

# UNED's INTERNATIONAL CONFERENCE ON BILINGUALISM, HERITAGE LANGUAGES AND MIGRATION, NOVEMBER 12-13, 2020 ONLINE CONFERENCE



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Thursday, 12th November

| 9:30-10:15        | OPENING CEREMONY   |   |  |
|-------------------|--|---|--|
| 10:15-10:30       | SHORT BREAK  |   |  |
| PARALLEL SESSIONS | ROOM A   | ROOM B  | ROOM C   |
| 10:30-11:00       | <p><i>The effect of bi-and multilingualism on our personality</i></p> <p>Judith Zangerle, Spain</p>  | <p><i>El portafolio europeo para educadores pre-escolares (PEPELINO) en el ámbito educativo hispanohablante</i></p> <p>Juana Blanco, España</p>                                   | <p><i>Understanding 'language' and 'community' in the bilingual family: the interplay of English and 'Arabic' in Manchester, UK</i></p> <p>Leonie Gaiser, United Kingdom</p> |
| 11:00-11:30       | <p><i>"Which should we maintain?" Double heritage language identities among Nepali ethnic minorities in Hong Kong</i></p> <p>Prem Phyak, Hong Kong (China)</p>                               | <p><i>El modelo AICLE desde la perspectiva de los hablantes de herencia</i></p> <p>Marta García García, Alemania</p>  | <p><i>The Discourses of Heritage Language development and maintenance within transnational Moroccan Families in Spain</i></p> <p>Adil Moustaoui, Spain</p>                   |
| 11:30-12:00       | <p><i>A preliminary comparison of EFL productive vocabulary of educational bilinguals, heritage bilinguals and monolingual learners</i></p> <p>Maria Pilar Agustin Llach, España</p>         | <p><i>Hablar con tus hijo/a(s) en lengua extranjera: Motivaciones de los padres</i></p> <p>Marta Nogueroles López, Mercedez Pérez Serrano, Jon Andoni Duñabeitia, España</p>      | <p><i>Bilingualism and handwritten signature: The case of bilingual Palestinian Arabs in Israel</i></p> <p>Deia Ganayim, Israel</p>  |
| 12:00-12:30       | <p><i>Immigrant Learners' L1 cultural identity in the vocabulary input of EFL textbooks through prototypical associations</i></p> <p>Maria Daniela Cifone, Jacqueline Mora Guarín, Spain</p> | <p><i>Emociones, lengua de origen y lengua de herencia</i></p> <p>Marta Gallego García, España, Krys Buyse, Bélgica Anna Doquin de Saint-Preux, España</p>                        | <p><i>Does the social or home context play a role in (non)heritage Spanish bilinguals' acquisition of alternating structures?</i></p> <p>Silvia Sanchez Calderón, Spain</p>  |
| 12:30-13:00       | <p><i>The impact of language related immigration and integration policies of EU host countries on migrants</i></p> <p>Inmaculada Senra-Silva, Spain</p>                                      | <p><i>Lengua de herencia y resistencias lingüísticas en población joven gallega de origen marroquí.</i></p> <p>Gabriela Prego Vázquez, Adil Moustaoui, Luz Zas Varela, España</p> |  |

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|-------------------|---|---|--|
| 13:00-14:00       | NETWORKING SESSIONS   |   |  |
| 14:00-15:30       | <p style="text-align: center;"><b>PLENARY SESSION</b></p> <p style="text-align: center;"><i>Dual language programs in the U.S. and their importance for Spanish and social justice</i></p> <p style="text-align: center;"><b>Professor Kim Potowski</b></p> |   |  |
| PARALLEL SESSIONS | <b>ROOM A</b>   | <b>ROOM B</b>   | <b>ROOM C</b>  |
| 15:30-16:00       | <p><i>Attitudes towards Spanish as a Heritage Language in Florida: An investigation of bilingual twitter data</i></p> <p><b>Ethan Kutlu, United States</b><br/><b>Ruth Kircher, Netherlands</b></p>   | <p><i>Evaluación de textos de estudiantes haitianos por profesores de Lengua y Literatura en Chile</i></p> <p><b>Andrea Lizasoain</b><br/><b>Gloria Toledo, Chile</b></p>                                 | <p><i>Speak more Mandarin, speak less dialects: Mother Tongue education and Chinese-Singaporean ethnolinguistic identity</i></p> <p><b>Sophie Call, United States</b></p>                                      |
| 16:00-16:30       | <p><i>Intergenerational Spanish language loss and Heritage Speakers' attitudes</i></p> <p><b>Christine Martinez,</b><br/><b>United States</b></p>   | <p><i>Ideologías lingüísticas y desarrollo bilingüe: invitación al diálogo interdisciplinario entre psicología y pedagogía de lenguas.</i></p> <p><b>María Luisa Parra,</b><br/><b>Estados Unidos</b></p> | <p><i>Cognitive benefits of being bilingual: the effect of language learning on the Working Memory in Emerging Miao-Mandarin Juveniles in Rural Regions of China</i></p> <p><b>Peien Ma, United States</b></p> |
| 16:30-17:00       | <p><i>The Effect of HL-HL and NS-HL telecollaboration on Second Language Confidence development</i></p> <p><b>Lauren Hetrovicz,</b><br/><b>United States</b></p>  | <p><i>La actitud como marcador identitario en la oralidad formal del español de herencia en EEUU</i></p> <p><b>Eva Gómez García,</b><br/><b>Estados Unidos</b></p>  | <p><i>Community-Based Heritage Language schools in the U.S. education landscape</i></p> <p><b>Joy Kreeft Peyton</b><br/><b>Marta McCabe,</b><br/><b>United States</b></p>                                      |
| 17:00-17:30       | <p><i>Language mediation experiences and plurilingual identity construction in Heritage Language Education</i></p> <p><b>Laura Gasca Jiménez,</b><br/><b>United States</b></p>  | <p><i>El influjo del castellano en la Fala del Val de Xálima-Ellas</i></p> <p><b>Ana Alicia Manso Flores,</b><br/><b>España</b></p>   | <p><i>Development and implementation of Heritage Language programs in Pescara, Italy</i></p> <p><b>Joëlle Carota,</b><br/><b>United States</b></p>   |
| 17:30-18:30       | <b>Documentary about Madrid/Spain</b>   |   |  |
|                   | <b>END OF DAY 1</b>   |   |  |

|                   | ROOM A   | ROOM B   | ROOM C   |
|-------------------|--|--|--|
| 9:00-9:30         | <p><i>Heritage language use in the workplace: 1.5-generation Korean migrants in New Zealand</i></p> <p><b>Mi Yung Park, New Zealand</b></p>  | <p><i>Lengua de Herencia: motor afectivo para construir la identidad heredada en el espacio ganado a la identidad adquirida</i></p> <p><b>Marcela Fritzler, Israel</b></p> | <p><i>"I had to teach myself Russian again": Language bond and maintenance in 1.5 generation migrants</i></p> <p><b>Beatrice Venturin, Australia</b></p> |
| 9:30-10:00        | <p><i>Investigating polymedia-based Family language policies around Chinese Heritage Language maintenance in Australia</i></p> <p><b>Lanting Wang<br/>Obaidul Hamid, Australia</b></p>       | <p><i>Lenguas y hablantes de herencia en la educación universitaria en Japón: perspectivas para una sociedad inclusiva</i></p> <p><b>Veri Farina, Japón</b></p>            | <p><i>Expats in Prague: Czech borrowings in L1 English speakers</i></p> <p><b>Chloe Castle, Australia</b></p>  |
| PARALLEL SESSIONS |  |  |  |
| 10:00-10:30       | <p><i>New Citizens and the negotiation of the English/Singlish interface: A Metapragmatic approach to citizenship narratives in Singapore</i></p> <p><b>Raymund Vitorio, Philippines</b></p> | <p><i>El desarrollo del español como lengua de herencia en edades tempranas en la Suiza alemana</i></p> <p><b>Claudia Demkura, Suiza</b></p>                               | <p><i>Marriage migration and linguistic implications in Jammu and Kashmir</i></p> <p><b>Sayantani Banerjee, India</b></p>                                |
| 10:30-11:00       | <p><i>Family bilingualism and home literacy environment in the migrant context of Cyprus</i></p> <p><b>Sviatlana Karpava, Cyprus</b></p>   |  | <p><i>Translanguaging and migrant students in an international school in the Philippines</i></p> <p><b>Darell Naguit, Philippines</b></p>                |



| 11:00-12:30       |   | NETWORKING SESSIONS  |   |  |
|-------------------|---|--|---|--|
| PARALLEL SESSIONS |   | ROOM A   | ROOM B  | ROOM C   |
| 12:30-13:00       | <i>Reconceptualising bilingualism in the post-Covid era</i><br><br>Ruben Chacón, Spain  |  | <i>Desarrollo de un programa de español como lengua de herencia en Estados Unidos</i><br><br>David Sánchez Jiménez, Estados Unidos  | <i>Indigenous Languages meet Heritage Languages: A theoretical attempt to understand the link between both concepts in Africa</i><br><br>Raymond Echitchi, Spain |
|                   | <i>Bilinguals' academic writing in Spanish, their heritage language: advanced biliteracy at university level in Sweden</i><br><br>Alejandra Donoso, Rakel Österberg, Sweden<br>Enrique Sologuren Insúa, Chile |  | <i>Bisabuela sorda, abuelos, padres, y tíos sordos, y tú... ¡oyente! Un caso de bilingüismo bimodal</i><br><br>Miroslava Cruz Aldrete, México   | <i>On the nature of subject-verb mismatches in Guajiro Spanish</i><br><br>Juana Muñoz Nelson Mendez, Canada  |
| 13:30-15:00       | Documentary about Madrid/Spain  |  |   |  |
| 15:00-15:30       | <i>Contributions of a MOOC in English pronunciation on bilingual education</i><br><br>Eva Estebas-Vilaplana, Mariángel Solans-García, María Beatriz Pérez-Cabello de Alba, Spain                              | <i>Influencia del lenguaje en la construcción del paisaje en contextos migratorios. Caso: Ciudad de México</i><br><br>Gabriela Adriana Munguía Uribe Pedro Joaquín Gutiérrez Yurrita, México | <i>The influence of dominant language on gender processing in heritage speakers: evidence from eye-tracking</i><br><br>Zuzanna Fuchs Wenqi Zeng, United States  |  |
| 15:30-16:00       | <i>Language behavior in heritage bilinguals in Madrid</i><br><br>Guadalupe Dorado Escribano, Spain  | <i>Migración, bilingüismo y escuela: una tríada de difícil manejo para niños migrantes indígenas</i><br><br>Rebeca Barriga Villanueva, México  | <i>Written pragmatic competence of heritage and foreign language learners of Spanish: exploring discourse markers use</i><br><br>Lynn Caldwell, United States Ariadna Sánchez-Hernández, Spain Emilia Alonso-Marks, United States |  |
| 16:00-16:15       | <b>CLOSING PLENARY SESSION</b><br><i>Parents with a migration background: What does it take to raise bilingual children?</i><br><b>Professor Annick De Houwer</b>   |  |   |  |
| 17:45-18:30       | <b>CLOSING CEREMONY</b>   |  |   |  |
| END OF DAY 2      |   |  |   |  |