



Bilingualism Matters Research Symposium 2021 DRAFT Programme

25 – 26 October 2021

All times are BST

(Please check your time zone <https://www.worldtimebuddy.com/>)

Contents

Programme Overview.....	3
Keynote Lectures.....	4
Day 1 - Monday 25th October 2021	6
Poster Presentations – 25th October 2021	9
Day 2 - Tuesday 26th October 2021	11
Poster Presentations – 26th October 2021	14
Participation Guidance	16
Background.....	17

Programme Overview

(All times BST/UK)

Monday 25 th October 2021	
08:30	Opening
08:40 - 10:05	Session 1 - Cognitive and Social Effects of Bilingualism
10:15 - 11:50	Poster Session A
11:50 - 13:15	Session 2 - Raising bilingual children; Language development and processing in bilingual speakers
13:25 - 14:50	Session 3 - Language Development in Bilingual Speakers
15:00 - 16:10	Keynote Lecture by Prof Ellen Bialystok <i>Bilingual Children: Learning Language at Home and at School</i>
16:15 - 17:40	Session 4 - Language Impairments in Bilingual Speakers
17:50 - 19:15	Session 5 - Language Development in Heritage Speakers
19:25 - 21:10	Session 6 - Cognitive and Social Effects of Bilingualism
21:15	Close

Tuesday 26 th October 2021	
09:00	Opening
09:05 – 10:30	Session 7 - Reading Development in Bilingual Speakers; Receptive Multilingualism
10:40 – 12:05	Session 8 - Pedagogical and Developmental Aspects of Bilingualism
12:15 – 13:40	Session 9 - Bilingual Processing, Bilingual Effects and Code-switching
13:50 – 15:15	Session 10 - Pedagogical Aspects of Bilingualism
15:25 – 16:50	Session 11 - Sociolinguistics and Pedagogical Aspects of Bilingualism
17:00 – 18:10	Keynote Lecture by Prof Li Wei <i>The idea of Translanguaging: Connecting neuroscience and sociolinguistics of bilingualism</i>
18:20 – 19:50	Poster Session B
20:00 - 21:45	Session 12 - Methodological, Sociolinguistics and Clinical Aspects of Bilingualism
21:50	Close

Keynote Lectures

Monday 25th October 2021, 3pm BST

Bilingual Children: Learning Language at Home and at School

Some children become bilingual because of exposure to multiple languages at home and other by learning a second language in school in bilingual education programs. Moreover, some children in bilingual education are already bilingual from home experience. How do these various experiences relate to language outcomes for children in both the school and community languages? I will report results from a longitudinal study that examined this question.

Ellen Bialystok is a Distinguished Research Professor of Psychology at York University and Research Associate at the Rotman Research Institute. Her research uses behavioral and neuroimaging methods to examine the effect of bilingualism on cognitive processes across the lifespan. Her discoveries include the identification of differences in the development of cognitive and language abilities for bilingual children, the use of different brain networks by monolingual and bilingual young adults performing cognitive tasks, and the

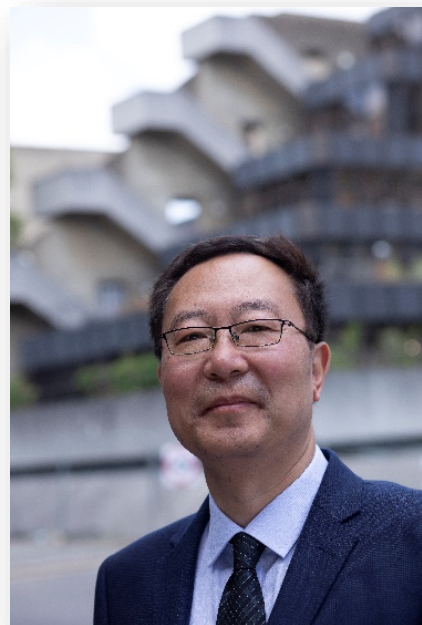


postponement of symptoms of dementia in bilingual older adults. Among other awards, she is an Officer of the Order of Canada and a Fellow of the Royal Society of Canada.

The idea of Translanguaging: Connecting neuroscience and sociolinguistics of bilingualism

Translanguaging, a term that originated in bilingual education, has emerged as an alternative conceptualisation of bilingualism that has occupied a significant amount of discourse space. Translanguaging argues that language users engage in dynamic linguistic practices for meaning-making without regard to named languages, and that the named languages are political and ideological constructs rather than linguistic facts or psychological realities. The concept draws research evidence from the neuroscience of bilingualism, but in turn has implications for the way we conceptualise the bilingual and bilingualism in psycholinguistics and neuroscience. What does it mean for our understanding of 'the bilingual brain' and 'the bilingual advantage'? How do politically constructed named languages get 'represented' and 'controlled' cognitively? These are some of the questions that will be explored in this presentation. It will also discuss the methodological implications with regard to the research design. In particular, I will argue that the ability to separate and discriminate different languages should not be used as the core measure of bilingual competence, and comparisons between bilinguals and monolinguals do not contribute to any real understanding of bilingualism.

Li Wei is Director and Dean of the UCL Institute of Education where he is also Professor of Applied Linguistics. He is the founder of the International Symposia of Bilingualism, and is currently Editor of the International Journal of Bilingual Education and Bilingualism and Applied Linguistics Review. He is a Fellow of the British Academy, Academia Europaea, Academy of Social Sciences (UK), and the Royal Society of Arts (UK).



Day 1 - Monday 25th October 2021

Monday 25 th October 2021	
08:30 - 08:40	<p>Opening: welcome & overview of BMRS2021</p> <p>Antonella Sorace <i>Professor of Developmental Linguistics, University of Edinburgh</i> <i>Founding Director of Bilingualism Matters</i></p> <p>Dr. Katarzyna Przybycien <i>BMRS Committee Chair & Director of Bilingualism Matters Ltd</i></p>
08:40 - 10:05	<p>Session 1 - Cognitive and Social Effects of Bilingualism Chaired by Dr. Georgia Fotiadou <i>Aristotle University of Thessaloniki & Deputy Director of BM Thessaloniki</i></p>
	<p>Effect of context on bilingual inhibitory and executive control: support for Adaptive Control Hypothesis from heritage language speakers</p> <p>Opangienla Kechu & Bidisha Som / <i>Indian Institute of Technology Guwahati</i></p>
	<p>Graded Bilingual Effects in Mandarin-English Bi-Scriptal Bilingual Adolescents: Evidence from Simon and Flanker Tasks</p> <p>Adam John Privitera / <i>University of Hong Kong</i> Mohammad Momenian / <i>Hong Kong Polytechnic University</i> Mehdi Bakhtiar / <i>University of Hong Kong</i> Brendan Weekes / <i>University of Hong Kong, University of Melbourne and University of Cambridge</i></p>
	<p>Does Amount and Length of L2 Exposure Affect the Social and Cognitive Skills of Monolingually-Raised yet Bilingually-Educated Children?</p> <p>Gloria Chamorro & Vikki Janke / <i>University of Kent</i></p>
	<p>Swearwords, emotions, and social norms in bilinguals</p> <p>Michał B. Paradowski & Marta Gawinkowska / <i>University of Warsaw</i></p>
BREAK (10 mins)	
10:15 - 10:50	<p>Poster session A: Introductions Chaired by Dr. Georgia Fotiadou <i>Aristotle University of Thessaloniki & Deputy Director of BM Thessaloniki</i></p>
10:50 - 11:50	<p>Poster session A: small group discussion sessions</p>
11:50 - 13:15	<p>Session 2 - Raising bilingual children; Language development and processing in bilingual speakers Chaired by Dr Francesca Foppolo <i>University of Milano-Bicocca & BM Milan</i></p>
	<p>BELA - A Processing Pathway for Multilingual Parent-child Conversations</p> <p>Tuan Anh Le, Seraphina Fong, Jinyi Wong, Fei Ting Woon, Eshwaaaree C Yogarajah, Nur Sakinah Mohd Salleh, Shaza Binte Amran, Suzy J. Styles / <i>Nanyang Technological University</i></p>
	<p>Parents' perceptions on their roles in supporting their children as young bilingual learners</p> <p>Lenny Sanchez, Yang Wang, Eury Bauer, Wenyu Guo, Ling Hao, Kyungjin Hwang / <i>University of South Carolina</i></p>

	Extending the Decreased Activation Hypothesis	Elisa Di Domenico / <i>Università per Stranieri di Perugia</i> Ioli Baroncini / <i>University for Foreigners of Siena</i> Diletta Comunello / <i>Università per Stranieri di Perugia</i>
	The effect of the global language context on the lexical access in highly proficient bilinguals	Sofya Goldina / <i>University of Paris</i> Emily Bainbridge, OlgaParshina / <i>HSE University</i> Valeria Demareva / <i>Lobachevsky State University of Nizhny Novgorod</i>
BREAK (10 mins)		
13:25 - 14:50	Session 3 - Language Development in Bilingual Speakers Chaired by Prof Tanja Rinker <i>Catholic University of Eichstätt-Ingolstadt & Co-director of BM Tübingen</i>	
	French-English Phonological Awareness in Bilingual Preschoolers Across Canada	Catrine Demers / <i>University of Alberta</i> Pascal Lefebvre / <i>Laurentian University</i> Andrea A.N. MacLeod / <i>University of Alberta</i>
	Individual differences in L1 speech perception and L2 learning: The role of sensitivity to within-category differences	Efthymia Kapnoula / <i>Basque Center on Cognition, Brain and Language</i> Arthur Samuel / <i>Basque Center on Cognition, Brain and Language; Stony Brook; Ikerbasque</i>
	Lexical development in bilingual Italian-German educational contexts	Tanja Rinker & Theresa Bloder / <i>Catholic University Eichstätt-Ingolstadt</i> Kathleen Plötner / <i>University of Potsdam</i>
	Mind the gap. Psycholinguistic and individual factors affecting expressive and receptive vocabulary skills in Gaelic immersion education	Vicky Chondrogianni / <i>University of Edinburgh</i> Morna Butcher / <i>NHS Ayrshire and Arran</i>
BREAK (10 mins)		
15:00 - 16:10	KEYNOTE LECTURE Bilingual Children: Learning Language at Home and at School Ellen Bialystok <i>Distinguished Research Professor of Psychology at York University</i> <i>Research Associate at the Rotman Research Institute</i>	
BREAK (10 mins)		
16:15 - 17:40	Session 4 - Language Impairments in Bilingual Speakers Chaired by Dr Yang Wang <i>University of South Carolina & Co-Director of BM South Carolina</i>	
	Underlying mechanisms of language mixing in the two languages of bilingual patients with aphasia	Alina Bihovski, Michal Ben-Shachar & Natalia Meir / <i>Bar Ilan University</i>
	The effects of bilingualism on the language development of children with Down syndrome	Katie Levy / <i>Lewisham and Greenwich NHS Trust</i> Alexandra Perovic / <i>University College London</i>
	Measuring the impact of bilingualism on social attention in autistic children.	Rachael Davis, Lewis Montgomery, Antonella Sorace, Hugh Rabagliati & Sue Fletcher-Watson / <i>University of Edinburgh</i>
	Dyslexia, Bilingualism and the Stroop Task: Evidence for a bilingual advantage that extends to dyslexia	Mirta Vernice / <i>University of Urbino</i> Maria Vender / <i>University of Verona</i>
BREAK (10 mins)		

17:50 – 19:15	Session 5 - Language Development in Heritage Speakers Chaired by Dr Yang Wang <i>University of South Carolina & Co-Director of BM South Carolina</i>	
	Requests in Heritage Russian in Contact with Hebrew	Marina Avramenko & Natalia Meir / Bar Ilan University
	The interplay between morphological and syntactic knowledge in heritage contexts: The case of Syrian Arabic-speaking children in Canada	Evangelia Daskalaki / <i>University of Alberta</i> Adriana Soto-Corominas / <i>Universitat Internacional de Catalunya</i> Aisha Barisé / <i>McGill University</i> Johanne Paradis / <i>University of Alberta</i>
	Morphosyntactic Features of Heritage Russian in Contact with Hebrew and English: A Comparative Study	Clara Fridman / <i>Bar Ilan University</i> Natalia Meir / <i>Bar Ilan University</i>
	Variation in the comprehension of case in Greek heritage children	Aikaterini Pantoula, Vicky Chondrogianni & Antonella Sorace / <i>University of Edinburgh</i>
BREAK (10 mins)		
19:25 – 21:10	Session 6 - Cognitive and Social Effects of Bilingualism Chaired by Prof Tanja Rinker <i>Catholic University of Eichstätt-Ingolstadt & Co-director of BM Tübingen</i>	
	Examining the role of linguistic distance in bilingual task switching	Emma Jenks, Judith Wylie & Tim Fosker / <i>Queen's University Belfast</i>
	Exposure to home language mixing is non-linearly associated with neural markers of attention/executive function in bilingual children	Srishti Nayak / <i>Vanderbilt University Medical Center</i> Cyntia Barzelatto, Amanda Tarullo / <i>Boston University</i>
	The language network and the executive control network are distinct in bilinguals	Saima Malik-Moraleda / <i>Harvard</i> Theodor Cucu, Benjamin Lipkin & Evelina Fedorenko / <i>MIT</i>
	Inhibitory control or social skills? Exploring two accounts for young multilinguals' perspective-taking advantage in referential communication	Valeria Agostini, Ian Apperly & Andrea Krott / <i>University of Birmingham</i>
	The non-native language may protect you from being in a negative mood	Marcin Naranowicz, Katarzyna Jankowiak & Katarzyna Bromberek-Dyzman / <i>Adam Mickiewicz University</i> Guillaume Thierry / <i>Bangor University & Adam Mickiewicz University</i>
21:10	DAY 1 Close	

Poster Presentations – 25th October 2021

POSTER SESSION A Monday 25th October, 10:15 – 11:50 Chaired by Dr. Georgia Fotiadou <i>Aristotle University of Thessaloniki & Deputy Director of BM Thessaloniki</i>		
	TITLE	AUTHOR(S)
	Bilingual families and language support outside the home: A qualitative study exploring Finnish parents' choice of language for childcare	Jenny Lindgren / Åbo Akademi University Pirjo Korpilahti / University of Turku Pirkko Rautakoski / Åbo Akademi University
	Hungarian speaking Families in Israel: Their Family Language Policy and Parental Language Input	Orsolya Bilgory-Fazakas & Sharon Armon-Lotem / Bar Ilan University
	When Ideals and Reality Clash: Mothers Reflect on Frustrated Bilingualism in Their Families	Inga Hilbig, Vitalija Kazlauskienė / Vilnius University
	The Acquisition of the subjunctive mood and the past tense in Spanish among native English speakers learning French L2 and Spanish L3	Lourdes Barquin Sanmartin / University of Edinburgh
	The Differential Effects of Mother's Education on the Performance Level in the Hebrew Plural System among Bilingual and Monolingual Children	Julia Reznick / Ariel University Sharon Armon-Lotem / Bar Ilan University
	The impact of the match in languages across text passages on bilingual construction of discourse representations	Ana Schwartz & Karly Schleicher / University of Texas at El Paso
	Phoneme perception in bilinguals – Early bilingual balance influences VOT perception in adulthood	Lei Pan, Han Ke, Suzy J Styles / Nanyang Technological University
	Negative cross-linguistic transfers in unbalanced bilingual speakers on subsequent foreign language learning	Charifa Eddahani / Mohammed V University of Rabat Dina Laghmari / Hassan II University of Casablanca
	Is Dynamic Assessment a Reliable Method to Assess English and French Orthographic Awareness in French Sequential Bilingual and Trilingual Children?	Ninon Crestois, Ayalina Jonathan, Liliane Kreuder, Aryan Soral, Chloe Tsui, Diana Burchell & Xi Chen / University of Toronto
	Morphological awareness and reading in French- speakers children learning Portuguese as a second language	Carolina R. L. Moreira, Elisabeth Demont & Anne-Sophie Besse / University of Strasbourg Fraulein Vidigal de Paula / University of Sao Paulo
	Bilingual reading acquisition: Findings from a longitudinal study with Russian-Hebrew bilinguals	Sveta Fichman / Hadassah Academic College Nadya Kogan, Elinor Saiegh-Haddad & Carmit Altman / Bar Ilan University
	Effects of input complexity on L2 writing development based on the continuation task	Ning Cai & Min Wang / Xi'an Jiaotong University
	Is there such a Thing as Non-Native Language Dominance - Observations from Germanic Language Speakers	Eva-Maria Schnelten, Antonella Sorace, Thomas Bak / University of Edinburgh

Perception and Production of Voice Onset Time in Monolingual German and Bilingual Italian-German Preschoolers.	Theresa Bloder & Tanja Rinker / <i>Catholic University Eichstätt-Ingolstadt</i> Valerie Shafer / <i>Graduate Center, City University of New York</i>
Association between parents' judgement and objective proficiency measures in multilingual children and adolescents	Julie Oh, Katie Hartwick, Justin Feng, Sophie Choi & Gigi Luk / <i>McGill University</i>
Emergent Bilingual Children's Storytelling and Meaning-Making from Reading L2 Picture Books	Kyungjin Hwang / <i>University of South Carolina</i>
Conversational Approach to Code-switching occurring in Prishtina International Schools	Festa Shabani / <i>University of Prishtina "Hasan Prishtina"</i>
Learners' translingual practices in a Russian as an additional language classroom	Evgeniia Iurinok / <i>Universitat Pompeu Fabra</i>
Morphosyntactic Variation in Creole-Lexifier Contact: An Implicational Scaling of Martinican Creole	Chiara Ardoino / <i>Queen Mary University of London</i>
Wazzup with English in Belgian Dutch preadolescents' language use? Acquiring socially meaningful contact-induced variation	Melissa Schuring, Eline Zenner / <i>KU Leuven</i>
Bilingualism and Selectivity in Lexical Access: Exploring the role of task type and individual differences in executive functions on lexical access.	Buthainah Al Thowaini / <i>King Saud University</i>
Cross-modal bilingual acquisition of nominal structure in Cantonese: A case study	Jieqiong Li & Gladys Tang / <i>The Chinese University of Hong Kong</i>
Identity and language use with different interlocutors among Russian-Hebrew bilingual children	Sharon Fox, Sharon Armon-Lotem, Carmit Altman / <i>Bar Ilan University</i>

Day 2 - Tuesday 26th October 2021

Tuesday 26 th October 2021		
09:00	Opening Dr. Katarzyna Przybycien <i>BMRS Committee Chair & Director of Bilingualism Matters Ltd</i>	
09:05 – 10:30	Session 7 - Reading Development in Bilingual Speakers; Receptive Multilingualism Chaired by Dr Carmit Altman <i>Bar Ilan University & Deputy Director of BM Ramat Gan</i>	
	Predictors of early spelling performance in Sylheti-English sequential bilingual children	Kathleen McCarthy & Qian Luo / <i>Queen Mary University of London</i> Katrin Skoruppa / <i>University of Neuchâtel</i>
	Explaining reading comprehension in bilingual children: the role of morphological knowledge	Sabrina Piccinin & Serena Dal Maso / <i>Università di Verona</i>
	Contributions of Statistical Learning in Reading Ability across Languages	Jinglei Ren & Min Wang / <i>University of Maryland College Park</i>
	The role of similarity (perceived and objective) and extra-linguistic factors in mediated Receptive Multilingualism	Anna Branets / <i>University of Tartu</i>
BREAK (10 mins)		
10:40 – 12:05	Session 8 - Pedagogical and Developmental Aspects of Bilingualism Chaired by Dr Carmit Altman <i>Bar Ilan University & Deputy Director of BM Ramat Gan</i>	
	A cross-cultural investigation of teachers' beliefs about multilingualism	Jasmijn Bosch & Francesca Foppolo / <i>University of Milan-Bicocca</i> Konstantina Olioumtsevit & Despina Papadopoulou / <i>Aristotle University of Thessaloniki</i> Solange Santarelli & Federico Faloppa / <i>University of Reading</i>
	Social cohesion and Functional Multilingual Learning: negotiating and navigating new forms of plurilingual classroom citizenship	Nell Foster / <i>Centre for Diversity and Learning, Ghent University</i>
	How does pedagogical translanguaging affect foreign language learning gains in multilingual classrooms? Evidence from an intervention study in German primary schools	Holger Hopp / <i>University of Braunschweig</i> Teresa Kieseier & Dieter Thoma / <i>University of Mannheim</i>
	Multilingual pedagogies and their impact on children's narrative and mentalizing abilities	Jacopo Torregrossa / <i>Goethe University - Frankfurt</i> Valentina Carbonara & Andrea Scibetta / <i>University for foreigners of Siena</i>
BREAK (10 mins)		

12:15 – 13:40	Session 9 - Bilingual Processing, Bilingual Effects and Code-switching Chaired by Dr John W. Schwieter <i>Wilfrid Laurier University & Director of BM Laurier</i>	
	Study time improves memory for simple events in L2 but not L1	Agnieszka Konopka / <i>University of Aberdeen</i>
	L2 Learning Context and Processing Outcomes	Gabrielle Klassen / <i>University of Toronto</i> John Schwieter / <i>Wilfrid Laurier University</i> Aline Ferreira / <i>University of California Santa Barbara</i>
	The effects of code-switching and L2 proficiency on cognitive control in habitual and manipulated language use conditions	Xuran Han, Wei Li, Roberto Filippi / <i>Institute of Education, University College London</i>
	Bilingual advantage? The academic and social-emotional outcomes bilingual children in a nationally representative Australian study	Sarah Verdon / <i>Charles Sturt University</i>
BREAK (10 mins)		
13:50 – 15:15	Session 10 - Pedagogical Aspects of Bilingualism Chaired by Dr John W. Schwieter <i>Wilfrid Laurier University & Director of BM Laurier</i>	
	Degrees of explicitness in English Language Teaching: The type of instruction across countries	Alexandra Schurz / <i>University of Vienna</i> Marion Coumel / <i>University of Warwick</i>
	Discourses of possibility about bilingual students learning English	Elizabeth Erling / <i>Karlsruhe University of Education & University of Vienna</i> Anouschka Foltz & Michael Brummer / <i>University of Graz</i>
	Language support program for migrant children: Evidence from Syrian bilingual children in a Turkish context	Münir Özturhan / <i>University of Kansas</i> Belma Haznedar / <i>Boğaziçi University</i>
	Learning mathematics in an Irish-immersion context: contributions of domain-specific and domain-general vocabulary	Judith Wylie / <i>Queen's University Belfast</i> Victoria Simms / <i>Ulster University</i> Chang Xu, Sabrina Di Lonardo Burr, Jo - Anne LeFevre & Heather Douglas / <i>Carleton University</i> Sheri – Lynn Skwarchuk / <i>University of Winnipeg</i> Helena Osana & Anne Lafay / <i>Concordia University</i> Erin Maloney / <i>University of Ottawa</i>
BREAK (10 mins)		
15:25 – 16:50	Session 11 - Sociolinguistics and Pedagogical Aspects of Bilingualism Chaired by Dr Tihana Kraš <i>University of Rijeka & Director of BM Rijeka</i>	
	International experts' recommendations for supporting families in home language maintenance	Sarah Verdon, Sharynne McLeod, Van Tran & Kate Margetson / <i>Charles Sturt University</i>

	Learning multiple L2 syntactic structures via chat-based alignment: What is the role of learners' prior knowledge and conscious decisions?	Marion Coumel, Ema Ushioda, Katherine Messenger / University of Warwick
	Bilingual STEMSS Lessons for Teachers by Teachers: An Interactive eLearning Professional Development to Support Language Teaching and Learning in the Classroom	Karen Guerrero / ASU Margarita Jimenez-Silva / UC Davis
BREAK (10 mins)		
17:00 - 18:10	KEYNOTE LECTURE The idea of Translanguaging: Connecting neuroscience and sociolinguistics of bilingualism Li Wei <i>Professor of Applied Linguistics & Director and Dean of the UCL Institute of Education</i>	
BREAK (10 mins)		
18:20 - 18:50	Poster session B: Introductions Chaired by Dr Tihana Kraš <i>University of Rijeka & Director of BM Rijeka</i>	
18:50 - 19:50	Poster session B: small group discussion sessions	
20:00 - 21:45	Session 12 - Methodological, Sociolinguistics and Clinical Aspects of Bilingualism Chaired by Dr Francesca Foppolo <i>University of Milano-Bicocca & BM Milan</i>	
	A Systematic Review of Proficiency Assessment Methods in Bilingualism Research	Daniel Olson / Purdue University Ellen Deemer / University of Arizona Jacob King / Indiana University
	Is a multilingual and multicultural identity less integrated into a society? Exploring the connection between sociopsychological, linguistic, and cultural factors to promote a narrative of inclusion	Alex Panicacci / Queen Mary University of London & University of Washington
	I don't want to understand you: The effect of attitudes on the intelligibility of Frisian	Sannah Debreczeni / Rijksuniversiteit Groningen Suzanne Dekker / NHL Stenden / Rijksuniversiteit Groningen
	Multilingual voice-hearers' relationships with their voices, languages, and support networks: a reflexive thematic analysis of interview data.	Rachel Rowan Olive & Jean-Marc Dewaele / Birkbeck, University of London
	Minority language maintenance in immigrant families in Australia: how do bilingual research findings apply to trilingual families?	Agnieszka Faron / The University of Queensland
21:50	End of BMRS21	

Poster Presentations – 26th October 2021

POSTER SESSION B Tuesday 26th October 2021. 18:20 - 19:50 Chaired by Dr Tihana Kraš <i>University of Rijeka & Director of BM Rijeka</i>		
	TITLE	AUTHOR(S)
	Inference-making and reading comprehension in multilingual children and adolescents	Justin Feng, Julie Oh, Katie Hartwick & Gigi Luk / McGill University
	Language and reading comprehension in multilingual adults	Lauren Schellenberg, Katie Hartwick, Gigi Luk / McGill University
	The role of memory for speech in language and reading comprehension in multilingual children and adolescents	Katie Hartwick, Julie Oh, Justin Feng & Gigi Luk / McGill University
	“I don’t know the big words”: How bilingual immigrant students describe their language skills and academic experiences in a community college in the US.	Yohimar Sivira-Gonzalez / University of Louisville
	Immersive practices at home to ensure English learning: A case study on monolingual Spanish families.	Ana Belén Alarcón & Esther Luisa Nieto / UCLM
	Return Migrant Families in Sonora, Mexico: Family Language Policies and Practices.	Vania Ledesma / El Colegio de Sonora
	Minority Language Bilingualism: Proficiency, Identity, and Lexical Fluency	Maria Turrero-Garcia / Drew University
	È esattamente l’identità friulana che mi permette di individuare questa identità europea. Interaction between language selves in elders and young adults: an intergenerational comparison on language learning motivation in multilingual Friuli-Venezia Giulia	Ada Bier / University of Udine / Universitât dal Friûl
	(Language) learning as a tool to promote healthy aging: resting-state EEG and learning interventions in seniors	Louisa Richter / University of Bamberg Saskia Nijmeijer & Marie-José van Tol / University Medical Center Groningen Merel Keijzer / University of Groningen
	Ultra-rapid and automatic interplay between L1 and L2 semantics in late bilinguals: EEG evidence	Beatriz Bermúdez-Margaretto, Federico Gallo / HSE University Nikolay Novitskiy / The Chinese University of Hong Kong Andriy Myachykov / Northumbria University Anna Petrova / HSE University Yury Shtyrov / Aarhus University
	Judgments of learning in bilingual participants	Marta Reyes / University of Granada María Julia Morales / Universidad Loyola Andalucía María Teresa Bajo / University of Granada

	Individual variation in heritage language morphosyntactic processing: A corpus study	Aleksandra Tomic, Yulia Rodina & Fatih Bayram / <i>UiT The Arctic University of Norway</i> Cécile De Cat / <i>University of Leeds / UiT The Arctic University of Norway</i>
	Linguistic heroes or necessary evil? Community interpreting and the phenomenon of language brokering in bilingual schools in Poland and Polish schools abroad	Joanna Nachman
	In- and out-of-class English and the effect on implicit vs. explicit knowledge: The case of Austria and Sweden	Alexandra Schurz / <i>University of Vienna</i>
	Multimodal Multilingualism: A study of demonstrative use by ASL-English bilinguals	Erin Wilkinson, Paul Twitchell, David Player & Jill P. Morford / <i>University of New Mexico</i>
	A Calm Happiness: Affective Norms for Lebanese Arabic and English Words. A Cross-cultural and Cross-linguistic Investigation	Marianne Azar / <i>New York University</i> Antonella Sorace / <i>The University of Edinburgh</i>
	Preliminary validation of the Italian adaptation of the LSBQ	Desirè Carioti / <i>University of Urbino Carlo Bo</i> Marta Tironi / <i>University of Genova</i> Mirta Vernice / <i>University of Urbino</i>
	Bilingual alignments in child heritage speakers' Spanish direct objects	Naomi Shin / <i>University of New Mexico</i> Alejandro Cuza / <i>Purdue University</i> Liliana Sánchez / <i>University of Illinois Chicago</i>

Participation Guidance

Please read the guidance below to ensure you understand the structure of the Symposium and can get the most out of BMRS2021.

- The programme runs for approximately 12 hours per day over two days – 25th and 26th October. This is to ensure presenters and attendees from all times zones can easily participate.
- Attendees are not expected to attend all sessions live. Recordings of the plenary lectures, talks and live sessions will be made. Following the live Symposium, links will be available to these recordings for two weeks from the day they are shared.
- The passcode to all sessions is BMRS2021.
- Oral presentations
 - 15 minute presentations followed by 5 minutes of Q&A.
- Poster presentations
 - All posters will be hosted on the BMRS21 OSF site: <https://osf.io/meetings/BMRS2021/>
 - There are two live sessions with poster authors, one on each day.
 - The poster session Chair will briefly introduce posters in an introductory session.
 - Attendees will then be invited to move into breakout rooms for questions and discussions in smaller groups with the poster authors.

If you are on Twitter or other social media,
share your Symposium experiences:

#BMRS2021

Background

Bilingualism Matters

Bilingualism Matters is a research and information centre founded by Professor Antonella Sorace in 2008 at the University of Edinburgh. We study bilingualism and language learning, and communicate what we know to enable people to make informed decisions based on scientific evidence. We believe that real change happens through dialogue between researchers and the community. We work in partnership with parents, teachers, health professionals, policy makers and employers to help create impact in people's daily lives.

Bilingualism Matters International Network

The model created at Edinburgh has proved popular and we now head a rapidly growing network of over 30 branches around the world. All branches exist in order to engage the public with the latest research about bilingualism and operate slightly differently in order to accommodate the specific needs of their local communities. [Find your nearest branch on our website](#)

Research Symposium

The 2021 Bilingualism Matters Research Symposium aims to provide an opportunity for researchers from across our Bilingualism Matters international network and beyond to come together to share and exchange ideas on any aspect of bilingualism. The Symposium would not be possible without contributions from directors, members and affiliates of Bilingualism Matters from around the world.

BMRS21 Committee

-  Dr Carmit Altman, BM Ramat Gan
-  Dr Francesca Foppolo, BM Milan
-  Dr Georgia Fotiadou, BM Thessaloniki
-  Dr Tihana Kraš, BM Rijeka
-  Dr Katarzyna Przybycien, BM Edinburgh
-  Prof Dr Tanja Rinker, BM Tübingen
-  Prof Antonella Sorace, BM Edinburgh
-  Dr John W. Schwieter, BM Laurier
-  Dr Yang Wang, BM South Carolina

Keep in Touch

Email bilingualism-matters@ed.ac.uk
Web www.bilingualism-matters.org
Facebook www.facebook.com/BilingMatters/
Twitter [@BilingMatters](https://twitter.com/BilingMatters)
Instagram <https://www.instagram.com/bilingmatters>



@bilingmatters