

Tuesday, 14th of May 2024

08:30 - 09:15 **Registration, Welcome & Opening**

09:15 - 09:45	<u>Dennis Wegner & Laia Arnaus Gil</u> Acceleration effects in the acquisition of copular verbs: the role of Spanish in early bilingualism
09:45 - 10:15	<u>Angela de Bruin</u> Language control and language switching: The importance of considering the role of interactional context
10:15 - 10:45	<u>Juana Liceras</u> Coordination and head directionality: code-switching confronts a prosodic universal constraint
10:45 - 11:15	Coffee break
11:15 - 11:45	<u>Cecile de Cat</u> From what threshold of Societal Language Experience does heritage bilinguals' proficiency reach the monolingual range?
11:45 - 12:15	<u>Ludovica Serratrice</u> Predictors for bilingual outcomes
12:15 - 12:45	<u>Lina Abed Ibrahim</u> The German LITMUS sentence-repetition task as a screening tool for the identification of DLD in bilingual children in Germany
12:45 - 14:00	Lunch break
14:00-14:30	<u>Panos Athanasopoulos</u> The cognitive architecture of bilingualism: two languages, two minds?

14:30 - 15:00	<u>Barbara Köpke</u> Cognitive and linguistic factors at play in the organisation of the multilingual mind
15:00 - 15:30	Coffee break
15:30 - 16:00	<u>Theresa Biberauer</u> t.b.a.
16:00 - 16:30	<u>Virginia Valian</u> Hypothesis: Higher cognitive functions cannot be improved (by bilingualism, musical training, education, or anything else)
16:30 - 17:00	<u>Sean Bugge & Laia Arnaus Gil</u> Acceleration effects in multilingual children: The case of word order in Spanish-German bilingual children at preschool age
Final discussion	19:00 Evening program

Wednesday, 15th of May 2024

09:00 - 09:30	<u>Maria José Ezeizabarrena</u> Two domains in which only bilinguals can benefit from crosslinguistic transfer/influence
09:30 - 10:00	<u>Ulrike Jessner-Schmid</u> Exploring the M-Factor in learning and teaching
10:00 - 10:30	<u>Katja Cantone Altintas</u> Combining the M- with the A-factor: Consequences for foreign language teaching
10:30 - 11:00	Coffee break

11:00 - 11:30	<u>Janine Schneegans, Tina Hojati & Laia Arnaus Gil</u> The monolingual child from a multilingual perspective: subject omissions in English and French
11:30 - 12:00	<u>Gisela Resmja, Marina Hüppop, Tina Hojati, Janine Schneegans, Johanna Stahnke, Laura d'Aurizio, Dennis Wegner, Laia Arnaus Gil & Leah Bauke</u> The multilingual linguistic advantage in successive language acquisition: French
12:00 - 12:30	<u>Raquel Fernández-Fuertes</u> Instruction in the spotlight: child L2 English noun-noun production
12:30 - 14:00	Lunch break
14:00 - 14:30	<u>Jeff MacSwan</u> Some Consequences of Bilingual Language Ontology for Social Justice
14:30 - 15:00	<u>Jasone Cenoz</u> Pedagogical translanguaging to make the most of multilingual advantages
15:00 - 15:30	Coffee break
15:30 - 16:00	<u>Jacopo Torregrossa</u> Multilingual pedagogies benefit children's metacognitive abilities
16:00 - 16:30	<u>Megha Sundara</u> Development of word segmentation in bilingual infants: When is there an advantage?
16:30 - 17:00	<u>Johanna Stahnke</u> The multilingual linguistic advantage: prosody in Italian and French
Final discussion	19:00 Evening program

Thursday, 16th of May 2024



09:00 - 09:30	Ingo Feldhausen Pedagogical linguistics: on the survival of the discipline of linguistics
09:30 - 10:00	Laura d'Aurizio The multilingual linguistic advantage: declension class in French, Italian and German
10:00 - 10:30	Holger Hopp Multilingual advantages in early foreign language learning: When and why we sometimes do or don't find them
10:30 - 11:00	Coffee break
11:00 - 11:30	Daniel Reimann Pupils with a Romanian-speaking background in Italian as a foreign language classes (in Germany) - a qualitative exploration
11:30 - 12:00	Amina Kropp Heritage language speakers and heritage language transfer in the foreign language classroom: a sociolinguistic approach
12:00 - 12:30	Christoph Gabriel Acquiring Romance phonology in multilingual settings: the case of German-Turkish heritage bilinguals
Final discussion	Departure
	End of Conference



Multiethnic communication (Getty Images)

Source: <https://www.sandiegouniontribune.com/opinion/commentary/story/2022-03-10/dual-language-programs-bilingual-english-span>

For further information please contact:
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Please scan the QR-Code to get to our homepage dedicated to this conference.

To confirm your attendance, please **fill in the form** and send it to the e-mail address (mehrsprachigkeit@uni-wuppertal.de). After receiving your registration we will send you all further information (room numbers, zoom-link etc.).

Acquisition Advantages in Multilingual Learners: Theoretically- and Empirically-based Studies of the Multilingual Advantage and its Use in Society

14. – 16. May 2024, Bergische Universität Wuppertal

In 2022, German students achieved the worst result so far in the international performance comparison PISA (Programme for International Student Assessment). One of the many reasons discussed is that the teaching methods in classes with students of different heritage languages have to be further improved.

The conference will bring together specialists from cognitive science, linguistics and pedagogy with the aim to describe and discuss the so-called multilingual advantage which multilingual learners “bring to school” with the aim to contribute to the development of ideas about how advantages can be used as resources in the institution. This is rather challenging because some of the concepts are cognitive in nature and thus apply to all the learner’s languages, other concepts are linguistic in nature and thus related to the specific structure of the languages. But school teachers are often not competent in all of their pupils’ heritage languages and there is a strong need for teachers’ support in developing knowledge about multilingualism and in establishing teaching materials.

Organizers: Natascha Müller, Rosalba Kärst, Gisela Resmja

Location: Bergische Universität Wuppertal, Campus Griffenberg, Gaußstraße 20, D-42119 Wuppertal, room:

This event is generously supported by:

