**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 | PLENARYJASONE 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 | PLENARYLARISA ARONIN **Current multilingualism and new developments in multilingual research** |
| 20:00 | **Town Hall Reception** |

**Friday, 14th September 2012**

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|  | **A** | **B** | **C** | **D** |
|  | **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** | PLENARYOFELIA 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** | PLENARYVIVIAN 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** |