**Thursday, 13th September 2012**

**8:00h – 9:00h Registration**

**9:00h Conference Opening**

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|  | **A** | **B** | | **C** | | **D** | |
|  | **MULTILINGUAL UNIVERSITY EDUCATION**  ***Chair: Durk Gorter*** | **CROSS-LINGUISTIC INFLUENCE**  ***Chair: Eva Alcón*** | | **MULTILINGUAL CHILDREN**  ***Chair: Patricia Salazar*** | | **LANGUAGE ATTRITION**  ***Chair: Gessica de Angelis*** | |
| 9:30 | Taking a stance on trilingualism: the discourse of administrative staff in a bilingual university  **Josep Maria Cots** | Language switches and concomitant personality shifts among adult multilinguals  **Jean Marc Dewaele** | | Intervention for a lexical spelling difficulty in a trilingual child  **Georgia Zampia Niolaki** | | Foreign Language Attrition and Multilingual Awareness  **Manon Megens**  **Kathrin Obenhofer**  **Valentina Pittracher-Terek**  **Ulrike Jessner** | |
| 10:00 | Are university teachers and administration personnel positive about the implementation of trilingual language policies?  **Aintzane Doiz**  **David Lasagabaster**  **Juan Manuel Sierra** | Cross-linguistic influences in Canadian learners' interpretations of Italian emblematic gestures  **Giuliana Salvato** | | Metapragmatic skills in early consecutive third language learners  **Maria Pilar Safont Jordà Laura Portolés Falomir** | | Influence of L2 language attrition in L3 framing and conceptualisation strategies  **Mandira Halder** | |
| 10:30 | Motivation for the success of multilingual language policies  **Inmaculada Fortanet-Gómez** | Perceived cross-linguistic distance and exploitation of affordances provided by different levels of real formal and semantic similarity between language  **Stela Letica Krevelj** | | My Story Is The Best: Literacy Patterns in Ethiopian Families in Israel  **Anat Stavans** | | Linguistic inhibition and fossilization in the learning of Portuguese as a third foreign language (FL3). The case of Moroccan learners.  **Abdelilah Suisse** | |
| **Coffee Break** | | | | | | | | |
| 11:30 | PLENARY  JASONE CENOZ **From monolingual to multilingual perspectives in Third Language Acquisition research** | | | | | | | |
|  | **MULTILINGUAL UNIVERSITY EDUCATION**  ***Chair: Eva Alcón*** | | **CROSS-LINGUISTIC INFLUENCE**  ***Chair: Jean-Marc Dewaele*** | | **MULTILINGUAL PROCESSING & MULTILINGUAL CHILDREN**  ***Chair: Laura Portolés-Falomir*** | |  | |
| 12:30 | Three languages in the same university classroom  **Beñat Muguruza**  **Jasone Cenoz**  **Durk Gorter** | | Cross-linguistic influence in L3 lexical acquisition: The case of borrowings of lexical items among Romanian and Chinese learners of Spanish  **Silvia-Maria Chireac**  **Angel Huguet**  **Adelina Ianos** | | Perceptions of space in a multilingual mind  **Danuta Gabrys-Barker** | |  | |
| 13:00 | Between Catalan and English: clashing stances in language courses for international students in Catalonia  **Lídia Gallego Balsà**  **Josep M. Cots** | | Cross-linguistic influence in third language acquisition. The case of Spanish as a third language in Estonian students.  **Juan Carlos Monroy Pérez** | | Vocabulary acquisition in a foreign language. The priming effect in long time memory  **Judith Fusté Fargas** | |  | |
| 13:30 | Intercomprehension didactics meets translation didactics  **Michael Ustaszewkski** | | Including a non-linguistic dimension in third language learning pedagogy: The motivational effects of crosslinguistic awareness  **Alastair Henry** | | Trilingual child's linguistic multi-competence- Case "secret language"  **Satu Rakkolainen-Sossa** | |  | |
| **LUNCH** | | | | | | | | |
|  | **MULTILINGUAL UNIVERSITY EDUCATION**  ***Chair: Josep Maria Cots*** | **CROSS-LINGUISTIC INFLUENCE**  ***Chair: Danuta Gabrys*** | | **MULTILINGUAL CHILDREN & ADULTS**  ***Chair: Eva Vetter*** | | **MULTILINGUAL SOCIETY & ACQUISITION OF PHONETICS**  ***Chair: Johannes Müller-Lancé*** | | |
| 15:30 | First insights into multilingualism at the University d'Andorra  **Carolina Bastida**  **Josep M. Díaz-Torrent** | Linguistic interferences from the Mother Tongue in Hispanic-speaking learners of Portuguese L2  **Paulo Osorio Maria de Graça Pinto** | | The more is not automatically the better: L3 learners' strategy use in a school setting  **Åsta Haukås** | | From 2 to 1: Effects of changes in lingua franca communication in a multilingual football team  **Hakan Ringbom** | | |
| 16:00 | Exploring the advantage of third language learners in pragmatic instruction  **Eva Alcón Soler** | Does multilinguality help overcome psychotypology?  **Agnieszka Otwinowska** | | Multilingual strategies and multiple language use in a German-Finnish tandem course  **Sabine Grasz** | | Investigating the acquisition of L3 phonology; VOT patterns from a multilingual perspective  **Magdalena Wrembel** | | |
| 16:30 | Receptive multilingualism: alternating languages in public speeches  **Durk Gorter** | L1 or L2: Which is the preferred source language for content word borrowings in the oral and written description of objects in English as L3?  **Maria Pilar González Victòria Codina**  **Pilar Jara** | | The effect of German L2 proficiency on English L3 writing development  **Gessica De Angelis** | | Speech imitation/pronunciation talent in initial-and late-stage L2: from brain imaging to behaviour  **Susanne Maria Reiterer** | | |
| 17:00 | PLENARY  LARISA ARONIN **Current multilingualism and new developments in multilingual research** | | | | | | | |
| 20:00 | **Town Hall Reception** | | | | | | | |

**Friday, 14th September 2012**

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|  | **ACQUISITION OF GRAMMAR**  ***Chair: Suzanne Flynn*** | | **CROSS-LINGUISTIC INFLUENCE**  ***Chair: Agnieska* Otwinowska** | | | **MULTILINGUAL EDUCATION**  ***Chair: Larissa Aronin*** | | **AFFECTIVE FACTORS**  ***Chair: Sofía Martín-Laguna*** | |
| **9:00** | Trilingual advantages: the copula verbs in Spanish  **Laia Arnaus Gil** | | Crosslinguistic strategies in models of multiple language learning  **Marijana Kresić** | | | Educational practice and language learning in a multilingual school in Catalunya: joint activity and discursive practices in a language support classroom for immigrant children  **Neus Rodriguez** | | The effect of a stay abroad period and language proficiency on prospective teachers' attitudes towards three languages in the multilingual Valencian Community  **Laura Portolés Falomir Otilia Martí Arnándiz** | |
| **9:30** | The use of Coh-Metrix to investigate L3 syntactic writing profiles of university Catalan-Spanish learners  **Teresa Navés Nogués** | | Multilingual Syntactic Influence: clitic placement among instructed L3 Spanish learners and the role of explicit metalinguistic knowledge  **John Witney** | | | Pieces to puzzle on multilingual policies and multilingual education in the Nordic countries  **Mikaela Björklund**  **Siv Björklund Kaj Sjöholm** | | Bridging the gap between the internal and the external: The effect of sociocultural factors in adolescent learners' attitudes towards English  **Richard Nightingale** | |
| **10:00** | Lexical transfer in L3 learning: Swedish as an L3  **Ylva Falk** | | A Psycholinguistic Approach to Cognitive Maturity on L3 Activation and Transfer in L4 Production  **Laura Sánchez** | | | From Traditional Classroom to Digital Application: A Multimedia Experiment for Foreign Language Learning  **Grace Fang** | | Spanish Speakers' Motivation for not Furthering Proficiency in Spanish  **Sabrina A. Kalim Martinez**  **Teresa Navés Nogués** | |
| **10:30** | Multilingual acquisition of English: development of grammar through study of null anaphora  **Eva Berkes**  **Suzanne Flynn** | | Perceptions of multiple language learning and teaching in immersion education  **Siv Björklund** | | | Language ideologies in minority school models-perceptions about language, bi-and multilingualism  **Eva Vetter** | | Multilingual immigrant mothers in Barcelona: Perspectives on language attitude and use  **Claire Basarich** | |
| **COFFEE BREAK** | | | | | | | | | |
| **11:30** | PLENARY  OFELIA GARCÍA **Multilingualism in Education: Translanguaging for Social Justice** | | | | | | | | |
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|  |  | **AFFECTIVE FACTORS**  ***Chair: Angel Huguet*** | | | | | | |
| **12:30** |  | Language anxiety and EFL leaners' oral/aural performance  **Amira Massaabi** | | | | | | |
| **13:00** |  | Attitude and motivation of Frisian and Basque secondary school pupils towards learning English  **Truus de Vires** | | | | | | |
| **LUNCH** | | | | | | | | | |
|  | **CROSS-LINGUISTIC INFLUENCE & PHONETICS**  ***Chair: Teresa Navés*** | | | | **MULTILINGUAL EDUCATION**  ***Chair: Marta Forrat*** | | **LANGUAGE POLICIES AND LANGUAGE LEARNING**  ***Chair: David Lasagabaster*** | | |
| **15:00** | Could learners' perceptions towards the (morpho)syntactic properties tested be crucial factors triggering CLI in early L3A  **Karima Ben Abbes** | | | | Foreign Language Teaching and learning in multilingual contexts: Outline of a research project  **Johannes Müller-Lancé**  **Amina Kropp** | | A Model for Psychological Traits Affecting both Cultural Adaptation and Foreign Language Acquisition  **Timothy Dean Keeley** | |
| **15:30** | Strategy use by the multilingual adults in L3 (or L4, Lx) acquisition  **Violeta Dmitrenko** | | | | Still Paying Lip Service to Multilingual Pedagogy?  **Nicole Marx** | | Immigration language policy practices in English dominant countries- an insight into populations censuses and related language ideologies  **Antonio Oštarić**  **Sanja Škifić** | |
| **16:00** | Acoustic description of North-Western Catalan vowels read aloud by adolescents speakers with North-Western Catalan and Romanian as L1.  **Josefina Carrera-Sabaté** | | | | When They Just Doesn´t Can Understand: *Do-*support in Multilingual Learners  **Simone Pfenninger** | | Code-switching data and third language acquisition: insights from subject-verb mixings  **Raquel Fernández** | |
| **16:30** |  | | | | From trilingualism to triculturalism or not: a study of youngsters in the Basque Country brought up in multilingual minority language context  **Julia Barnes** | | English as L3 in the Context of Regional Multilingualism: How to Detect the factors of success to improve the proficiency of English  **Jildou Popma** | |
| **17:00** | PLENARY  VIVIAN COOK **Would 'Multilingualism and Multicompetence' work?** | | | | | | | | |
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| **18:00** | **IAM Assembly** | | | | | | | | |
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| **20:30** | **Gala Dinner**  **Best student Paper Prize** | | | | | | | | |

**Saturday, 15th September 2012**

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|  | **A** | **B** | **C** |
|  | **CASE STUDIES**  ***Chair: Patricia Salazar*** | **SYMPOSIUM**  ***Chair: Richard Nightingale*** | |
| **10:00** | Exploring the impact of the proficiency and typology factors: two cases of multilingual learners' L3 learning  **Christina Lindqvist** | **Language Attitudes towards Spanish, Catalan and English in Catalonia, the case of students of immigrant origin**  Paper 1: Immigrant students with L1 Spanish. Attitudes towards Spanish, Catalan and English in Catalonia  **Judit Janés Carulla**  **Maria Adelina Ianos**  **José Luis Navarro Sierra**  **Clara María Sansó Galiay**  Paper 2: Immigrant students with L1 Arabic. Attitudes towards Spanish, Catalan and English in Catalonia  **Cecilio Lapresta Rey**  **Silvia María Chireac**  **Ángel Huguet Canalís**  **José Luis Navarro Sierra**  Paper 3: Immigrant students with L1 Romanian. Attitudes towards Spanish, Catalan and English in Catalonia  **Maria Adelina Ianos**  **Judit Janés Carulla**  **Cecilio Lapresta Rey**  Paper 4: Immigrant students with L1 Chinese. Attitudes towards Spanish, Catalan and English in Catalonia  **Clara María Sansó Galiay**  **Silvia María Chireac**  **Ángel Huguet Canalís** | |
| **10:30** | L3-Task: Language Acquisition in a multilingual context: Blended Tandems (Spanish, German, Chinese) and a common Second Language (English)  **Claudia Grümpel**  **Javier Orduña**  **Germán Ruipérez** |
| **11:00** | Acquiring English as a third language by Hungarian minorities in Transylvania  **Zsuzsanna Degi** |
| **11:30** | Learning English within the Plurilingual Algerian Context  **Samira Houcine** |
| **12:00** | **CLOSURE** | | |