

# International Conference on Multilingualism and Multilingual Education (ICMME17)

organized by MultiLingNet

11-13 May 2017, Braga – Portugal

**HOTEL MERCURE CENTRO**

11 May 2017 (Thursday)

9.00 CONFERENCE DESK OPENS

SALA DOURO

9.30 – 10.00 CONFERENCE OPENING

SALA DOURO

10.00-11.00 PLENARY ADDRESS

Prof. Ulrike Jessner

University of Innsbruck, Austria & University of Pannonia, Hungary

*Bi, multi, two or three: All the same?*

**11.00 – 11.30 COFFEE BREAK**

<b>11.30-13.00</b>	<b>SALA DOURO</b>	<b>SALA CAVADO</b>	<b>SALA MINHO</b>
	<b>Session chair: Dilia Hasanova</b>	<b>Session chair: Cher Leng Lee</b>	<b>Session chair: Sandro Caruana</b>
	<b>Keumsil Kim Yoon</b> <b>William Paterson University</b>  Aging with two languages: bilingual seniors' role in changing socio-cultural linguistic spaces	<b>Dino Selvaggi, Anna Franca Plastina</b> <b>University of Calabria</b>  Code-Switching in the New Plurilingual Speaker: Designing and Applying an Integrated Research Model	<b>Mari Mar Boillos</b> <b>University of the Basque Country</b>  Influence of prior knowledge and level of mastery in L4 writing performance: Arabic speakers' Spanish writing
	<b>Andrés Canga-Alonso</b> <b>University of La Rioja</b>  The impact of bilingual EFL learners' attitudes to culture on their cultural available lexicon	<b>Garbiñe Bereziartua Etxeberria</b> <b>University of the Basque Country</b>  Universality of informal online language's characteristics: a study with Basque multilingual adolescents	<b>Elia Saneleuterio Gómez-Devís,</b> <b>M-Begoña Gómez-Devís</b> <b>University of Valencia</b>  The metalinguistic thought in the initial training of bilingual teachers through the comparison between languages: a research work
	<b>Christine Anthonissen</b> <b>Stellenbosch University</b>  Higher Education Institutions as Contact Zones: multilingual repertoires of students at African city universities	<b>Ana Raquel Simões, Marta Santos</b> <b>University of Aveiro</b>  Developing plurilingual literacy: an example from the European project KOINOS	<b>Beñat Muguruza</b> <b>University of the Basque Country</b>  Translanguaging in higher education
<b>13.00-14.00 LUNCH BREAK (self-organized)</b>			

<b>14.00-15.30</b>	<b>Session chair: Andrés Canga-Alonso</b>	<b>Session chair: Dino Selvaggi</b>	<b>Session chair: Anna Franca Plastina</b>
	<p><b>Verbra Pfeiffer, Christa van der Walt</b> University of Stellenbosch</p> <p>Trans/multilingual language use in different contexts: Everything is good writing, isn't it?</p>	<p><b>Cher Leng Lee</b> National University of Singapore</p> <p>Multilingual Language Use in Different Contexts: The Case of Singapore Chinese</p>	<p><b>Barbara Gross</b> University of Bozen <b>Jean-Marc Dewaele</b> Birkbeck College, University of London</p> <p>The Relation between Multilingualism and Basic Human Values among Primary-School-Children in South Tyrol</p>
	<p><b>Alex Panicacci</b> Birkbeck College, University of London</p> <p>Acculturation, personality and 'multiple selves' perception in migrants' experience.</p>	<p><b>Emine Eren-Gezen, Gülay Cedden-Ediboğlu</b> Middle East Technical University</p> <p>Lexical Access in Bilinguals and Trilinguals</p>	<p><b>Iulia Pittman</b> Auburn University</p> <p>Parents' Efforts in Successful Trilingualism</p>
	<p><b>Fatma Said</b> University of York</p> <p>Children's agency in multilingual language use and socialisation</p>	<p><b>Csilla Bartha, Margit Holecz</b> Research Institute for Linguistics of the Hungarian Academy of Sciences</p> <p>Diversity and multicompetence from a bimodal-bilingual perspective</p>	<p><b>Anne-Marie Bezzina, Joanne Gauci</b> University of Malta</p> <p>Implications of L1 and L2 use in teachers' and students' foreign language classroom interaction</p>
<b>15.30-16.00 COFFEE BREAK</b>			
<b>16.00-18.00</b>	<b>Session chair: Iulia Pittman</b>	<b>Session chair: Christine Anthonissen</b>	<b>Session chair: Verbra Pfeiffer</b>

	<p style="text-align: center;"><b>Susana Pinto</b> <b>University of Aveiro</b></p> <p>Science and language policies in Portuguese Higher Education Institutions</p>	<p style="text-align: center;"><b>Raquel Llana</b> <b>University of Ottawa</b></p> <p>Immersion effects on relative clause attachment preferences in the L3 Spanish of L1 French speakers</p>	<p style="text-align: center;"><b>Théophile Munyangeyo</b> <b>Leeds Beckett University</b></p> <p>Linguistic, cognitive and interactional dynamics in the interpretation process and their pedagogical implication on teaching and assessing the liaison interpreting practice</p>
	<p style="text-align: center;"><b>Erzsebet Balogh</b> <b>University of Szeged</b></p> <p>Transfer from English in a Hungarian as a foreign language lesson for German students</p>	<p style="text-align: center;"><b>Sandro Caruana</b> <b>University of Malta</b></p> <p>Multilingualism, migrant learners and language policy in Malta</p>	<p style="text-align: center;"><b>Elena Kazakova</b> <b>University of Turku</b></p> <p>The Language Development and Metalinguistic Awareness: a Case Study</p>
	<p style="text-align: center;"><b>Makiko Fukuda</b> <b>Autonomous University of Barcelona</b></p> <p>Transmission of a heritage language through One Parent-One language in a bilingual society: a case of Japanese heritage families in Catalonia</p>	<p style="text-align: center;"><b>Galina Putjata</b> <b>University of Muenster</b></p> <p>“I always compliment Circassians because they can speak and write” versus “I don’t believe in cultural pluralism”– Migrant-induced multilingualism in perception of immigrant teachers. A case-study in Israel.</p>	<p style="text-align: center;"><b>Dilia Hasanova</b> <b>Douglas College, New Westminster</b></p> <p>Multilingualism in post-Soviet Uzbekistan</p>
	<p style="text-align: center;"><b>Emmanuelle Le Pichon-Vorstman,</b> <b>Deborah Cole</b> <b>Utrecht University</b></p> <p>Giving voice to the newly arrived migrant pupils</p>	<p style="text-align: center;"><b>Cristina Petreñas, María Torres, Nuria Campi, Cecilio Lapresta, Francis Oloume</b> <b>University of Lleida</b></p> <p>The multicultural identity construction of young Romanian students in Catalonia (Spain)</p>	<p style="text-align: center;"><b>Tatiana I. Sildus</b> <b>Pittsburg State University</b></p> <p>Developing Multicultural Competence in Teacher Education</p>

**12 May 2017 (Friday)**

**9.00 CONFERENCE DESK OPENS**

**SALA DOURO**

**9.30-10.30 PLENARY ADDRESS**

**Prof. Mila Schwartz  
Oranim Academic College of Education, Israel**

*Preschool Bilingual Education in the 21<sup>st</sup> Century: Facing Advantages and Challenge*

**10.30-11.00 COFFEE BREAK**

**11.00-12.00 PARALLEL POSTER SESSION**

**Gabriela Prego Vázquez, Luz Zas Varela (University of Santiago de Compostela) – Linguistic superdiversity in peri-urban areas: A scalar analysis of sociolinguistic processes and metalinguistic awareness development in multilingual classrooms**

**Aeshah Alnemari (Cardiff University) – Parental Attitudes towards Bilingual Education and Language Use in Saudi Arabia**

**Paula Lisson (Université Paris-Diderot), Verónica C. Trujillo-González (Instituto Universitario de Análisis y Aplicaciones Textuales ULPGC) – A case-study of cross-linguistic transfer in Spanish learners of French L3 as a first step to improve writing skills in French**

**Catia Ribeiro Verguete (Goldsmiths, University of London) – Language policy and pedagogy in the provision of Portuguese language in England**

**Sharareh Rahbari (University of Hamburg) – The more languages you know, the easier it becomes to learn an additional language – Cross-linguistic Influence in a multilingual context**

11.00-12.30	SALA DOURO	SALA CAVADO
	<p align="center"><b>Session chair: Galina Putjata</b></p>	<p align="center"><b>Session chair: Yüksel Ekinçi</b></p>
	<p align="center"><b>Oksana Afitska</b> <b>University of Sheffield</b></p> <p align="center">Encouraging the use of native languages in multilingual classrooms: learning lessons from the UK</p>	<p align="center"><b>Ignacio M. Palacios Martínez</b> <b>University of Santiago de Compostela,</b> <b>Yolanda J. Calvo Benzies</b> <b>University of the Balearic Islands</b></p> <p align="center">Language Contact and Language Change in the Speech Styles of the Urban Youth of London and Madrid. A Contrastive Corpus-based Study</p>
	<p align="center"><b>Anna Augustyniak</b> <b>University of Southampton</b></p> <p align="center">Ideology and Identity in Migrants' Perceptions of Basque</p>	<p align="center"><b>Borja Manzano Vázquez</b> <b>University of Granada</b></p> <p align="center">What is done and what should be done regarding bilingual education in Spain?</p>
<p align="center"><b>Rosa Alonso Alonso</b> <b>University of Vigo</b></p> <p align="center">A multicompetence perspective on boundary-crossing events</p>	<p align="center"><b>Adelina Ianos, Ángel Huguet, Ester Caballe, Clara Sansó,</b> <b>Judit Janés, Francis Oloume</b> <b>University of Lleida</b></p> <p align="center">Understanding the language attitudes, knowledge, and use of immigrant schoolchildren in Catalonia (Spain): results of a cluster analysis</p>	
<p align="center"><b>12.30-13.30 LUNCH BREAK (self-organized)</b></p>		
<p align="center"><b>13.30-14.30 PARALLEL POSTER SESSION (as above)</b></p>		
13.30-15.00	<p align="center"><b>Session chair: Siân Lloyd-Williams</b></p>	<p align="center"><b>Session chair: Ignacio M. Palacios Martínez</b></p>

	<p><b>Yüksel Ekinçi</b>  <b>University of Applied Sciences, Bielefeld</b></p> <p>Linguistic Participation as a Key to Local Educational Success</p>	<p><b>Ester Caballé Morera, María Torres, Nuria Campi,</b>  <b>Adelina Ianos, Cristina Petreñas</b>  <b>University of Lleida</b></p> <p>Language uses of Romanian schoolchildren in Catalonia in family, school, and recreational contexts</p>
	<p><b>Ana Aldekoa, Ibon Manterola, Itziar Idiazabal</b>  <b>University of the Basque Country</b></p> <p>Towards an Integrated Teaching of Basque, Spanish and English: an analysis of multilingual expository texts produced by trilingual students</p>	<p><b>María-Teresa del-Olmo-Ibáñez</b>  <b>University of Alicante</b></p> <p>Miroslav Sasek's <i>This is...</i> books: cities biographical subgenre paradigm, but also linguistic and multiculturalism pedagogical tool</p>
	<p><b>Joana Teixeira</b>  <b>NOVA University of Lisbon</b></p> <p>Referential and expletive subjects at the end-state of English L2 acquisition</p>	<p><b>R. Vennela, K. M. C. Kandharaja</b>  <b>University of Hyderabad</b></p> <p>English as an Indian language: A study of tertiary level students' attitudes towards English in India</p>
<p><b>15.00-15.30 COFFEE BREAK</b></p>		
<b>15.30-17.30</b>	<b>Session chair: Yolanda J. Calvo Benzies</b>	<b>Session chair: María-Teresa del-Olmo-Ibáñez</b>
	<p><b>Marco Santello</b>  <b>University of Leeds</b></p> <p>Language Layering and Popular Children's Songs: The Rearrangement of Italian Multilingualism in Australia</p>	<p><b>Txema Díaz-Torrent, Ángel Huguet, Cecilio Lapresta, Judit Janés,</b>  <b>Clara Sansó</b>  <b>University of Lleida</b></p> <p>Language attitudes in the Principality of Andorra – The case of secondary education in Escola Andorrana”</p>

	<p><b>Goran Vaage</b> <b>Kobe College</b></p> <p>Towards a Multilingual Framework of Humor – Case Studies of Japanese and Western Encounters</p>	<p><b>Siân Lloyd-Williams</b> <b>Aberystwyth University</b> <b>Enlli Thomas</b> <b>Bangor University</b></p> <p>Peer influence on the acquisition of complex forms in a minority language</p>
	<p><b>Julia Barnes</b> <b>University of Mondragon</b> <b>Margareta Almgren</b> <b>University of the Basque Country</b></p> <p>Student reflections on multilingual teacher training</p>	<p><b>Soheila Mahernia</b> <b>Alpen-Adria University</b></p> <p>The effect of using own or new language at the idea generation stage in academic writing in English</p>
	<p><b>Amy Thomas</b> <b>University of Technology in Sydney</b></p> <p>The English Intervention? Neo-assimilation and language-of-instruction policy in Northern Australia</p>	<p><b>Reka R. Jablonkai</b> <b>University of Hertfordshire</b></p> <p>Teaching and learning in the super-diverse university classroom</p>

**13 May 2017 (Saturday)**

<p><b>9.00 CONFERENCE DESK OPENS</b></p>
<p><b>SALA DOURO</b></p> <p><b>9.30-10.30 PLENARY ADDRESS</b></p>



**Prof. Enlli Thomas**

**Bangor University, Wales (UK)**

*Psycho- and socio-linguistic factors influencing minority language competence in bi- and multilingual contexts: implications for education*

**10.30-11.00 COFFEE BREAK**

<b>11.00-12.30</b>	<b>SALA DOURO</b>	<b>SALA CAVADO</b>
	<b>Session chair: Fatma Said</b>	<b>Session chair: Erzsebet Balogh</b>
	<p><b>Luz-Patricia Lopez-Morelos, Raquel Llama</b> <b>University of Ottawa</b></p> <p>On heritage accents: Insights from Spanish VOT production by Mexican heritage speakers in Canada</p>	<p><b>Natalia Skorczewska</b> <b>Leeds Beckett University</b></p> <p>A pragmatic approach to the development of communicative competence in the international business context</p>
	<p><b>Antonia Verger</b> <b>Paris Descartes University</b></p> <p>The use of a foreign language as the medium of instruction, its effects on the learning process: a case study from two primary states schools in an impoverished rural zone – Madagascar</p>	<p><b>Zeynep Aysan</b> <b>Middle East Technical University</b></p> <p>Multilingualism in Turkey in the Middle of Political Dilemmas</p>

	<p><b>Csilla Bartha, Margit Holecz, Ferenc Ökrös</b>  <b>Research Institute for Linguistics</b>  <b>of the Hungarian Academy of Sciences</b></p> <p>(Missing) Chances of bimodal bilingualism? Linguistic factors of personal and labor market success of the Deaf in Hungary</p>	<p><b>Hanna Batoréo</b>  <b>Open University, Lisbon/ CLUNL</b></p> <p>Metaphorical Competence in Multilingual Context of Language Acquisition and Learning</p>
<p><b>12.30 – 13.30 LUNCH BREAK (self-organized)</b></p>		
<b>13.30-15.30</b>	<p><b>Session chair: Théophile Munyangeyo</b></p>	<p><b>Session chair: Hanna Batoréo</b></p>
	<p><b>Raquel Baltazar, Rita Amorim, Isabel Soares</b>  <b>University of Lisbon</b></p> <p>What British and Portuguese (de)colonizers left behind in Africa: (un)fruitful common linguistic legacies</p>	<p><b>Griffin L. Dudley</b>  <b>Florida International University</b></p> <p>Needs Analysis of University Level French I</p>
	<p><b>Rabah Cherouana</b>  <b>University of Constantine I</b></p> <p>The role of translation in cross-cultural communication and in the rebirth and flourishing of the Islamic Civilization</p>	<p><b>Beatriz López Medina</b>  <b>Antonio de Nebrija University</b></p> <p>Primary students' perceptions towards cross-culturalism: lexical analysis in written productions in the context of an Erasmus+ project</p>
	<p><b>Maria Teresa Segarra Costaguta Mattos</b>  <b>University of Coimbra</b></p> <p>Error analysis in the oral production of learners of Portuguese as an additional language</p>	<p><b>Miroslav Janík</b>  <b>Masaryk University</b></p> <p>Students' use of English in German lessons</p>
	<p><b>Olga Barradas, Pedro Marques</b>  <b>Camões Institute London</b></p>	<p><b>Evgeniya Aleshinskaya</b>  <b>National Research Nuclear University MEPhI</b></p>

	Portuguese complementary school students in the UK and academic achievement: a discussion of grades attained in national exams	Multilingualism in music: The pragmatics of live performance
<b>SALA DOURO</b> <b>15.30 CLOSING ADDRESS</b>		