



# PROGRAMME

## The 14th International Conference on Third Language Acquisition and Multilingualism

3–5 September · Poznań, Poland

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## Wednesday, September 2, 2026 (PhD Workshop)

| Time          | Location: 214                                                                                                                                                                                                   | Location: 215                                                                                                                                                                                                                                                                                        |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13:00 - 14:00 | Registration                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                      |
| 14:00 - 15:30 | Session A                                                                                                                                                                                                       | Session B                                                                                                                                                                                                                                                                                            |
| 14:00         | <b>Ci Jiang and Jianlin Chen</b><br>Cross-language orthographic and phonological activation during L3 word recognition in Tibetan–Chinese–English trilinguals<br>[Discussant: Agnieszka Otwinowska-Kasztelanic] | <b>Xin Tang, Audrey Rousse-Malpat and Joana Duarte</b><br>The Role of Affective Factors in Translanguaging Pedagogy: A Case from a Chinese EMI Writing Classroom<br>[Discussant: Pernelle Lorette]                                                                                                   |
| 14:30         | <b>Kalbinur Turghun</b><br>Cross-linguistic Influences on the Production of L3 Monophthongs: Evidence from L1 Uyghur- L2 Chinese- L3 English Trilinguals<br>[Discussant: Anna Balas]                            | <b>Anni Hintikka, Ilmari Ivaska and Outi Veivo</b><br>L2 influence on L3 word recognition across proficiency levels: the role of modality and cross-linguistic similarity<br>[Discussant: Ludovica Serratrice]                                                                                       |
| 15:00         |                                                                                                                                                                                                                 | <b>Philipp Förster</b><br>“Well, I didn't think I would understand what I ultimately did understand, but I actually thought it was pretty cool to see that, with the, well, different languages.” - Self-Efficacy and Task Engagement in a Plurilingual Mystery Escape<br>[Discussant: Anna Krulatz] |
| 15:30 - 16:00 | Coffee Break                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                      |
| 16:00 - 17:00 | Session A                                                                                                                                                                                                       | Session B                                                                                                                                                                                                                                                                                            |
| 16:00         | <b>Shuyao Li, Ci Jiang and Jianlin Chen</b><br>Task Demands Modulate Inhibitory Control in Trilingual Comprehension: evidence from a novel task<br>[Discussant: Guillaume Thierry]                              | <b>Ying Wang</b><br>Motivation and Emotion in Multilingual Language Learning: A Longitudinal Study of Tibetan English Majors<br>[Discussant: Jakub Przybył]                                                                                                                                          |
| 16:30         | <b>Iryna Kravchuk</b><br>Multilingual cognition: Accented speech processing and attention allocation<br>[Discussant: Romana Kopečková]                                                                          | <b>Gökhan Aksoy</b><br>Cognitive Retrospective Transfer of L3 to L2 in Article Context Among Native Turkish Speakers<br>[Discussant: Kamil Długosz]                                                                                                                                                  |
| 17:00 - 18:00 | Networking                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |

Thursday, September 3, 2026

| Time          | LOCATION: Aula                                                                                                                                                                                                         | LOCATION: 213                                                                                                                                                          | LOCATION: 214                                                                                                                                                | LOCATION: 215                                                                                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 - 9:30   | Registration                                                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                                                                                                      |
| 09:30 - 10:00 | Conference opening (Aula)                                                                                                                                                                                              |                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                                                                                                      |
| 10:00 - 11:00 | <p>Plenary (Aula)</p> <p><b>Ludovica Serratrice</b></p> <p>From Parallel Grammars to Shared Syntax: A Developmental Perspective on Bilingual Representations</p> <p>[Chair: Kamil Długosz]</p>                         |                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                                                                                                      |
| 11:00 - 11:30 | Coffee Break                                                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                                                                                                      |
| 11:30 - 13:00 | <b>Language Teaching, Pedagogy &amp; Assessment</b><br>[Chair: Sílvia Melo-Pfeifer]                                                                                                                                    | <b>Cognition &amp; Individual Differences</b><br>[Chair: Romana Kopečková]                                                                                             | <b>Syntax, Morphosyntax &amp; Semantics</b><br>[Chair: Marit Westergaard]                                                                                    | <b>Sociolinguistics &amp; Linguistic Diversity</b><br>[Chair: Pernelle Lorette]                                                                                                                      |
| 11:30         | <b>Camilla Spaliviero and Åsta Haukås</b><br>Language teachers' mindsets about cross-linguistic collaboration: Insights from the LATECO project                                                                        | <b>Linda Krahula Doleží and Athena Alchazidu</b><br>Modern Greek at Eight: Assessing Multilingualism in Young Learners                                                 | <b>Anna Olszewska and Kamil Długosz</b><br>Regressive cross-linguistic influence as co-activation: Can L3 Scandinavian trigger V2 in L2 English?             | <b>Richard Nightingale and Daniela Zaharcenco</b><br>Representation and revitalisation: language attitudes, digital media, and the future of minority languages across diverse multilingual contexts |
| 12:00         | <b>Therese Tishakov</b><br>Towards multilingual pedagogical literacy                                                                                                                                                   | <b>Dylan Rose and Greg Poarch</b><br>Balancing the multilingual mind: How language attitudes shape processing across languages                                         | <b>Xurui Zhang</b><br>The Initial State of Third Language Acquisition: How Ab Initio Learners Produce Sentences in an Unknown L3                             | <b>Michał B. Paradowski, Andrzej Jarynowski and Karolina Czopek</b><br>L3 Acquisition in Forced Immersion: A Social Network Analysis of Ukrainian Refugees Learning Polish                           |
| 12:30         | <b>Mikel Gartziarena, Nerea Villabona, Pierre-Luc Paquet, Garbiñe Bereziartua and Miren Artetxe</b><br>Multilingualism as a resource, not a threat: teachers beliefs in the Basque minority-language education context | <b>Jakub Przybył, Kamil Długosz, Katarzyna Jankowiak and Wojciech Hofmanski</b><br>The psychology of multilingualism: Language proficiency predicts personality traits | <b>Jiaxin He and Jorge Pinto</b><br>Reverse Crosslinguistic Influence: Effects of L3 Portuguese on Chinese Learners' Sensitivity to English Adverb Placement | <b>Nélia Alexandre and Ana Espírito Santo</b><br>Literacy Asymmetries in Migration Contexts: A Critical Review of CEFR Alignment for PALOP Speakers                                                  |
| 13:00 - 14:30 | Lunch Break                                                                                                                                                                                                            |                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                                                                                                      |

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| <b>14:30 - 16:00</b> | <b>Language Teaching, Pedagogy &amp; Assessment</b><br>[Chair: Richard Nightingale]                                                                                                                                                                                                          | <b>Cognition &amp; Individual Differences</b><br>[Chair: Jakub Przybył]                                                                                                                                                  | <b>Syntax, Morphosyntax &amp; Semantics</b><br>[Chair: Stela Letica Krevelj]                                                                                                                                             | <b>Phonetics &amp; Phonology</b><br>[Chair: Kyle Parrish]                                                                                                                                          |
| <b>14:30</b>         | <b>Pavla Toulová</b><br>Teacher Awareness of Classroom Multilingualism: Insights from Language Portraits                                                                                                                                                                                     | <b>Åsta Haukås and Misuzu Shimotori</b><br>Retired language learners and their motivation for multilingual development                                                                                                   | <b>Serge Minor, Oleksandra Hrebenshchykova, Kamil Długosz, Pavel Caha, Anna Olszewska, Marit Westergaard and Natalia Mitrofanova</b><br>Reverse CLI under immersion: Ukrainian children acquiring L3 Polish and L3 Czech | <b>Di Wang and Claire Nance</b><br>Producing phonology out of an ongoing consonant merger: L1 Chongqing Mandarin, L2 Standard Mandarin, and L3 English                                             |
| <b>15:00</b>         | <b>Jordana Plagge, Katharina Ponto and Nils Jaekel</b><br>Teacher and Classroom Composition Factors Associated with Multilingual Pedagogy: Attitudes, Teacher Multilingual Identity Beliefs, and Teaching Practices of Foreign Language Teachers in EFL Classrooms in Lower Saxony (Germany) | <b>Jorge Pinto</b><br>Challenges and potentialities in multilingual classroom contexts when teaching Portuguese as a foreign language: an analysis of the dominant language constellation                                | <b>Anna Skatba, Sylwiusz Żychliński and Magdalena Wrembel</b><br>Cross-linguistic influence in the acquisition of L3 Norwegian ab initio: An eye-tracking study                                                          | <b>Zsuzsanna Barkanyi and Zoltan G. Kiss</b><br>Cognates: enemies or allies?                                                                                                                       |
| <b>15:30</b>         | <b>Iwona Kowal</b><br>Monitoring the writing process in multilinguals. An analysis of pauses and online-revisions in L1, L2, and L3                                                                                                                                                          | <b>Orly Haim</b><br>Examining simultaneous language and literacy development in trilingual immigrant high-school students: A confluence of individual variation, demographic factors, pedagogy, beliefs and expectations |                                                                                                                                                                                                                          | <b>Md Monowar Hossain, Md Rakibul Islam and Md Mostafa Rashel</b><br>L3 Phonological Transfer from a Stratified Source: Psycholinguistic Evidence from an Indigenous Trilingual Community          |
| <b>16:00 - 16:30</b> | <b>Coffee Break</b>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                                                    |
| <b>16:30 - 18:00</b> | <b>Language Teaching, Pedagogy &amp; Assessment</b><br>[Chair: Iwona Kowal]                                                                                                                                                                                                                  | <b>Cognition &amp; Individual Differences</b><br>[Chair: Jorge Pinto]                                                                                                                                                    | <b>Syntax, Morphosyntax &amp; Semantics</b><br>[Chair: Anna Skatba]                                                                                                                                                      | <b>Phonetics &amp; Phonology / Pedagogy</b><br>[Chair: Zsuzsanna Barkanyi]                                                                                                                         |
| <b>16:30</b>         | <b>André Storto</b><br>Designing Pedagogical Materials for the Multilingual English Classroom: A Case for Teacher Agency                                                                                                                                                                     | <b>Augusto Espindola</b><br>Metalinguistic knowledge and crosslinguistic influence in L3 Norwegian                                                                                                                       | <b>Éva Fernández-Berkes and Suzanne Flynn</b><br>Multilingual Development Is Not Transfer: The Theory of Grammatical Mapping in L3 Acquisition                                                                           | <b>Anna Krulatz, Jasmin Peskoller and Maryann Christison</b><br>Multilingualism and Inclusive Pedagogies in Content-Based Language Teacher Education: Insights from Pre-Service Teachers in Norway |

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| <b>17:00</b>         | <b>Eli-Marie Drange and Åsta Haukås</b><br>Learning and teaching across language subjects: Students', teachers', and researchers' perspectives                                       | <b>Oleksandra Osypenko and Panos Athanasopoulos</b><br>When Gender Effects Fade: How a Genderless L3 Restructures Multilingual Cognition | <b>Kamil Długosz, Mikołaj Sobkowiak, Anna Olszewska and Natalia Kotaczek</b><br>The effect of previously learnt languages on agreement computation in multilinguals: Evidence from NP production in L3/Ln Danish | <b>Kyle Parrish</b><br>Current statistical approaches to L3 VOT studies are unable to detect individual differences in CLI               |
| <b>17:30</b>         | <b>Niklas Abel-Hardenberg, Catherine van Beuningen, Sible Andringa and Linda Gijzen</b><br>Getting ready for reform: Design principles for a multilingual language teaching approach | <b>Anqi Tian</b><br>Motion Event Construal on Third Language Acquisition: Chinese Learners of German as an L3                            | <b>Natalia Mitrofanova, Christina Athanasiadi, Nadine Kolb, Marit Westergaard and Serge Minor</b><br>The Role of Structural Similarity and Dominance in L3 Aspect Processing: Insights from Eye-Tracking         | <b>Romana Kopeckova and Ulrike Gut</b><br>Development of perception and production of L2 and L3 coda obstruents: A dense data case study |
| <b>18:00 - 19:00</b> | <b>Welcome reception</b> (Collegium Heliodori)                                                                                                                                       |                                                                                                                                          |                                                                                                                                                                                                                  |                                                                                                                                          |

Friday, September 4, 2026

| Time          | LOCATION: Aula                                                                                                                                                                                                                                                                          | LOCATION: 213                                                                                                                                                                           | LOCATION: 214                                                                                                                                                                           |
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| 09:00 - 10:00 | <p><b>Plenary II (Aula)</b></p> <p><b>Agnieszka Otwinowska-Kasztelanic</b><br/>Easy words, difficult words, and the multilingual mental lexicon</p> <p>[Chair: Anna Balas]</p>                                                                                                          |                                                                                                                                                                                         |                                                                                                                                                                                         |
| 10:00 - 10:30 | Coffee Break                                                                                                                                                                                                                                                                            |                                                                                                                                                                                         |                                                                                                                                                                                         |
| 10:30 - 12:30 | <p><b>Language Teaching, Pedagogy &amp; Assessment</b><br/>[Chair: Anja Steinlen]</p>                                                                                                                                                                                                   | <p><b>Lexicon, Pragmatics &amp; Interaction</b><br/>[Chair: Raphael Berthele]</p>                                                                                                       | <p><b>Psycholinguistics &amp; Language Processing</b><br/>[Chair: Simone E. Pfenninger]</p>                                                                                             |
| 10:30         | <p><b>Michał Wilczewski, Oleg Gorbaniuk, Arkadiusz Gut, Mike Szymanski, Ewelina Wilczewska and Iryna Bilokon</b><br/>When Languages Diverge: Asymmetric Effects of Lingua Franca, Host Language, and Mother Tongues on Intercultural Adjustment — A MixedMethods Longitudinal Study</p> | <p><b>Laura Portolés Falomir and Gema Gayete Domínguez</b><br/>Gender Differences in Multilingual Pragmatic Production: Requests in Catalan, Spanish, and English by Young Learners</p> | <p><b>Anna Meliksetian, Agata Wolna, Teresa Kulej and Zofia Wodniecka</b><br/>Exploring language control indices in multilingual speakers of languages of high versus low proximity</p> |
| 11:00         | <p><b>Pierre-Luc Paquet, Philipp Förster, Nina Woll, Masatoshi Sato and Gabriel Michaud</b><br/>Between Openness and Implementation: Teachers' Plurilingual Awareness and Teaching Practices in Linguistically Diverse Adult Classrooms</p>                                             | <p><b>Pilar Safont</b><br/>How do language attitudes influence multilingual pragmatic awareness?</p>                                                                                    | <p><b>Hunter Brakovec</b><br/>L3 Acquisition Provides a Multilingual Advantage for L2 in Offline, not Online, Measures</p>                                                              |
| 11:30         | <p><b>Georgios Neokleous</b><br/>Teacher Preparedness for Translanguaging in L3 English Classrooms: Evidence from a Qualitative Intervention Study with Pre-service and In-service Teachers</p>                                                                                         | <p><b>Huayu Zhang</b><br/>Cross-linguistic Influence in the Early Acquisition of German as a Third Language</p>                                                                         | <p><b>Freya Gastmann, Gregory J. Poarch and Sarah Schimke</b><br/>Lexical overlap in the multilingual mind: Pupillometric evidence from L2 vs. L3 learners</p>                          |
| 12:00         |                                                                                                                                                                                                                                                                                         | <p><b>Kamila Heusi Fourteau and Mailce Borges Mota</b><br/>Lexical access in English as L3: a study with multilinguals in Brazil</p>                                                    | <p><b>Samira Rostamipour and Elin Thordardottir</b><br/>Amount of Exposure, Self-Reported Proficiency, and Comfort Levels in Trilingual Children</p>                                    |

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| 12:30 - 13:30 | Lunch Break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 13:30 - 14:30 | <p style="text-align: center;"><b>Poster Session</b></p> <p style="text-align: center;"><b>Judith Yoel:</b> Examining support for multilingualism: An arts-based approach at a Canadian School for the Deaf</p> <p style="text-align: center;"><b>Vimbai Mbirimi-Hungwe, Mariyeni Mtanha-Matariro:</b> Multilingualism from the classroom: A universities initiative in South Africa</p> <p style="text-align: center;"><b>Jinsil Jang:</b> Researching Translingual Writing in a Migration Context: Methodological Insights from a Qualitative Case</p> <p style="text-align: center;"><b>Sara Hockett:</b> L2 English Onset Cluster Perception: Comparing L1 Mandarin and Spanish Acquisition of English</p> <p style="text-align: center;"><b>Janina Camille Vargas, María del Pilar García Mayo:</b> The roles of previously acquired languages in L3 semantic access viewed through a crosslanguage repetition priming</p> <p style="text-align: center;"><b>Zachary Denton:</b> Trilingualism in Transnational Displacement: Exploring Language Policies of Asylum-Seeking Children in</p> <p style="text-align: center;"><b>Carla Arnold, Greg Poarch:</b> Multilingual word production: Exploring cross-linguistic influence during language switching in Afrikaans-English-Dutch</p> <p style="text-align: center;"><b>Alison Henehan, Josh Prada:</b> Engaging pre-service teachers with their multilingual identities using dominant language constellation</p> <p style="text-align: center;"><b>Zhou Yang, Natalja Ulrich, Henri Olkonieni, Nils Jaekel:</b> The role of reading fluency and phonological awareness in online cognate processing: Eye-movement evidence from child EFL</p> <p style="text-align: center;"><b>Katharina Oster, Olha Lehka-Paul:</b> Investigating short term effects of translation on cognitive functions in multilingual speakers</p> <p style="text-align: center;"><b>Natalja Ulrich, Nils Jaekel, Michael Schurig, Anja Steinlen, Thorsten Piske:</b> Phonological Abilities in Multilingual EFL Contexts: A Cross-National Analysis of Subskill</p> <p style="text-align: center;"><b>Magdalena Wrembel, Anna Balas, Hanna Kędzińska, Karolina Rataj:</b> Can the brain tell us more? EEG insights into vowel auditory discrimination in multilingual speakers</p> <p style="text-align: center;"><b>Agnieszka Otwinowska-Kasztelanic, Breno Barreto Silva, Urszula Pawelec, Adrianna Borzym, Nathalie Dherbey Chapuis, Raphael Berthele:</b><br/>Does multilingualism help when learning L2/L3 words during writing with digital tools?</p> <p style="text-align: center;"><b>Julia Edeleva, Tanja Angelovska, Mirjam Ebersbach, Holden Härtl, Claudia Schlaak:</b> Preference for Manner vs. Path in L3 English: Evidence from Multilingual English as L3 Learners</p> |

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|                      | <p><b>Kedumetse Motlhankane:</b> Translanguaging during consultations: maximising multilingual language repertoires in a South African</p> <p><b>Zofia Stańczykowska, Michał B. Paradowski:</b> No moral Foreign Language Effect beyond the L2</p> <p><b>Elin Thordardottir, Anamarija Veic:</b> Trilingualism involving incidental English: why do children choose English over their other</p> |                                                                                                                                                                                                                                                                           |                                                                                                                                                         |
| <b>14:30 - 16:30</b> | <b>Language Teaching, Pedagogy &amp; Assessment</b><br>[Chair: Dietha Koster]                                                                                                                                                                                                                                                                                                                    | <b>Lexicon, Pragmatics &amp; Interaction</b><br>[Chair: Pilar Safont]                                                                                                                                                                                                     | <b>Psycholinguistics &amp; Language Processing</b><br>[Chair: Natalia Mitrofanova]                                                                      |
| <b>14:30</b>         | <b>Lisa Marie Brinkmann and Sílvia Melo-Pfeifer</b><br>“We just had that in German and English, that worked out quite well.”: L3-investment and multilingual portfolios in the French language classroom in Germany                                                                                                                                                                              | <b>Clara Fridman and Viorica Marian</b><br>Comparing trilinguals', bilinguals', and monolinguals' vocabulary size: Single-Language versus Conceptual Assessment                                                                                                           | <b>Stela Letica Krevelj and Nives Kovačić</b><br>Tacit and explicit crosslinguistic awareness: Convergence and dissociation in multilingual lexical use |
| <b>15:00</b>         | <b>Xin Zhong, Sümeyye Koşulu-Sancar, Aoju Chen and Elena Tribushinina</b><br>The underlying mechanisms of bilingual effects in L3 learning among Mongolian-Mandarin bilingual children                                                                                                                                                                                                           | <b>Nathalie Dherbey Chapuis and Raphael Berthele</b><br>Vocabulary learning while writing with digital tools: An experimental study.                                                                                                                                      | <b>Ludan Yang</b><br>When L3 gains are not enough: L2 English attrition and learner profiles in L3 Japanese acquisition                                 |
| <b>15:30</b>         |                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Valentina Ragni, Agnieszka Otwinowska-Kasztelanic, Urszula Pawelec, Agnieszka Szarkowska, Nathalie Dherbey Chapuis and Raphael Berthele</b><br>The learning potential of subtitled English audiovisual material: an eye-tracking study of multilinguals vs. bilinguals | <b>Simone E. Pfenninger, Mason A. Wirtz, Annika Rossmannith and Lukas Zbinden</b><br>The Variable Bilingual Advantage                                   |
| <b>16:00 - 16:20</b> | <b>Coffee Break</b>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                           |                                                                                                                                                         |
| <b>16:20 - 17:30</b> | <b>IAM General Assembly (Aula)</b>                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                           |                                                                                                                                                         |
| <b>19:00 - 22:00</b> | <b>Conference dinner (Brovaria Restaurant, Stary Rynek 73)</b>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                           |                                                                                                                                                         |

**Saturday, September 5, 2026**

| Time          | LOCATION: Aula                                                                                                                                                                                                | LOCATION: 213                                                                                                                                                       | LOCATION: 214                                                                                                                                                                                           | LOCATION: 215                                                                                                                                                                     |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 09:30 - 10:30 | <p><b>Plenary III (Aula)</b></p> <p><b>Guillaume Thierry</b></p> <p>If having a second language is like having a second mind, what does having a third language entail?</p> <p>[Chair: Magdalena Wrembel]</p> |                                                                                                                                                                     |                                                                                                                                                                                                         |                                                                                                                                                                                   |
| 10:30 - 11:00 | <b>Coffee Break</b>                                                                                                                                                                                           |                                                                                                                                                                     |                                                                                                                                                                                                         |                                                                                                                                                                                   |
| 11:00 - 13:00 | <p><b>Language Teaching, Pedagogy &amp; Assessment</b></p> <p>[Chair: Elin Thordardottir]</p>                                                                                                                 | <p><b>Sociolinguistics &amp; Linguistic Diversity</b></p> <p>[Chair: Anna Krulatz]</p>                                                                              | <p><b>Syntax, morphosyntax and semantics</b></p> <p>[Chair: Sylwiusz Żychliński]</p>                                                                                                                    | <p><b>Cognition</b></p> <p>[Chair: Guillaume Thierry]</p>                                                                                                                         |
| 11:00         | <p><b>Anja Steinlen and Thorsten Piske</b></p> <p>Bilingual Primary Programs for Turkish- and Arabic-Speaking Children: Exploring English and German Language Learning</p>                                    | <p><b>Ingrid Bello-Rodzeń and Dagmara Gałajda</b></p> <p>Multilingual Parenting One Meme at a Time</p>                                                              | <p><b>Kjersti Faldet Listhaug, Guro Busterud and Anne Dahl</b></p> <p>Negation in L3 French</p>                                                                                                         | <p><b>Riikka Paloluoma and Siv Björklund</b></p> <p>Individual and institutional Dominant Language Constellations among multilingual students in higher education in Finland</p>  |
| 11:30         | <p><b>Dietha Koster and Lara Hörnemann</b></p> <p>Embracing the Power of Diversity: Leveraging Multilingualism and Social Diversity in Bilingual Education</p>                                                | <p><b>Raphael Berthele</b></p> <p>Debating Multilingually: The Dynamics and Effects of Language Choices in Swiss Politics</p>                                       | <p><b>Jacee Cho, Aruzhan Dauletkhan and Joseph Moran</b></p> <p>L3 acquisition of negation and quantifier scope interpretation in English</p>                                                           | <p><b>Jianlin Chen and Ci Jiang</b></p> <p>The Effect of Case Marking and Word Order on Cross-Linguistic Structural Priming among Tibetan-Chinese-English Trilinguals</p>         |
| 12:00         | <p><b>Violetta Dmitrenko</b></p> <p>Language Learning Strategy Preferences among Older Multilingual Learners</p>                                                                                              | <p><b>Nerea Villabona, Mikel Gartziarena and Pierre-Luc Paquet</b></p> <p>Beyond the classroom: multilingualism through the eyes of language teachers in Quebec</p> | <p><b>Katarzyna Jankowiak, Jakub Przybyt and Kamil Długosz</b></p> <p>Can personality affect grammatical processing? Tolerance of ambiguity and relative clause attachment in multilingual speakers</p> | <p><b>Agnieszka Lijewska</b></p> <p>Why some cognates facilitate and others do not: Evidence from trilingual translation</p>                                                      |
| 12:30         | <p><b>Miroslav Janík</b></p> <p>Materialising Multilingualism: Pupils' Representations of Language Use and Learning Spaces</p>                                                                                |                                                                                                                                                                     | <p><b>Matthew Patience</b></p> <p>An investigation of phonological crosslinguistic influence in bilingual and trilingual learners of an artificial language</p>                                         | <p><b>Silvia Melo-Pfeifer</b></p> <p>Beliefs on Plurilingual Assessment in Secondary Education: A Qualitative Study of Language Teachers and Plurilingual Students in Hamburg</p> |
| 13:15 - 13:45 | <b>Conference closing (Aula)</b>                                                                                                                                                                              |                                                                                                                                                                     |                                                                                                                                                                                                         |                                                                                                                                                                                   |