

CONFERENCE PROGRAMME

**Language, Identity and Education
in Multilingual Contexts (LIEMC3)**

20 February 2020 (Thursday)

8.30 REGISTRATION DESK OPENS

Room
9.00 OPENING ADDRESS

Room
9.30-10.30 PLENARY ADDRESS
Xiao-Lan Curdt Christiansen

10.30-11.00 COFFEE BREAK

11.00 13.00	Room	Room	Room
	Session chair:	Session chair:	Session chair:
	Silvia Sánchez Calderón & Raquel Fernández Fuertes <i>How bilinguals acquire (un-)derived constructions</i>	Ester Baiget <i>Translanguaging and Related Language Con- tact Phenomena in the Whatsapp Messages of Young Multilingual Catalan Students</i>	Phyllisienne Vassallo Gauci & Maria Brown <i>Formal and Informal Learning Outcomes in an Adult Language Integration Programme</i>
	Mirvari Teymurova <i>Bilingualism: Impact of bilingual educa- tion</i>	Lubie G. Alatríste <i>Are Urban Colleges in USA Representative of Multiethnic Student Body and Multilingualism?</i>	Afet Guney <i>Language education for peace and hatred de-escalation in post-conflict school</i>
	Panagiota A. Kotsoni, George S. Ypsilandis <i>Foreign Language Vocabulary Instruc- tion Strategies in an Inclusive Classroom Environment</i>	Jette G. Hansen Edwards <i>Borders and Bridges: The politics of multilin- gual identities in Hong Kong</i>	Bernd Ferner <i>Sustaining Transcultural Cultural Identi- ties: Becoming a Teacher in the US</i>
	Iulia Pittman Jamie Harrison <i>A Project on Promoting Linguistic Diversity and its Impact on Students and Community</i>	Patrick Wolf-Farré <i>Heritage identities in super-diverse surround- ings: What about the third generation?</i>	Stefanie Siebenhütter <i>Multiple Identity Construction among Minority Speakers in Multilingual Settings</i>

13.00-14.00 LUNCH BREAK

Room
14.00-15.00 PLENARY ADDRESS
Jos Beleen

15.00-16.00 POSTER SESSION

Emily E. Davis
Making the (1st) Grade: Language, Identity, and Education in Multilingual Germany
Nihayra Leona
Curaçaoan Student's Papiamentu, Dutch and English Language Development after One Year of Bilingual Secondary Education
Akihiro Saito
Imagining the future: Lay dialogue on the language policy
Armando T. Zúñiga

Effective Coaching for Teachers of English Language Learners: A Gap Analysis Framework

Chiara Facciani

Language, Identity and Migration: practices of translanguaging in migrant speakers

Kamila Aitzhanova

Perceptions and Attitudes of Students towards Multilingual Practices in an EMI STEM Classroom at Two Kazakhstani Universities

Assel Zhamaleddinova

Computer Science teachers' views on CLIL in mainstream schools of Nur-Sultan

Murat Baltabayev

Faculty and Students' Perceptions of EMI and its Impact on Academic Content and Language Acquisition from the Participants' Perspectives

Gaukhar Maximova

STEM teachers' perceptions about pre-service training and their challenges in CLIL classrooms in Kazakhstan

Volodymyr Shylov

"You Only Live Twice": Double Perception of Time in the City of Berehove in Transcarpathian Region in Western Ukraine

Gulbanu Kuspan

Parental involvement in their young children's English language learning

Saule Abenova

The Relationship between Private tutoring and Access to an Elite English-Medium University in Kazakhstan: Voices of Undergraduate Students

Yerkegali Yerdembek

The impact of Kazakh Language Latinization (KLL) on people's attitudes towards student's learning in the state language through discourse analysis

16.00-16.30 COFFEE BREAK

16.30 18.30	Room	Room	Room
	Session chair: Silvia Sánchez Calderón	Session chair: Jette G. Hansen Edwards	Session chair:
	Jagoda Granić <i>Languages and (Un)belonging in Multilingual Settings: Findings from Croatia</i>	Lea-Marie Kenzler <i>Grown up in two worlds –Language and identity of hearing children of deaf adults</i>	Danielle Jeffery <i>(Re)imagining reflection & reflexivity as diffractive assemblaging: An alternative language education methodology</i>
	Siwon Park & Kanda Megumi Sugita <i>Identity and Heritage Language Learning: Learners of Vietnamese in Higher Education in Japan</i>	Marzhan Nurtaikyzy <i>The Role of Language in the Integration of Repatriated Students in Kazakhstan</i>	Victoria Legkikh <i>Keeping a language as a way to sacrality. A case study of the Russian church community in Munich</i>
	Manuela Vida-Mannl <i>English in Cyprus' higher education landscape – economic and social stratification on a multilingual island</i>	Joanna Chojnicka, Nicole Dolowy-Rybińska, Michael Hornsby & Jeanne Toutous <i>Language Revitalization Without Native Speakers: Breton and Lower Sorbian</i>	Sara Senobari <i>Emotional Experience in Language Learning: Study of EFL Students in France</i>
	Jan D. ten Thije, Emmy Gulikers & Karen Schoutsen <i>Research into the use of Lingua Receptiva in education, healthcare and the construction industry – Cooperation between the Dutch Language Union and Utrecht University</i>	Anne-Sophie Bafort & Mieke Vandenbroucke <i>Multilingual Dynamics in Education: Language Ideological Policies of International Schools</i>	Shirin AlAbdulqader <i>Code-Switching and Presentation of Selves in Online Interactions: The Case of Saudi Bilinguals</i>

20.00-22.00 CONFERENCE DINNER

21 February 2020 (Friday)

9.00 REGISTRATION DESK OPENS

Room
9.30-10.30 PLENARY ADDRESS
Roy Lyster

10.30-11.00 COFFEE BREAK

11.00 13.00	Room	Room	Room	Room
	Session chair: Jette G. Hansen Edwards	Session chair:	Session chair: Sandra Ballweg	Session chair:
	Gergely Szabó <i>Transnational individuals and the discourses of linguistic integration among Hungarians in Catalonia</i>	Akhmatshina K. Enesh <i>Language strategies of pan-Arab satellite TV within the context of multilingualism</i>	Nina Dumrukic <i>Translanguaging in Reading: Psycholinguistic and Sociolinguistic Methods</i>	Urszula Chwesiuk <i>Students' L1 Non-standard lexical constructions as an effect of second language formal instruction</i>
	Gulmira Batyrkhanova <i>Exploring Kazakhstani Masters Students' Language Learning Experiences and Strategy Uses in an English-Medium University in Kazakhstan: A Qualitative Inquiry</i>	Shubham Karmakar <i>Discussing new strategies of developing pragmatic competence of Chinese (as a foreign language) learners with CALL in a multilingual classroom</i>	Maryam Moeini Meybodi <i>"Oh My God Amir!": Identity Prescription in a First Grade Persian Heritage Classroom</i>	Anssi Roiha <i>CLIL education from the perspective of former pupils: The benefits of early and long-term CLIL</i>
	Helen Dominic & Jungyoon Koh <i>The Negotiation of Shame in Diasporic Identity in Subtle Asian Traits: Analyzing Discourse on Multilingualism on Facebook</i>	Sara Van Dan Acker <i>"They're not even, like, savvy enough to understand": Generation 1.5 students in a writing across the curriculum course</i>	Raees Calafato <i>Teaching multiple foreign languages: Classroom practices of multilingual teachers in Norway and Russia</i>	Eleonora Piangerelli <i>Students' perceptions on translanguaging in higher education</i>
		Bagila Kaipnazarova <i>Beliefs of English language teachers about multilingual pedagogy and their teaching practices in one of secondary schools for gifted students in Kazakhstan</i>	Stewart J Cooper <i>Pause location, what does it mean for second language learner oral fluency?</i>	

13.00-14.00 LUNCH BREAK

Room
14.00-15.00 PLENARY ADDRESS
Tommaso Milani

15.00 16.30	Room	Room	Room	Room
	Session chair:	Session chair:	Session chair:	Session chair:
	T.J. Ó Ceallaigh & Neasa	Katherine Thornton	Marta Tryzna & Shahd Al	Brigita Dimavičienė

	Ní Chuaig <i>Reinvigorating language and literacy development through blogging and vlogging</i>	<i>Student Attitudes to Language Policy and Practice in Non-Classroom Language Learning Spaces</i>	Shammari <i>The Impact of Bilingualism on Language Attitudes in Kuwait</i>	<i>Translation of advertising discourse: intercultural perspectives</i>
	Abubakar Muhammad Sakajiki <i>A Comparative Study of English and Hausa Syllable Structures and their Implications for Teaching and Learning</i>	Jude Ssempuuma <i>The choice of language of learning and teaching (LoLT) in Uganda: Attitudes towards English and mother tongues as medium of instruction in primary schools</i>	Sandra Ballweg <i>Between Terrorism and the Pure Language of the Qur'an – The Role of Arabic and Islam in a Family's Language Policy</i>	Dorothee Schulz-Budick <i>Observations on embodied grammar-learning in EFL classroom interactional German and Swedish schools</i>
	Lelania Sperrazza <i>Heroes, Rebels, and Victims: Understanding How Multilingual Students Construct Their Narrative Identities</i>	Stijn Kuipers & Eduardo Alves Vieira <i>The Pros and Cons of the Chilean Intercultural Bilingual Programme, an Online-survey Based Investigation</i>	Kimberly Ilosvay <i>Harmony in Tongues: Navigating ambiguities in language syntactically</i>	Tejshree Auckle <i>Standardisation of Mauritian Bhojpur: Ideology, Ethnicity and the Issue of Orthographic Choice</i>

16.30-17.00 COFFEE BREAK

17.00 18.30	Room	Room	Room	Room
	Session chair:	Session chair:	Session chair:	Session chair:
	Judith H. Routamaa & Abdollah Nazari <i>Self-Identification among the Turkmen in Iran: A Sociolinguistic perspective</i>	Shiva Kaivanpanah & Rose Meschi <i>Stance-Taking and Code-Switching in L2 Speaking</i>	Mirain Rhys <i>Developing minority language higher education provision in Wales: A feasibility study</i>	Bapujee Biswabandan <i>Multilingual Education program for classrooms with multiple mother tongues: Exploring the pedagogical possibilities</i>
	Mohammed Alhuqbani <i>Cognitive development of bilingual children Speaking Two Typologically Unrelated Languages: A cross-validation study of Bialystok's theory of analysis and control</i>	Jubilee Chikasha <i>Multilingualism in education and the minoritised language learner in Zimbabwe</i>	Kristine D. de Leon & Alice Mae M. Arbon <i>Language Attitude and Language Choice of Cebuano Trilingual: English, Filipino or Cebuano?</i>	Merlynn Williams <i>Who decides if I'm translanguaging right? Challenging normativity through Bakhtinian philosophy in teacher training in Aruba</i>
	Charles Ononiwu <i>Code-Switching in the ESL Classroom: The case of Nigerian Primary schools</i>	Eleftherios Margaritis <i>Sweden and Inclusive Education: The case of studies supervisor and native language teacher</i>	Fatma-Zohra Athmani <i>Translanguaging Pedagogy in Algeria as a Multilingual context Between Theory and Practice</i>	Ebtisam Ali Mohammed Al-Emad <i>Cross-linguistic Transfer of Reading Strategies from L2 (English) to L3 (Korean): A Case Study of Arab Multilingual University Students</i>

**Room
18.30 CLOSING ADDRESS**