

## Thursday, 13th September 2012

8:00h – 9:00h Registration

9:00h Conference Opening

	A	B	C	D
	<b>MULTILINGUAL UNIVERSITY EDUCATION</b> <i>Chair: Durk Gorter</i>	<b>CROSS-LINGUISTIC INFLUENCE</b> <i>Chair: Eva Alcón</i>	<b>MULTILINGUAL CHILDREN</b> <i>Chair: Patricia Salazar</i>	<b>LANGUAGE ATTRITION</b> <i>Chair: Gessica de Angelis</i>
9:30	Taking a stance on trilingualism: the discourse of administrative staff in a bilingual university <b>Josep Maria Cots</b>	Language switches and concomitant personality shifts among adult multilinguals <b>Jean Marc Dewaele</b>	Intervention for a lexical spelling difficulty in a trilingual child <b>Georgia Zampia Niolaki</b>	Foreign Language Attrition and Multilingual Awareness <b>Manon Megens</b> <b>Kathrin Obenhofer</b> <b>Valentina Pittracher-Terek</b> <b>Ulrike Jessner</b>
10:00	Are university teachers and administration personnel positive about the implementation of trilingual language policies? <b>Aintzane Doiz</b> <b>David Lasagabaster</b> <b>Juan Manuel Sierra</b>	Cross-linguistic influences in Canadian learners' interpretations of Italian emblematic gestures <b>Giuliana Salvato</b>	Metapragmatic skills in early consecutive third language learners <b>Maria Pilar Safont Jordà</b> <b>Laura Portolés Falomir</b>	Influence of L2 language attrition in L3 framing and conceptualisation strategies <b>Mandira Halder</b>
10:30	Motivation for the success of multilingual language policies <b>Inmaculada Fortanet-Gómez</b>	Perceived cross-linguistic distance and exploitation of affordances provided by different levels of real formal and semantic similarity between language <b>Stela Letica Krevelj</b>	My Story Is The Best: Literacy Patterns in Ethiopian Families in Israel <b>Anat Stavans</b>	Linguistic inhibition and fossilization in the learning of Portuguese as a third foreign language (FL3). The case of Moroccan learners. <b>Abdelilah Suisse</b>

## Coffee Break

11:30	PLENARY <b>JASONE CENOZ</b> <b>From monolingual to multilingual perspectives in Third Language Acquisition research</b>		
	<b>MULTILINGUAL UNIVERSITY EDUCATION</b> <i>Chair: Eva Alcón</i>	<b>CROSS-LINGUISTIC INFLUENCE</b> <i>Chair: Jean-Marc Dewaele</i>	<b>MULTILINGUAL PROCESSING &amp; MULTILINGUAL CHILDREN</b> <i>Chair: Laura Portolés-Falomir</i>
12:30	Three languages in the same university classroom <b>Beñat Muguruza</b> <b>Jasone Cenoz</b> <b>Durk Gorter</b>	Cross-linguistic influence in L3 lexical acquisition: The case of borrowings of lexical items among Romanian and Chinese learners of Spanish <b>Silvia-Maria Chireac</b> <b>Angel Huguet</b> <b>Adelina Ianos</b>	Perceptions of space in a multilingual mind <b>Danuta Gabrys-Barker</b>
13:00	Between Catalan and English: clashing stances in language courses for international students in Catalonia <b>Lídia Gallego Balsà</b> <b>Josep M. Cots</b>	Cross-linguistic influence in third language acquisition. The case of Spanish as a third language in Estonian students. <b>Juan Carlos Monroy Pérez</b>	Vocabulary acquisition in a foreign language. The priming effect in long time memory <b>Judith Fusté Fargas</b>
13:30	Intercomprehension didactics meets translation didactics <b>Michael Ustaszewski</b>	Including a non-linguistic dimension in third language learning pedagogy: The motivational effects of crosslinguistic awareness <b>Alastair Henry</b>	Trilingual child's linguistic multi-competence- Case "secret language" <b>Satu Rakkolainen-Sossa</b>

## LUNCH

	<b>MULTILINGUAL UNIVERSITY EDUCATION</b> <i>Chair: Josep Maria Cots</i>	<b>CROSS-LINGUISTIC INFLUENCE</b> <i>Chair: Danuta Gabrys</i>	<b>MULTILINGUAL CHILDREN &amp; ADULTS</b> <i>Chair: Eva Vetter</i>	<b>MULTILINGUAL SOCIETY &amp; ACQUISITION OF PHONETICS</b> <i>Chair: Johannes Müller-Lancé</i>
15:30	First insights into multilingualism at the University d'Andorra <b>Carolina Bastida</b> <b>Josep M. Díaz-Torrent</b>	Linguistic interferences from the Mother Tongue in Hispanic-speaking learners of Portuguese L2 <b>Paulo Osorio</b> <b>Maria de Graça Pinto</b>	The more is not automatically the better: L3 learners' strategy use in a school setting <b>Åsta Haukås</b>	From 2 to 1: Effects of changes in lingua franca communication in a multilingual football team <b>Hakan Ringbom</b>
16:00	Exploring the advantage of third language learners in pragmatic instruction <b>Eva Alcón Soler</b>	Does multilinguality help overcome psychotypology? <b>Agnieszka Otwinowska</b>	Multilingual strategies and multiple language use in a German-Finnish tandem course <b>Sabine Grasz</b>	Investigating the acquisition of L3 phonology; VOT patterns from a multilingual perspective <b>Magdalena Wrembel</b>
16:30	Receptive multilingualism: alternating languages in public speeches <b>Durk Gorter</b>	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? <b>Maria Pilar González</b> <b>Victòria Codina</b> <b>Pilar Jara</b>	The effect of German L2 proficiency on English L3 writing development <b>Gessica De Angelis</b>	Speech imitation/pronunciation talent in initial-and late-stage L2: from brain imaging to behaviour <b>Susanne Maria Reiterer</b>

17:00

PLENARY

LARISA ARONIN **Current multilingualism and new developments in multilingual research**

20:00

**Town Hall Reception**

Friday, 14th September 2012

	A	B	C	D
	<b>ACQUISITION OF GRAMMAR</b> <i>Chair: Suzanne Flynn</i>	<b>CROSS-LINGUISTIC INFLUENCE</b> <i>Chair: Agnieszka Otwinowska</i>	<b>MULTILINGUAL EDUCATION</b> <i>Chair: Larissa Aronin</i>	<b>AFFECTIVE FACTORS</b> <i>Chair: Sofía Martín-Laguna</i>
9:00	Trilingual advantages: the copula verbs in Spanish <b>Laia Arnaus Gil</b>	Crosslinguistic strategies in models of multiple language learning <b>Marijana Kresić</b>	Educational practice and language learning in a multilingual school in Catalunya: joint activity and discursive practices in a language support classroom for immigrant children <b>Neus Rodriguez</b>	The effect of a stay abroad period and language proficiency on prospective teachers' attitudes towards three languages in the multilingual Valencian Community <b>Laura Portolés Falomir</b> <b>Otilia Martí Arnándiz</b>
9:30	The use of Coh-Metrix to investigate L3 syntactic writing profiles of university Catalan-Spanish learners <b>Teresa Navés Nogués</b>	Multilingual Syntactic Influence: clitic placement among instructed L3 Spanish learners and the role of explicit metalinguistic knowledge <b>John Witney</b>	Pieces to puzzle on multilingual policies and multilingual education in the Nordic countries <b>Mikaela Björklund</b> <b>Siv Björklund</b> <b>Kaj Sjöholm</b>	Bridging the gap between the internal and the external: The effect of sociocultural factors in adolescent learners' attitudes towards English <b>Richard Nightingale</b>
10:00	Lexical transfer in L3 learning: Swedish as an L3 <b>Ylva Falk</b>	A Psycholinguistic Approach to Cognitive Maturity on L3 Activation and Transfer in L4 Production <b>Laura Sánchez</b>	From Traditional Classroom to Digital Application: A Multimedia Experiment for Foreign Language Learning <b>Grace Fang</b>	Spanish Speakers' Motivation for not Furthering Proficiency in Spanish <b>Sabrina A. Kalim Martinez</b> <b>Teresa Navés Nogués</b>
10:30	Multilingual acquisition of English: development of grammar through study of null anaphora <b>Eva Berkes</b> <b>Suzanne Flynn</b>	Perceptions of multiple language learning and teaching in immersion education <b>Siv Björklund</b>	Language ideologies in minority school models-perceptions about language, bi-and multilingualism <b>Eva Vetter</b>	Multilingual immigrant mothers in Barcelona: Perspectives on language attitude and use <b>Claire Basarich</b>

COFFEE BREAK

11:30	<p>PLENARY</p> <p>OFELIA GARCÍA <b>Multilingualism in Education: Translanguaging for Social Justice</b></p>
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	<p><b>AFFECTIVE FACTORS</b> <i>Chair: Angel Huguet</i></p>
12:30	<p>Language anxiety and EFL learners' oral/aural performance <b>Amira Massaabi</b></p>
13:00	<p>Attitude and motivation of Frisian and Basque secondary school pupils towards learning English <b>Truus de Vires</b></p>

LUNCH

	<p><b>CROSS-LINGUISTIC INFLUENCE &amp; PHONETICS</b> <i>Chair: Teresa Navés</i></p>	<p><b>MULTILINGUAL EDUCATION</b> <i>Chair: Marta Forrat</i></p>	<p><b>LANGUAGE POLICIES AND LANGUAGE LEARNING</b> <i>Chair: David Lasagabaster</i></p>
15:00	<p>Could learners' perceptions towards the (morpho)syntactic properties tested be crucial factors triggering CLI in early L3A <b>Karima Ben Abbes</b></p>	<p>Foreign Language Teaching and learning in multilingual contexts: Outline of a research project <b>Johannes Müller-Lancé</b> <b>Amina Kropp</b></p>	<p>A Model for Psychological Traits Affecting both Cultural Adaptation and Foreign Language Acquisition <b>Timothy Dean Keeley</b></p>
15:30	<p>Strategy use by the multilingual adults in L3 (or L4, Lx) acquisition <b>Violeta Dmitrenko</b></p>	<p>Still Paying Lip Service to Multilingual Pedagogy? <b>Nicole Marx</b></p>	<p>Immigration language policy practices in English dominant countries- an insight into populations censuses and related language ideologies <b>Antonio Oštarić</b> <b>Sanja Škifić</b></p>

16:00	Acoustic description of North-Western Catalan vowels read aloud by adolescents speakers with North-Western Catalan and Romanian as L1. <b>Josefina Carrera-Sabaté</b>	When They Just Doesn't Can Understand: <i>Do</i> -support in Multilingual Learners <b>Simone Pfenninger</b>	Code-switching data and third language acquisition: insights from subject-verb mixings <b>Raquel Fernández</b>
16:30		From trilingualism to triculturalism or not: a study of youngsters in the Basque Country brought up in multilingual minority language context <b>Julia Barnes</b>	English as L3 in the Context of Regional Multilingualism: How to Detect the factors of success to improve the proficiency of English <b>Jildou Popma</b>
17:00	PLENARY VIVIAN COOK <b>Would 'Multilingualism and Multicompetence' work?</b>		
18:00	IAM Assembly		
20:30	Gala Dinner Best student Paper Prize		

## Saturday, 15th September 2012

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