it is divided by a UN-controlled buffer zone. The two communities lived in separation for 30 years until cross-border movement was permitted in 2003. Because of the division, bilingualism in Greek and Turkish declined and the language of the other is widely excluded from each community's environment (Themistocleous, 2018). Exploring Nicosia's buffer zone is important because although it is a neutral space that divides the two communities, nowadays it is also a shared space used by individuals from both communities to cross the border.

Fieldwork was carried out between August 2016 and July 2018 and using the Linguistic Landscape approach, photographic data was collected. Data includes 1175 public signs (56 from the buffer zone). The qualitative analysis (Scollon & Scollon, 2003; Jaworski & Thurlow, 2010) of ephemeral signs from the buffer zone demonstrates that this new portal (Kallen, 2010) facilitates multilingualism through the establishment of a new Community of Practice (King, in press) consisting of both Greek and Turkish-Cypriots, who create and display bilingual signs in Greek and Turkish aiming to promote unification and peace. The study further demonstrates the importance of space in creating communities and organising patterns of multilingualism.

Let Me Teach You Something From My Culture: Action research into exploratory practices in the multilingual classroom of an international business university located in Bulgaria

Mariyana Todorova (Varna University of Management, Bulgaria)

The major emphasis has been placed on the interaction of a few key aspects in ESP classes at university, namely intercultural communication, teaching culture, peer teaching, learning by doing and the unifying role of English as the lingua franca, which form a most favourable study atmosphere for the learners' motivation to act as creators of a dynamic class environment.

The working conditions of the research are offered by Varna University of Management (Dobrich campus), which is an English-medium instruction business university providing Bachelor's and Master's double degree programmes of Management, Marketing, Hospitality, Tourism and Computer Sciences in cooperation with foreign universities.

The active participants in the research are thirty five students of seventeen nationalities from Asia, Africa and Europe in Business and Academic English classes called English One group. The amazing variety of cultures in the group has been brought by Erasmus students from the partner universities as well. The author of the exploratory research is the classroom practitioner having taught the group for two semesters in the previous academic year 2017 / 2018.

Both the multilingual classroom environment with its learning activities and the research process possess highly complex nature composed of a wide array of features, roles and emotions, each of which as part of the whole contributes to the maximum efficiency and positive response from the participants, students and the lecturer alike. Classroom observation, interviews and case studies are the basic components of the research as it is obvious that such complexity cannot be studied by a

single method only. A detailed analysis based on the students' most memorable performance when teaching their peers has been conducted.

Just a simple case of language teaching? Facultative Hungarian language classes in Romania at the interplay of competing language ideologies

Tibor Toró (Sapientia Hungarian University of Transylvania, Romania)
Erika Keszeg (Bálványos Institute, Romania)

The dominant language policies and language ideologies in Romania assume that Hungarian speaking pupils would learn in a Hungarian language enviroment and Hungarian language schools. Despite this ideology, and the Hungarian language public school network, a growing number of Hungarian-speaking children are enrolled into Romanian language public schools. The Romanian state ensures the right for these children to study Hungarian language and literature in an optional manner, giving the opportunity for around two thousand pupils in 60 locations to learn Hungarian.

The policy itself is framed in a minority language rights discourse, but from a public policy perspective it is rather underdeveloped, lacking clear guidelines in implementation, curricula development and support material. Also, at a closer empirical observation a varied field of language practices and underling discourses related to assimilation, language revitalization, language shift, or even exclusion and marginalization can be explored.

The paper seeks to analyze these different practices, arguing that in a fuzzy policy environment the goals formulated by teachers (language revitalization, fighting assimilation, strenghtening the instrumental value of the language etc.) are not always in concordance with the actual language teaching and language practices and are easily detoured by other structural factors and actors. Moreover, through this discrepancy teachers themselves unintendedly reify some hidden language ideologies and the asymmetry between Romanian and Hungarian languages.

Languages of instruction and human development in bilingual and bicultural education practices for South Sudanese refugees in North Uganda

Barbara Turchetta (IUL University, Florence, Italy)

Several civil conflicts in the Horn of Africa are still threatening some 25 millions people nowadays, pushing them toward migration processes. North Uganda hosts some 2 millions refugees from South Sudan, offering them health and education services. Primary schools in refugee settlements offer education in English to South Sudanese children, who speak Nilotic languages as mother tongues (Dinka and Luo mainly). In their communication needs, they interact with Ugandan children having different home languages (Maadi mainly). The slow-onset disaster children face with their families in refugee settlements emerging from drought, desertification and social conflicts with local people can be reduced by a sustainable education practice involving adults and children, and taking into consideration cultural aspects of social and national differences.

The proposal aims at critically present an intervention in Nyumanzi refugee settlement, Adjumani area, where education programmes are currently running. Personal experience is offered, trying to mingle the Uganda National Curriculum standards with South Sudanese learning needs, keeping on the one side language and cultural heritage as a common lore and introducing on the other, the acquisition of local languages and English in primary school programmes and in literacy and numeracy classes for adults.

Some language learning data will be considered, both from adults and children classes, to critically discuss bilingual education methodologies, as a tool to sustain human development.

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Caregivers' Beliefs of Multilingualism in Work with Refugee Children

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In Germany, the share of children below the age of six among first-time asylum applicants was 26.4 percent in 2017 (Federal Office for Migration and Refugees 2018). According to Section 24 Paragraph 2 of Social Code Book VIII, refugee children have a right to care services from day-care facilities and in-home child care (Meysen, Beckmann & González Méndez de Vigo 2016). A variety of low-threshold offers have been installed in order to cope with the need for early education and child care, raising questions about the professional handling of multilingualism and a successful participation of children and their families from a refugee context. In Germany, questions of language education have traditionally been approached from a paradigm of 'compensation', with historical continuities dating back to the 1970s when the children of so-called 'guest workers' were subject to a compensatory language education approach which ignored already existing language competencies. People who grew up multilingually were regarded as 'not rooted' and 'inharmonious' (Krumm 2009). Yet, present studies show that child-care facilities' exclusive focus on language education in German may lead to a language loss in children's heritage languages (De Houwer 2014), a situation which in turn can be emotionally troubling for migrant families (De Houwer 2013, Uçan 2018). In the last years, however, there is a growing critique of the dominance of monolingualism in the context of German child-care facilities (Reich 2008, Panagiotopoulou 2016). Starting hereof, our presentation is based on qualitative interviews with educators from public projects dealing with the integration of refugee children into the early education and child care system. Specifically, we aim to analyze caregivers' beliefs on the professional handling of multilingualism, their goals in the language education of children and how far the 'monolingual habitus' (Gogolin 1995) is still existing in present debates on migration and flight.

Translation in a Bilingual Context: 'Word for Word' or 'Sense for Sense' Translation Norms

Clare Vassallo (University of Malta, Malta)

The presentation seeks to establish that the conditions for different norms in translation practice and expectations are determined by the conditional presence or absence of bilingual knowledge of source and target in the intended readers. The intended function of the target text as well as the translator's awareness of the linguistic context in which the translated text will be read, determine the translator's strategies and norms in the translation process.

The two translation modes, 'literal' or 'word for word' as opposed to 'sense for sense' (non verbum de verbo, sed sensum exprimere de sensu) has a long and noble history established, as it was, by

classical Roman authorities such as Cicero, Longinus and Horace in the first century BC. These two approaches, or translation norms, were still hotly disputed in the third and fourth centuries AD in the debates that arose around St Jerome's translation of the Bible into Latin in the version since referred to as the Vulgate, and continued to be a point of contention in the translation of the Word of God at least up to Martin Luther's translation of the Bible in the sixteenth century (1522 and 1534). As Susan Bassnett aptly points out, The history of Bible translation is accordingly a history of western culture in microcosm (2002: 51).

Cicero in *De Optimo Genere Oratorum* explained the problem as he perceived it as, 'If I render word for word, the result will sound uncouth, and if compelled by necessity I alter anything in the order of the wording, I shall seem to have departed from the function of a translator.' However, translation for the bilingual Romans was based on the concept of enrichment through translation from Greek. And translation is a form of emulation. Longinus expressed translation in terms of imitation and emulation were enriching. Greek was the language of culture, of learning, of religion and higher order and in appropriating Greek culture through translation, the Romans undertook the enrichment of their own language, rhetoric, philosophy and so on. In a nutshell, the purpose of those translations was not to make them intelligible to educated Romans since the target audience already understood Greek but rather, to appropriate the higher culture into their own. In fact, these translations appeared in parallel text format where the comparison of one version to another was expected and encouraged.

Once seen in a bilingual context the rather absurd 'word for word' method of translation makes more sense. It was not intended to make a text in an unknown language accessible, but rather to encourage comparison and absorption into the target cultural mindset.

Identifying effective ESL programs to help English learners close the achievement gap
Lorraine Vassallo (St. Mary's University of Minnesota, Winona, USA)

English language learners (ELs) face challenges in achieving academic excellence. The demands of literacy and language ability on American state standardized tests are a potential source of frustration for them, limiting their ability to perform as well as age-matched non-EL students.

Although numerous language education policies pertaining to ELs have been in place for years, mandating rigorous assessment and accountability for student progress, ELs are still performing poorly and there is still no evidence that the achievement gap closure between ELs and their non-EL peers has occurred. Some states have English-only laws and given the Supreme Court judgement in the Lau v. Nichols case (1974), namely, that school districts must take affirmative measures to address the ELs' language challenges, the provision of meaningful ESL programs is a critical issue.

This presentation will examine five program models for Latino ELs in the United States: the ESL pullout model, the English immersion model, the transitional bilingual model, the developmental bilingual model and the two-way dual language model. The presenter will share researched differences and effectiveness of these various ESL approaches, specifically focusing on the comparison between the two-way dual language immersion program and the other ESL programs.

In addition to describing how English learner literacy skills can help decrease the achievement gap between ELs and their non-EL peers, this presentation explores the impact of promoting an EL's reading and writing skills in both the native language and English (biliteracy). The session aims to provide educators with further insight into the benefits of dual language education.

The Meltdown of Traditional Maltese National Identity: a Language Perspective

Mario Vassallo (University of Malta, Malta)
Lydia Sciriha (University of Malta, Malta)

Malta's way of life and cultural identity is changing very fast. Following independence in 1964, religion, one of the two main traditional surrogates of Maltese cultural identity has completely transformed the nature of its erstwhile carrier function. The twin surrogate was Maltese, the national language. For a time language was increasing its function as surrogate carrier, but recent developments suggest that the process is being reversed. This paper takes language use a vantage point to examine what is happening to Maltese identity, a process which may be broadly referred to as 'the meltdown of Maltese national identity'. Both external and internal factors are contributing to this development.

The effect of school sector and age on language attitudes and ideologies in Malta: A quantitative study

Lara Vella (Lancaster University, UK)

Malta's rich history of foreign conquerors and post-colonial past, together with its small landmass, has fostered an enduring history of bilingualism (in Maltese and English) on a societal level, leading to conflicting language attitudes and ideologies in various domains, including schools. This study sets out to investigate parents' and their children's language attitudes and ideologies towards the use of Maltese and English. It also explores the effects of the three school sectors (state, church and independent schools) and of age on these language attitudes and ideologies.

A questionnaire was developed from themes that emerged from a qualitative study, preceding the quantitative one presented here. Questionnaires were distributed to parents (n= 202) and children (n=357), coming from the three school sectors. Four age groups were targeted: adults, 14-15-year olds, 11-12-year olds and 8-9-year olds. Exploratory factor analyses, MANOVA, ANOVA, t-tests and standard multiple regression analyses were used to examine the data. Nine constructs emerged from the factor analysis of the language attitude questionnaire. The multiple regression analysis revealed that school sector, together with language spoken to mother are the most influential predictor variables across all language attitude constructs. Age affected the language attitude constructs significantly. The older groups (adults and 14-15-year olds) showed more positive attitudes to Maltese than the younger ones (11-12-year olds and 8-9-year olds), who demonstrated more positive attitudes to English. The data also showed that school sector has a significant main effect on most language attitude factors. Children attending State schools show more favourable attitudes to the Maltese language constructs, those attending Independent schools are more positive to the English language ones, and those attending Church schools exhibit a blend of attitudes to both languages.

This study contributes to the theoretical debates on how language attitudes and ideologies are linked to language use and identity. The findings make an important contribution to the area, by highlighting the role of the school's language policy, in the development of language attitudes towards Maltese and English.

Phonological Awareness in Bilinguals with Down Syndrome

Rebecca Ward (Bangor University, UK)
Eirini Sanoudaki (Bangor University, UK)

Increasingly, research suggests an association between bilingualism and heightened metalinguistic awareness in comparison to monolinguals within areas such as phonological awareness, although conflicting evidence has been reported (Campbell & Sais, 1995; Bialystok, Majumder & Martin, 2003). At the same time, phonological awareness has been identified as a specific area of weakness for monolingual children with Down syndrome (Kennedy & Flynn, 2003). Adapted tasks which reduce memory constraints for use with children with Down syndrome have however evidenced that children with Down syndrome do obtain measurable levels of phonological awareness. Phonological awareness has also been closely associated with reading and spelling development in both typically developing children and children with Down syndrome (Cupples & Iacono, 2000). Therefore, any impact that bilingualism may have on phonological awareness may subsequently transfer to these other aspects of development. The aim of this research is to explore how language and more specifically, phonological awareness develops in bilingual children with Down syndrome.

A battery of language assessments were administered to Welsh-English bilingual children with Down syndrome aged between 5-14 in comparison to developmentally matched monolinguals with Down syndrome and typically developing bilingual and monolingual children. Assessments of phonological awareness comprised of six tasks including rhyme, syllable and phoneme levels. Bilingual groups were additionally assessed on phonological awareness in their second language. Language profiles show that bilingual children with Down syndrome had comparable language abilities to the monolinguals with Down syndrome. Furthermore, results reveal no significant group differences on any of the phonological awareness measures. The bilingual children with Down syndrome performed equally as well as monolinguals with Down syndrome, as well as both groups of typically developing children. Overall, no evidence of any bilingual advantage or of any detrimental impact of bilingualism was found within these populations. This research adds to the body of literature documenting no adverse outcomes on language development for bilinguals with Down syndrome which may have implications for clinical assessment, speech and language therapy and education.

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The acquisition of rhotic sounds by young multilinguals; a comparative developmental study

Magdalena Wrembel (Adam Mickiewicz University, Poznan, Poland)
Ulrike Gut (University of Münster, Germany)
Romana Kopeckova (University of Münster, Germany)

Faced with a dearth of longitudinal studies into the acquisition of third language (L3) phonology (Cabrelli Amaro et al. 2012; Cabrelli Amaro & Wrembel 2016), the present contribution intends to widen the scope and time scale of multilingual research designs. The study explores the developmental patterns of oral production performance of 28 young multilinguals. It focuses on the acquisition of a specific phonological feature 'rhotic sounds' which are realised differently in all three languages of the speakers: Polish having the alveolar trill [r], English the palatal approximant [ɹ], and German the uvular fricative [ʁ].

The participants (aged 12-13) formed two subgroups with L1 Polish, L2 English, L3 German (Poznan group, n=16) and L1 German, L2 English, L3 Polish (Frankfurt group, n=12), but both had comparable levels and types of instructed learning experience. In this mirror-design study, delayed repetition tasks were administered in all three languages at three testing times (T1 at the very onset of L3 learning, T2 after 4 months of formal instruction, and T3 after 8 months, i.e. at the end of the school year). The stimuli contained items with initial and intervocalic rhotics and were embedded in carrier sentences in the respective languages. Auditory analyses were performed by three independent phonetically trained raters who categorised the productions of rhotics in the participants' L2 and L3 as well as verified native L1 realizations.

The results demonstrated more consistent target-like articulations in the L2 than in the L3, the latter showing a wide range of realisations in both learner groups across testing times. When tracing the developmental trajectories over time, we observed several transitory stages (e.g. [r/R], [x] for L3 German), non-linear patterns of development, across-group differences and high inter-individual variation (especially in L3). The findings will be interpreted against the assumptions of selected multilingual acquisition models.

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Grassroots perspectives and classroom practices at the High School Level in Japan (Language Policy, Innovations and Practices: A Tale of Two Countries)

Takako Yamane (Kobe City University of Foreign Studies, Japan)

This paper will provide the current English education policy and situation in Japan focused on Senior High School. Japanese high school students are expected to reach CEFR A2 level in English, especially in terms of production abilities. Japanese senior high school teachers face many difficulties and problems since there are gaps between these new MEXT goals, the mandatory ministry-approved textbooks and the expectations that they also prepare students for university entrance exams. The paper will describe ways to improve teachers' classroom practice through grassroots workshops.

The Influence of Novice EFL Teacher' Bilingual Identity on Self-Efficacy

Miri Yochanna (Kibbutzim College of Education, Tel Aviv, Israel)

Key words: bilingual identity, ESL, teacher education, novice ESL teachers, self-translation, bilinguals
Novice English as a foreign or second language (EFL/ESL) teachers' self-perception is highly affected by their belief of their English language ability. This belief directly affects their self-efficacy, which in turn has a negative effect on their teaching ability.

This study focuses on the use of self-translation as a process that enables the novice teachers to get a new sense of their language ability through bilingual experiences. These experiences have a positive influence on their language related self-perception. Identifying oneself as bilingual has a positive influence on the teacher's self-perception, which in turn has a positive influence on their self-efficacy. Three groups of thirty third and fourth year EFL majors experienced self-translation in English and Hebrew via narratives of personal experience during a one semester course, over a period of three years. Their language ability was analyzed across languages through these narratives.

The objectives of the study were: 1. Examining the role self-translation can have in enhancing self-perception and bilingual identity; 2. Examining the effect of enhanced bilingual identity through successful self-translation and its effect on self-efficacy in novice EFL/ESL teachers.
A mixed method approach was used for data collection. Questionnaires were distributed in a pre-post design to each group. The qualitative measure included the analysis of participants' reflective responses.

Quantitative data show a correlation between the participants' beliefs of bilingual teachers' abilities and their perception of their own teaching ability. Furthermore, a significant positive change was noticed in both self-perception, bilingual identity and self-efficacy. Qualitative data support this and show a higher comfort level with language abilities after the self-translation experience, enabling more focus on teaching and thus increasing self-efficacy. Implications for the use of self-translation as a tool in EFL/ESL teacher training will be discussed.

This presentation focuses on the process of self-translation as a tool to aid novice EFL/ESL teachers to improve their language related self-perception, their bilingual identity and their self-efficacy and indirectly, their teaching abilities.

The Dominant Language Constellations (DLC) of Immigrant Teacher Trainees: Using English as a Bridge

Judith Yoel (Gordon Academic College, Israel)

This research examines the dominant language constellations (DLC) of multilingual, immigrant teacher trainers in Israel. A DLC comprises of an individual's multilingual competence and practices, and includes linguistic, social and cultural aspects. The seven participants in this study from the Former Soviet Union (FSU), all newcomers to Israel, have resided in the country for two to four years. Immigrants from FSU account for over 20% of the Jewish population, and have had a substantial impact on Israeli society and education.

This qualitative research conducted through a narrative method, reveals that while the participants possess different language repertoires (i.e., Russian, Ukrainian, English, and additional languages), all share a need, upon immigration, to master the Hebrew language. This research examines how their competency in English facilitates social, academic, professional and personal assimilation, enabling them to transition into Israeli society. This research reveals that unlike monolingual immigrants from

the FSU, who are forced to confront Israeli society and learn Hebrew immediately, these future English teachers have affordances at their disposal, based on their knowledge of English that allow them to negotiate issues related to their acculturation and assimilation, at least initially, it is Hebrew through which their new sense of identity is formed and their DLCs are reconfigurated.

The findings of this research have implications for the training of immigrant teachers, for immigrants in general, and for multilingualism in Israel, a country which has only recently begun to recognize and act upon linguistic diversity and implement multilingual practices. This research also provides additional insight into scholarly research on DLCs, their dynamic and flexible nature, and how they evolve in constitution and are reconfigurated according to the individual's environment, needs and attitude.

Language Ecology in Estonia, Cyprus and Sweden: Bilingual Russian-speaking families in multicultural settings

Anastassia Zabrodskaja (Tallinn University / University of Tartu, Estonia)
Sviatlana Karpava (University of Central Lancashire, Cyprus)
Natalia Ringblom (Stockholm University / Dalarna University, Sweden)

We investigated language transmission in Russian-speaking families in multilingual settings in Cyprus, Estonia and Sweden. What they had in common was their Russian-language background and the minority status of their native language. In Cyprus and Sweden, participants mainly came from immigrant and mixed-marriage communities, while in Estonia they lived in a bilingual society, where Estonian was a prestigious language and Russian had low status. To investigate the complex contexts of the informants' language choices, the language ecology theory was chosen as a theoretical framework. Particular attention was paid to similarities and differences in the three country groups under investigation. Written questionnaires and oral sociolinguistic interviews were used for data collection among Russian-speaking informants in the three countries. We asked whether Russian as the first language was (not) transmitted to the second generation and why. The attitudes towards bilingualism and Russian language transmission (including the change of these attitudes over time) – depending on the parents' success in bringing up children bilingually – seemed to matter. Parental language choice was definitely one of the main factors contributing to successful transmission. A lot depended on whether there was a desire for integration with the dominant language community, for staying isolated and only preserving the home language, or for having a balanced bilingual/multilingual approach and positive attitude towards both majority and minority languages. The socio-economic status, level of education and mother's employment status played crucial roles in language transmission and attitudes. The linguistic repertoire of the father (minority, majority or mixed) also had an effect. The theoretical results are relevant and will be further investigated in the project IUT20–3 "Sustainability of Estonian in the era of globalisation".