



BILINGUALISM MATTERS RESEARCH SYMPOSIUM 2023

20-21 OCT 2023

UNIVERSITY OF SOUTH CAROLINA, USA
HYBRID

DRAFT PROGRAMME



Table of Contents

<i>BMRS23 Keynote Lectures</i>	2
<i>BMRS23 Programme Overview</i>	4
<i>Day 1 – Friday 20th October 2023</i>	5
<i>Day 2 – Saturday 21st October 2023</i>	8
<i>Poster Session (in person only), Columbia, South Carolina</i>	12
<i>Mini Presentations (online only)</i>	13
<i>Practical information and contact details</i>	16

BMRS23 Keynote Lectures

Friday 20th October 2023, 9.00 am (EDT)

Socioecology and Language: A Systems View of Multilingualism

Debra Titone

Professor, Canada Research Chair in Language & Multilingualism

Department of Psychology, Montreal Bilingualism Initiative (MoBI),
Centre for Research on Brain, Language, & Music (CRBLM), McGill
University



Many people globally communicate using more than one language in daily life. Multilingualism is driven by a variety of historic and current social constraints linked to people and communities. This has led some to theorize that multilingual use possesses the hallmarks of a complex cognitive system (e.g., Atkinson et al., 2016; de Bot, Lowie, and Verspoor, 2007) that is amenable to a socioecological perspective (Titone & Tiv, 2022; Tiv et al., 2022). In this presentation, I review recent work from my laboratory that that adopts such an approach and present a framework – the Systems View of Bilingualism – to facilitate a more nuanced, inclusive, and socially informed understanding of multilingual experience that bridges individual, interpersonal, and socioecological levels.

Friday 20th October 2023, 1.00 pm (EDT)

A Multilingual Perspective on Literacy: A Tool for Understanding the Positioning of Emergent Bilinguals' Resources

Laura Ascenzi-Moreno

Professor of Bilingual Education & Bilingual Program Coordinator
CBSE, Brooklyn College



This presentation discusses the importance of centering multilingualism in reading for bi/multilingual learners. Participants will become familiar with translanguaging pedagogy and the alignment of biliteracy research with theories of reading as a means to effectively craft literacy instruction for bi/multilingual learners. Particular attention will be given to the ways in which ideologies about bilingualism circulate within bilingual curricular spaces, and what an examination of these reveal about how emergent bilinguals are positioned.

Saturday 21st October 2023, 2 pm (EDT)

Reimagining dual-language classrooms to foster affirming and bicultural perspectives for/of language learners.

Prof. Eurydice Bauer

Professor, Department of Instruction and Teacher Education
University of South Carolina
John E. Swearingen Chair of Education
Director, Bilingualism Matters at UofSC
Editor, Journal of Literacy Research



Many people look to dual language immersion programs as ideal for developing bilingualism. In particular, people believed that students at the end of the program will be bilingual, biliterate, and bicultural. However, some researchers have raised issues whether the needs of all language groups can be met equally. This presentation builds on a multi-year study that researched the experiences of kindergarten and first grade students as they matriculated through the program to high school. Specifically, the presentation highlights key issues that students raised in high school that calls for dual-language immersion programs to be reimagined.

BMRS23 Programme Overview

Thursday 20 th October 2023				
08:15 – 08:45	Arrival & Registrations			
08:45 – 09:00	Opening remarks			
09:00 – 09:55	Keynote Debra Titone			
10:00 – 11:20	Session 1A	Session 1B	Session 1C	Session 1D
11:20 – 11:35	Coffee break			
11:35 – 13:00	Session 2 A	Session 2B	Session 2C	Session 2D
13:00 – 14:00	Lunch			
14:00 – 15:00	Keynote Laura Ascenzi-Moreno			
15:00 – 15:55	Session 3 A	Session 3B	Session 3C	Session 3D
15:55 – 17:00	Coffee and Poster session in person			
17:00 – 18:00	Session 4 A	Session 4B	Session 4C	Session 4D
18:00	Close			
19:00	Conference Dinner			

Saturday 21 st October 2023				
08:30 – 09:00	Arrival & Registrations			
09:00 – 09:10	Opening remarks			
09:10 – 10:30	Session 5A	Session 5B	Session 5C	Session 5D
10:30 – 11:30	Poster mini presentation session Online & Coffee			
11:30 – 13:00	Session 6 A	Session 6B	Session 6C	Session 6D
13:00 – 14:00	Lunch			
14:00 – 15:00	Keynote Eurydice Bauer			
15:00 – 16:20	Session 7A	Session 7B	Session 7C	Session 7D
16:20 – 16:35	Coffee break			
16:35 – 17:30	Session 8A	Session 8B	Session 8C	Session 8D
17:40	End of BMRS23			

Day 1 – Friday 20th October 2023

all times are in EDT/Eastern Daylight Time / UTC -4

8:15-8:45	Arrival and registrations			
8:45-9:00	Opening remarks			
9:00-9:55	Keynote “Socioecology and Language: A Systems View of Multilingualism” Dr Debra Titone			
10:00-11:20	Speech perception & multilingualism 1A: HYBRID	Dyslexia & multilingualism 1B: ONLINE	Linguistics aspects 1C: ONLINE	Morphological aspects 1D: ONLINE
	(102) Improving Second Language Speech Perception with Audio and Audiovisual Training Federica Cavicchio (O) and Milko Grimaldi University of Salento - Dipartimento di Studi Umanistici (IT)	(47) Investigating the cross-linguistic transfer of reading strategies in second language learners with and without dyslexia, Ilaria Venagli (O) / University of Konstanz (DE)	(60) The effectiveness of Processing Instruction and Production-Based Instruction on the acquisition of the past tense in Greek by child heritage speakers Panagiota-Aikaterini Ouli (O) / University of Nicosia and Irini Konta/ Aristotle University of Thessaloniki (GR)	(119) Child Heritage Language morphosyntactic development: Evidence from Heritage Russian in contact with English, Hebrew, Greek and Swedish Natalia Meir (O) , Stanislava Antonijevic-Elliott, Sviatlana Karpava, Natalia Mitrofanova and Natalia Ringblom/ Bar-Ilan University (IL)
	(94) Analysis of L1 and L2 perception of emotions by multilingual Genzers as one way to facilitate the pedagogical process Dagmara Gałajda (O) /University of Silesia in Katowice (PL)	(137) Stroop tasks in bilingual children with dyslexia: Evidence for a bilingual advantage Mirta Vernice (O) / University of Urbino and Maria Vender/ University of Verona (IT)	(85) A “no-bias” in acceptability judgement tasks: The role of prescriptivism in determining variability in L2-dominant bilinguals’ judgements of structures in their L1 Marie-Louise van Heukelum (O) / Stellenbosch University and Theresa Biberauer/University of Cambridge (ZA & UK)	(105) Reading comprehension and morphological processing in language minority bilingual pupils in L2 Italian Francesca Festi (O) , Serena Dal Maso and Maria Vender / Università degli Studi di Verona (IT)
	(166) The perception of Norwegian retroflexes by multilingual, bilingual and native listeners Anna Balas (SC) , Krzysztof Hwaszcz, Magdalena Wrembel and Kamil Kaźmierski/ Adam Mickiewicz University, Poznań (PL)	(42) Cognitive Stability and Flexibility in Bilingual Older Adults Lia Pazuelo (O) /The Graduate Center, City University of New York and Klara Marton (USA)	(143) Assessing cognitive and linguistic development in a context of biliteracy instruction in Brazil Cristiane Ely Lemke (O) / IENH/ UFRGS, Ingrid Finger/ UFRGS and Larissa Cury / Federal University of Rio Grande do Sul (BR)	(78) The Roles of Cross-Linguistic Influence and Morphological Salience on Bilingual Children’s English Morphological Development Xuan Wang (O) / University of Kansas, Stephanie McMillen/ Syracuse University and Yan Shi/ University of Utah (USA)

11:20-11:35				
<i>Coffee</i>				
11:35-13:00	Language acquisition 2A: ONLINE	Phonological aspects 2B: ONLINE	Psycholinguistics 2C: ONLINE	Pedagogy, family & attitudes 2D: ONLINE
	(118) Rhythm processing in multilinguals: an anticipation advantage? Dávid György (O) , Julie Franck / University of Geneva, Douglas Saddy/ University of Reading, Antonella Sorace / University of Edinburgh (CH & UK)	(80) Dialect recognition via lexical processing: is it a viable LITMUS test? Tekabe Legesse Feleke (O) / Arctic University of Norway (NO)	(90) Relationship Between Bilingual Experiences and Social Biases: The Moderating Role of Motivation to Respond Without Prejudice Sofia Castro (O) , Patrycja Kałamała, Marcin Bukowski and Zofia Wodniecka / Jagiellonian University (PL)	(58) Pedagogical translanguaging in multilingual classrooms: Points to remember Michał B. Paradowski (O) / Institute of Applied Linguistics, University of Warsaw (PL)
	(44) Inflected Infinitives in L1 Brazilian Portuguese-L2 Spanish speakers Abril Jimenez (O) / Davidson College, Julio César López Otero (O) / University of Houston, Gabriel Martinez Vera/ Newcastle University (USA & UK)	(139) Reading predictors in bilingual and monolingual preschool children: a didactic intervention on phonological awareness Sara Cavaglià (O) , Chiara Melloni, Maria Vender/ University of Verona (IT)	(64) Language and cognitive correlates in the developing bilingual brain: A systematic review Kai Ian Leung (O) , Lindsay Williams, Pascale Tremblay, Elizabeth Rochon and Monika Molnar / University of Toronto (CA)	(9) iLanguage: Language Attitudes and Ideologies in Educational Settings *** Carola Koblitz (O) iLanguage (AT)
	(56) Different L1s = Different over-uses of overt subject pronouns in L2 Italian Elisa Di Domenico (O) / Università per Stranieri di Perugia (IT)		(116) Metalinguistic awareness and bilingualism: evidence for an advantage in L2 Italian children with a migrant background Maria Vender (O) and Francesca Festi / University of Verona (IT)	(52) Activating multilingualism: Pluralistic approaches and multilingual storytelling with the use of dual language books in early language education Anastasia Gkaintartzi (O) / University of Thessaly, Olga Katsara and Georgia Triantou / Hellenic Open University (GR)
13:00-14:00				
<i>Lunch</i>				
14:00-15:00	Keynote: “A Multilingual Perspective on Literacy: A Tool for Understanding the Positioning of Emergent Bilinguals' Resources” Dr Laura Ascenzi-Moreno			

15:00-15:55	Phonological processing 3A: HYBRID	Diversity and linguistic confidence 3B: HYBRID	Phonetic interference and phonological awareness 3C: ONLINE	Linguistic aspects 3D: ONLINE
	(32) Preliteracy Development in Bilingual Children: Examining Positive Cross-Linguistic Transfer Between Urdu and English Phonological Processing Insiya Bhalloo (O) , Alexandra Nastasa, Haifa Khan, Ayesha Ahmed, Nisa Notta and Monika Molnar / University of Toronto CA)	(7) The hidden side of diversity: how linguistic, cultural, and racial aspects shape belonging and personality. Alex Panicacci (O) / Queen Mary University of London & University of Washington (UK&USA)	(17) Phonetic interference in bilingual speech: the role of code-switching typology Yuhyeon Seo (O) , Daniel J. Olson and Yi-Fang Cheng / Purdue University (USA)	(121) Examining language suppression in bilinguals and its connection to bilingual education Diana Uribe (O) and Ana Schwartz (SC) / The University of Texas at El Paso (USA)
	(157) Attentional Demands in Speech Sound Processing: A Cross-Sectional Study of Bilinguals and Monolinguals' MMR Responses in Infants, Schoolchildren, and Young Adults Adrián García-Sierra (SC) , Nairán Ramírez-Esparza/ University of Connecticut; Vanessa Harwod and Alisa Baron / The University of Rhode Island (USA)	(155) Ukraine in Transition: Language Shifts among Russophone Vloggers Daria Bahtina (SC) /UCLA, Ira Throne/University of California, Riverside (USA)	(127) Developing Phonological Awareness Skills in English (L2): a process analysis of the role of a digital platform in a bilingual teaching context Marion Costa Cruz (O) , Ubiratã Kichhöfel Alves / Universidade Federal do Rio Grande do Sul (BR)	(106) All in good time: Heritage Spanish speakers are sensitive to markedness asymmetries in the course of online gender agreement processing Gregory D. Keating (O) / San Diego State University (USA)
15:55-17:00	Coffee& Posters in person			
17:00-18:00	Language Development 4A: HYBRID	Static & dynamic assessment 4B: ONLINE	Pedagogical aspects 4C: ONLINE	Language development 4D: HYBRID
	(79) Oral Language Development in English-Spanish Bilinguals from Preschool to Adolescence Heather Johnson (O) and Erika Hoff / Florida Atlantic University (USA)	(28) Validity of static and dynamic assessments of word reading skills in diverse school-aged children Emily Wood (O) , Kereisha Biggs and Monika Molnar / University of Toronto (CA)	(54) Unleashing Linguistic Confidence: Reducing Foreign Language Anxiety through Virtual Exchange and Cultural Engagement Crystal Marull and Maria Laura Mecias (O) / University of Florida (USA)	(29) Production and comprehension of relative pronouns in L1 Spanish/L2 English Becky Gonzalez (SC) , Wenqi Zeng and Katherine Will / University of Iowa (USA)
	(65) Lexical access in the processing of subject-verb number agreement in Spanish as a heritage language Jill Jegerski (SC) /University of Illinois, Sara Fernández Cuenca/ Wake Forest University and Yvette Bandin/ University of Illinois (USA)	(20) Can Dynamic Assessments for vocabulary accurately identify language learning difficulties in children with diverse linguistic and cultural backgrounds?: A systematic review Kerstin Schroeter (O) , Dean Sutherland, Jayne Newbury, Jenny Thomson and Caelyn Eades / University of Canterbury (NZ)	(25) Multilingual pedagogies as a means of developing intercultural understanding: how can our understandings of multilingualism lead to interculturality? Ruth Fielding (O) / Monash University (AU)	(100) Language mixing and word learning in second language learners in the U.S. and Spain Mackensie Blair (O) and Giovanna Morini/ University of Delaware (USA)
Closing				

Day 2 – Saturday 21st October 2023
all times are in EDT/Eastern Daylight Time / UTC -4

8:30-9:00	Registration			
9:00-9:10	Opening remarks			
9:10-10:30	Cross linguistic influence and word order 5A: HYBRID	Multilingual pedagogies & art 5B: HYBRID	Autism & ADHD 5C: HYBRID	Complementary schools 5D: ONLINE
	(81) Crosslinguistic influence for an abstract constraint: The case of wh-questions in Chinese/French bilinguals Yimin Zhu (O) , Ruoxuan Li and Caterina Donati/Université Paris Cité (FR)	(11) Multiliteracies pedagogy in an ESL course through museum explorations Cris Barabas (O) / McGill University (CA)	(62) Acquiring lexicon in a diglossic context: Evidence from children with and without Autism Muna Abd El-Raziq (O) , Natalia Meir and Elinor Saiegh-Haddad / Bar-Ilan University (IL)	(53) P.I.B.E.S. - Exploring a Multigenerational and Inter-Institutional Approach to Community Heritage Language Support Maria Laura Mecias and Crystal Marull (O) / University of Florida (USA)
	(6) The role of differential crosslinguistic influence and other constraints in predictive L2 gender processing, Tekabe Legesse Feleke (O) / Arctic University of Norway and Terje Lohndal / Norwegian University of Science and Technology (NTNU) (NO)	(109) Family Language Policy in Italian Transnational Families in the UK: Parental Ideologies and Language Management Challenges Christina Balaska (O) / University of Liverpool (GB)	(55) Communication abilities in multilingual speakers with ADHD: Are all languages affected equally? Franziska Köder, Cecilie Rummelhoff (O) / University of Oslo and Maria Garraffa /University of East Anglia (NO& UK)	(26) ‘Jij bent Chinese! Ik niet! (You are Chinese! I am not!)’: A Case Study of Chinese Heritage Language Maintenance in the Netherlands Hong Hu (O) , Kutlay Yagmur/ Tilburg University (NL)
	(30) Word order and agreement in L2 Brazilian Portuguese Becky Gonzalez (SC) / University of Iowa (USA)	(77) Leveraging translanguaging practices in an elementary poetry writing workshop Cori Salmeron (SC) / Georgia State University (USA)	(49) Autism and Cognition in Bidialectalism Kyriakos Antoniou (SC) and Kakia Petinou / Cyprus University of Technology (CYP)	(72) Stakeholders’ Perspectives on the Curriculum in Complementary Schools – a Comparative Case Study of Polish and Chinese Complementary Schools in Edinburgh (UK) Lianya Qiu (O) / University of Edinburgh (UK)
10:30-11:30	Mini presentations ONLINE STREAM 1	Mini presentations ONLINE STREAM 2	Mini presentations ONLINE STREAM 3	

11:30-13:00	Higher education 6A: HYBRID	Deaf multilingual children & sign language 6B: HYBRID	Language & health 6C: HYBRID	Complementary schools & teachers 6D: ONLINE
	<p>(93) The SC Seal of Biliteracy: Benefits of Validating the Linguistic Strengths of our Students in Higher Ed</p> <p>Rocio Zalba (SC) /South Carolina Department of Education (USA)</p>	<p>(50) Supporting Deaf Multilingual Children: An Audit of Teachers of the Deaf and Speech and Language Therapists</p> <p>Elizabeth Kilmartin (O) /Northern Care Alliance NHS Foundation Trust (UK)</p>	<p>(35) Different challenges in different countries: a reflection of multilingualism in the clinic</p> <p>Megha Sarin (O), Giuditta Smith (O), Meghana Wadnerkar Kamble, Maria Garraffa / University of East Anglia, Shin Ying Chu / National University of Malaysia, Sarah Verdon / Charles Sturt University (UK & MYS)</p>	<p>(146) Using art and creative tasks for inclusive multilingual language teaching and learning: Teachers' implementation feedback</p> <p>Dobrochna Futro (O), Lavinia Hirsu / University of Glasgow and Karen Faulds / SCILT, University of Strathclyde (UK)</p>
	<p>(110) Bridging the academic achievement gap in higher education: The role of language and literacy skills in UK university students</p> <p>Danijela Trenkic (O)/ University of York and Selma Babayigit / UWE Bristol (UK)</p>	<p>(66) Missed Opportunities: Working with Multilingual Latinx Families with Deaf Children</p> <p>Melissa Screven (SC) / Montclair State University (USA)</p>	<p>(144) Bilingual Abstract Semantic Associative Network Training (BAbSANT): A German-English case study</p> <p>Natacha Mally (SC), Chaleece Sandberg/The Pennsylvania State University, Teresa Gray / San Francisco State University (USA)</p>	<p>(27) Teachers' Agency in Heritage Language Maintenance in Chinese Complementary Schools: A Case Study in the Netherlands</p> <p>Hong Hu (O) and Kutlay Yagmur / Tilburg university (NL)</p>
	<p>(99) Teaching Spanish L3 through the Inter-comprehension Competence in an Increasingly Plurilingual Higher Education Setting in the UK</p> <p>Lourdes Barquin Sanmartin (O)/ University of Edinburgh (UK)</p>	<p>(96) The Bilingual Curriculum and the Metalinguistic Skills: propositions on learning Brazilian Sign Language and Portuguese by the Deaf</p> <p>Felipe Venâncio Barbosa (SC) and Sylvia Lia Neves/ University of São Paulo (BR)</p>	<p>(153) Does this child need language training, therapy or is it developing typically? Use of an international test battery to address this question.</p> <p>Tanja Rinker (SC)/ Catholic University Eichstätt-Ingolstadt, Natalia Gagarina, Angela Grimm, Lina Abed Ibrahim and Anna-Lena Scherger (DE)</p>	<p>(130) Multilingual pedagogies in teaching English as a Foreign Language: practices and impact in Italian superdiverse schools</p> <p>Chiara Facciani (O)/ University for Foreigners of Siena, Sandra Martini / Istituto Comprensivo Marco Polo and Mariagrazia Agnelli / Istituto Comprensivo "G.Bertolotti" Gavardo (IT)</p>
13:00-14:00	Lunch			
14:00-15:00	Keynote "Reimagining dual-language classrooms to foster affirming and bicultural perspectives for/of language learners " Prof Eury Bauer			

15:00-16:20	Language proficiency and accreditation 7A: HYBRID	Multilingual pedagogies and teacher development 7B: HYBRID	Parenting multilinguals 7C: HYBRID	Thought organisation, reading and perceptions 7D: ONLINE
	(168) Language Certification as a Student Engagement Driver to Meet New Trends in Education Policy Linda Egnatz (SC) / Global Seal of Biliteracy (USA)	(43) Supporting Early Care Educators to Serve Dual- and Multi-lingual Children and Families Statewide Katherine Perkins (SC) , Bryndle Bottoms and Vasanthi Rao / University of South Carolina (USA)	(22) Uplifting the Voices of Chinese Immigrant Parents Through an Online Family Book Club Ling Hao (O) / University of South Carolina (USA)	(126) Investigating thought organization in high school students' first and second language writing Ana Paula Scholl (O) , Larissa Cury and Ingrid Finger / Federal University of Rio Grande do Sul (BR)
	(125) Creating Integrated Performance Projects to Develop Proficiency in the World Language Classroom Kelly Jones (SC) / University of South Carolina (USA)	(24) Enhancing Support for Multilingual Learners: Harnessing Teachers' Perspectives in Designing a Literacy Course for Caregivers Mihaela Gazioglu (SC) , Emily Howell, Rebecca Kaminski, Victoria Pennington and Nicole Ferguson / Clemson University (USA)	(63) Bilingual parenting can be very hard: lessons learned from 40 podcast interviews with practitioners and bilingual families Sara Fernández Cuenca (SC) and Lauren Miller / Wake Forest University (USA)	(141) Reading skills in French-speaking bilingual and monolingual adolescents Aude Laloi (O) , Jeanne Bodin and Louise Nicolas/Sorbonne University (FR)
	(151) Powering Up Proficiency for Multilingual Learners, Dawn Samples (SC) / Director for Professional Learning, Avant Assessment (USA)	(124) Professional Development for Teachers Serving Multilingual Learners in Early Elementary Education: A Review of the Literature Hazel Vega (SC) , Emily Howell, Rebecca Kaminski and Katie Crook /Clemson University (USA)	(117) Speaking to parents about their multilingual children, Susan Stewart (SC) / Articulate Multilingual (UK)	(39) How Cuban and Peninsular Spanish Varieties are Perceived on the Basis of Personality and Social Status Gabriela Martinez Loyola(O) , Ioana Colgiu, Laura Spinu and Yasaman Rafat / Western University (CA)
16:20-16:35	<i>Coffee</i>			

16:35-17:30	Pedagogical aspects 8A: HYBRID	Bilingualism Matters & Languages assessment data. 8B: HYBRID	Identity 8C: HYBRID	Linguistic aspects 8D: ONLINE
	(18) Understanding demotivation and dropout among CFL Learners: A qualitative study Lu Lu (SC) / Virginia Military Institute (USA)	(154) Supporting Language Programs Using Assessment Data, Nick Gossett (SC) / Avant Assessment (USA)	(167) Nurturing Cultural Identity: Empowering Emergent Bilinguals through Name Appreciation and Heritage Celebration Using Children’s Literature, Sally Brown (SC) and Nahiris Lugo-Muñoz/ Georgia Southern University (USA)	(95) Patterns of cross-linguistic influence in Mandarin-English bilingual language development Eli Angstadt-Leto (O) and Eve Higby /California State University East Bay (USA)
	(13) Centering Bilingual Writers' Experiences in the Composition Classroom Renee Davy (O) /McGill University (CA)	Bilingualism Matters Katarzyna Przybycien & Antonella Sorace (SC)	(131) Navigating Bilingualism: Language, Power, and the Social Identity Construction of the First Saudi Arabian Elementary School Students to Receive English Language Instruction Ghanem Alghuwainem (SC) / University of South Carolina (USA)	(68) How Language Changes Across Generations: An Analysis of Rhotic Production in Spanish-English Bilinguals: Ioana Colgiu (O) and Yasaman Rafat / Western University (CA)
17:40	Closing			

Poster Session (in person only), Columbia, South Carolina

Friday 20th October 2023

(8) What can spelling errors tell us about heritage language learners' linguistic knowledge?: Focus on Russian **Olesya Kisselev (SC)**/ University of Texas at San Antonio, **Irina Dubinina (SC)**/ Brandeis University and Veronika Egorova/ Harvard University (USA)

(16) Exploring patterns of morphosyntactic development in bilingual children speaking Polish and English in the USA **Natalia Banasik-Jemielniak (SC)**/ The Maria Grzegorzewska University (PL)

(21) Code-switching among Kuwaiti Ajam bilinguals **Amin Almuhanna (SC)** / Kuwait University and Fatemah Dashti / Ministry of Higher Education in Kuwait (KW)

(34) Maximizing Language Learning Through Evidence-Based Instructional Strategies **Olesya Kisselev (SC)**/ University of South Carolina, Kevin McManus and Jialing Wang/ The Pennsylvania State University (USA)

(40) Parents' Perspectives on Chinese-English Bilingual Children's Chinese Learning Process in a Monolingual Environment **Shuang Du (SC)**/ **University of South Carolina** (USA)

(46) Empowering EMI Students: Exploring the Impact of Self-Efficacy and Constructivist Learning on English and Arabic Achievement **Sadiq Midraj (SC)**/ Zayed University and **Jessica Midraj (SC)** / Khalifa University (UAE)

(76) A longitudinal investigation of changes in heritage language of a young adult: A case study **Elena Schmitt (SC)**/ Southern Connecticut State University (USA)

(89) Inhibitory Control in Chilean bilinguals **Mackarena Kartsevski (SC)**/ Pontificia Universidad Católica de Valparaíso (CL)

(97) The influence of the sign language and Portuguese use by the examiner on the deaf children pragmatic profile **Felipe Barbosa (SC)** and Ida Lichtig / University of São Paulo (BR)

(101) Newcomers' views of CLIL modules: Pupils and student teachers after their first CLIL-lessons **Jutta Rymarczyk (SC)** / Heidelberg University of Education (DE)

(113) The Power of Las Palabras: Effective Communication to Build Relationships with Multilingual Families **Lydia Carnesale (SC)** / University of South Carolina (USA)

(149) Evaluating L3 written accuracy: An alternative measure for bilingual learners **Will Travers (SC)** / Georgetown University (USA)

(158) Multilingual Literary Journal: Fostering Bilingualism and Creative Expression on a University Campuse **Evgeny Dengub (SC)**/ University of Southern California (USA)

(164) Vocabulary and Cognitive skills in Bilinguals **Lucía Méndez (SC)**/ University of North Carolina Greensboro, Gabriela Simon-Cereijido/ California State University, Los Angeles and Beatriz Barragan/ A.T. Still University-Arizona (USA)

(142) Bilingual Approaches in the Borderland: A Look to Estonia, **Kara Brown (SC)** / University of South Carolina (USA)

(169) The effect of productive lexical knowledge and patterns of language use and exposure on the acquisition of clitics among L1 Portuguese L2 Spanish speakers. **Isabella Silva DePue (SC)** / University of Illinois Chicago (USA)

Mini Presentations (online only)

10:30-11:30 EDT Saturday 21st October 2023

STREAM 1:

Linguistic, psycholinguistic, developmental and clinical aspects of bi/multilingualism

(5) Effect of phonological short-term memory and nonverbal intelligence on L2 speech perception **Georgios Georgiou (O)**/ University of Nicosia (GR)

(51) Rethinking the screening of bilingual grammatical development: the value of psychometry in Greek gender assessment **Alexandra Prentza (O)**/ University of Ioannina, Maria Kaltsa/Aristotle University of Thessaloniki, Froso Argyri/UCL, Dionysios Tafiadis/University of Ioannina, Ianthi Maria Tsimpli/University of Cambridge (UK)

(48) Tell me where you live, and I'll tell you about your language dominance: Catalan vs. Spanish demonstratives in simultaneous bilinguals **Emanuela Todisco (O)**/Universidad de Sevilla, Pedro Guijarro-Fuentes/Universidad de las Islas Baleares, Harmen Gudde/University of East Anglia, Kenny Coventry/University of East Anglia (ES & GB)

(84) Influence of Language and Literacy Exposure on Pre-Literacy Skills and Transfer Effects Within and Across Language **Ana Bobrycki (O)** /California State University, Sacramento, David Giguere/California State University, Sacramento (USA)

(37) Semantic Verbal Fluency of Neurodiverse and Neurotypical Bilingual Children, **Gabrielle Morin (O)**/Dalhousie University, Ana Maria Gonzalez-Barrero/Dalhousie University (CA)

(1) English-Spanish Bilingual Children with Complex Communication Needs: A Scoping Review of AAC Research, **Kasie Galley (O)**/The Pennsylvania State University, Janice Light/The Pennsylvania State University (USA)

(67) Assessing linguistically diverse children's communications skills: Perspectives from Speech-Language Pathologists in Canada, **Waverley Mulligan-Moscote (O)**/Dalhousie University, Dr. Ana Maria Gonzalez-Barrero/Dalhousie University (CA)

(31) Pupillary response of monolinguals and bilinguals in linguistic and nonlinguistic processing **Wenfu Bao (O)**/University of Toronto, Alexandra Nastasa/University of Toronto, Claude Alain/University of Toronto, Michael Thaut/University of Toronto, Monika Molnar/University of Toronto (CA)

(150) Do cross-language phonological influences vary across bilingual speakers? Insights from a verbal fluency task, **Solene Hameau (O)**/Université Catholique de Louvain, Iryna Khodos/Curtin University, Joana Cholin/University of Bielefeld, Britta Biedermann/Curtin University, Mareike Moormann/Curtin University, Lyndsey Nickels/Macquarie University (BE, AU & DE)

(134) Bottom-up interference or top-down planning? Mixed-language NPs as a locus for conflict-solving in code-switching **Charles Brassart (O)**/Nantes Université (FR)

STREAM 2:

Linguistic, psycholinguistic, developmental, sociolinguistic and sociocultural aspects of bi/multilingualism

(38) Bilingualism, bidialectalism, and language processing: A sociolinguistic approach to bilingual adaptations **Camilla Masullo (O)**/Universitat Rovira i Virgili, Alba Casado/Universidad de Granada, Evelina Leivada/Universitat Autònoma de Barcelona (ES)

(83) Listening comprehension in bilinguals: The process and strategies in the family and majority language **Evghenia Goltsev (O)** /University of Regensburg, Anna Ritter/University of Essen, Luca Gacs/University of Regensburg, Hellik Mayer/University of Regensburg (DE)

(10) The analysis of disfluencies in the narratives of Russian heritage speakers Sviatlana Karpava (O) /University of Cyprus (CY)
(71) Development of discourse structure and discourse complexity in bilingual children’s heritage and societal language Anna Mikhaylova (O) /The University of Queensland (AU)
(108) Bicultural Identities of Heritage Language Learners and Their Language Selections, Ozge Yalciner (O) /University of Kentucky (USA)
(12) Maintaining Turkish as a Heritage Language: Perspectives of Turkish Immigrant Parents in the United States, Onur Özkaynak (O) /The Ohio State University (USA)
(112) Gender shift in a heritage language variety: Doukhobor Russian, Veronika Makarova (O) /University of Saskatchewan (CA)
(3) Wh-questions as a result of Spanish-Guarani bilingualism: The case of Paraguayan Spanish, Andrea Peskova (O) /University of Osnabrück (DE)
(15) Language Boundaries in the Martinican French-Creole (Semi-)Continuum. A Perceptual and Attitudinal Approach to the ‘Named Languages’ Debate Chiara Ardoino (O) /Queen Mary University of London (GB)
(19) Linguistic Injustice to EAL Writers: the “Reading Subject” in Academic Publishing, Sitong Wang (O) /McGill University (CA)
STREAM 3: Pedagogical aspects of bi/multilingualism
(114) Teaching Grammar in L1: Teachers’ perceptions and practices in Greece and the U.S.A. & implications in bilingual classroom settings, Georgia Nikolaou (O) / Aristotle University of Thessaloniki, University of Pennsylvania, Marina Mattheoudakis /Aristotle University of Thessaloniki (GR)
(75) Exploring Plurilingual Approaches in Chinese Secondary School EFL Classrooms: Perspectives of Teachers and Implications for Language Education, Yunjia Xie (O) /McGill University (CA)
(140) Perspectives on translanguaging in a non-formal Greek language class of adult refugee and migrant students, Aretousa Giannakou/University of Nicosia, Nikoleta Baka (O) /Hellenic Open University (GR & CY)
(45) Exploring identity and belonging through a plurilingual arts-based approach in early years settings Francesca La Morgia /Mother Tongues Ireland and Alma Mater Studiorum - Università di Bologna, Liz Kerrins (O) /Early Childhood Ireland (IE)
(160) Promoting multilingual reading skills – the potential of multilingual picture books, Dagmar Silberstein(O) /Catholic University Eichstätt-Ingolstadt (DE)
(133) Heteroglossia in online multilingual literacy practices: Normativity and multilingualism in Higher Education, Sibusiso Ndlangamandla (O) /University of South Africa (ZA)
(61) A reflexive thematic analysis into the motivations and experiences of older adults learning English in Poland Sylwia Niewczas (O) /The John Paul II Catholic University of Lublin, Magdalena Smoleń-Wawrzusiszyn/The John Paul II Catholic University of Lublin (PL)
(128) Implementing a Bilingual Curriculum in a Brazilian school: facing challenges with evidence-based pedagogy Marion Costa Cruz/UFRGS - Universidade Federal do Rio Grande do Sul, Ingrid Finger (O) /UFRGS - Universidade Federal do Rio Grande do Sul (BR)
(87) From Bilingual to Multilingual Education: Teaching, Assessing, and Testing Trends, Francesca D'Angelo (O) /University Giustino Fortunato (IT)

(107) School Effectiveness and Multilingual Learners: Examining the Status of Multilingual Learner Education Through School Accreditation **Leah Davis** (O)/Utah State University (USA)

Practical information and contact details

Bilingualism Matters

6 St. Colme Street,
Edinburgh, Scotland, EH3 6AD
www.bilingualism-matters.org
info@bilingualism-matters.org
Twitter: @BilingMatters



BMRS

Event hashtag: **#BMRS23**
Event webpage: <https://www.bilingualism-matters.org/events/bilingualism-matters-research-symposium-2023>

Venue

The conference is being held at the Russell House at University of South Carolina. The address is: 1400 Greene St, Columbia, SC 29208. More information about the building can be found [here](#). On the university map below, the building is located at the point of the arrow.

