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KEYNOTE TITLE: Towards a Diversification of Strategies in Family Language Transmission

Summary:

I'll be looking at how families are using strategies to transmit their home languages and how emotions and attitudes have an influence on the way parents are behaving. At how they do invent new models and find the right attitudes towards languages.

It is part of my doctoral research under the supervision of Prof Sabine Ehrhart (University of Luxembourg).

A short biography:

Married to an Irish man and a mother of trilingual children, I decided to go back studying in 2010. I studied on line. I now hold a Professional Master in "Diffusion des Langues" from the University Le Maine (Le Mans, France) where I wrote a dissertation under the supervision of Prof. Michel Candelier. It is my own experience as a woman, wife and mother living abroad and raising my own children with more than one language which made me enter the research I am doing at the present. I also hold a University doctorate with a research entitled "L'Image du Canada à travers son théâtre" - a narrative research on Canadian drama written in English, under the supervision of Prof Philippe Rouyer (University Michel de Montaigne, Bordeaux, France). I have Professional Master in Translation (University Charles de Gaulle, Lille, France). I also founded a small FLAM school in Cork, Ireland.

Prof. ANNICK DE HOUWER
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KEYNOTE TITLE: Well-Being and Intergenerational Language Attrition and Loss Within the Family

Summary:

Harmonious Bilingual Development (HBD) refers to children and their families experiencing socioemotional well-being in a language contact situation. For children from immigrant families, a first important step towards developing socioemotional well-being and a sense of belonging is to become firmly rooted in their family. This includes sharing a common language with each of their parents.

HBD is under threat when children raised bilingually speak only the majority language or speak the non-majority home language at low levels of proficiency. Studies of bilingually raised school-aged children in North America confirm the threat to HBD in cases of intergenerational language attrition and loss. This keynote focuses on

children and their families in Europe, and considers the complex relations between language related aspects of parenting in minority language background families and children's and families' well-being.

Few European research projects have specifically addressed the social and affective factors relating to intergenerational language transmission in families with young children. However, there are several studies from a variety of disciplines that can shed light on these relations. These disciplines range from ethnography over sociology and social work to developmental psychology and developmental psycholinguistics. This presentation offers a meta-analysis of research in the last 25 years carried out in European Union countries that can potentially inform the relation between intergenerational language transmission and HBD. Studies are categorized into six methodologically differentiated groups, viz., in-depth observational studies of home interaction, observational studies of parent-child interaction in (semi-)structured tasks, ethnographic studies, interview studies, in-depth maternal questionnaire studies, and large scale surveys.

The review suggests that an estimated 20% of children who hear a minority language at home do not actually speak it. Many children speak the minority language at low levels of proficiency. Parental socioemotional well-being is negatively affected when children do not speak the minority language that parents speak to them or speak it "badly": Parents blame themselves for being a bad parent, feel guilty for failing to transmit their language, feel depressed, feel rejected by their children, feel embarrassed and ashamed towards their own parents, feel that they have failed as a person, and are dissatisfied with their bilingual child rearing. Negative feelings about their children's non-use of the minority language are mostly expressed by parents in families where children are growing up with two languages from birth.

There is little information on how children experience language attrition and loss, but anecdotal data show children feeling embarrassment, shame, or anger when they are unable to speak the minority language in interactions with extended family members in the country of origin or speak it well. In contrast, children who speak both the minority and the majority language feel proud of their bilingualism. Intergenerational language attrition and loss, then, are indeed a threat to HBD. Fortunately, they can be countered by specific parental input practices and linguistic choices that support active and well developed child bilingualism. It is here that support projects working with parents can play a crucial role.

A short biography: Annick De Houwer is Professor of Language Acquisition and Multilingualism at the University of Erfurt in Germany. She has been invited to speak across the globe. Her textbooks and research papers on early child bilingualism are used as teaching materials all over the world. In addition to bilingual acquisition, her work covers methodological issues in language studies, Dutch child language, language, standard-dialect variation, second language acquisition, teen language, and intralingual subtitling. She has initiated the Harmonious Bilingualism Network because of her interest in bilingual families' well-being. Annick has lived in 5 countries across 3 continents and leads a multilingual life.

ANNA DE GRAAF
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KEYNOTE TITLE: Languages in balance (“Talen in Balans”) – parental programme for parents in multilingual families

Summary:

Languages in Balance is a programme aiming at language stimulation in multilingual families. The programme comprises four different sessions that offer professional guidance for parents that (want to) raise their children in more than one language. Based on a manual and video material participants will discuss matters such as ‘linguistic upbringing’, and language situations within families. Parents get acquainted with theories on multilingual upbringing, and will also receive practical tips and advice. The fundamental idea of the programme is that every family is unique, and that therefore the language situation in every family is unique. Eventually, parents will learn to make their own decisions that fit their personal situation. The sessions are supervised by a specially trained conversation leader.

Most parents that participated in “Languages in Balance” indicate that they have adjusted or changed their method of multilingual upbringing, based on the things they learnt during the programme. In some cases more room was given to the mother language, while in other families it was Dutch that became the focus of attention. Many participants indicate that their choice for a certain strategy for multilingual upbringing now has become much more con

A short biography:

Anna de Graaf obtained a Master’s degree in linguistics (emphasizing speech-language development and pathology). She has more than 12 years of experience as a linguist, of which four years as an education advisor in the area of language stimulation and the developmental education of young children. She is currently working as a Senior Linguist at De Taalstudio, where she maintains contacts with (international) researchers in the field of multilingualism, administrates the website and social media of Meertalig.nl, conducts and organizes workshops and advises on multilingualism. Since 2010 she is also involved with the implementation of the Parents Program ‘Talen in Balans’.

MASSIMILIANO SCHIRINZI
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KEYNOTE TITLE: L2 in migration contexts: analysis and perspectives in a multicultural framework

Summary:

In this document, some aspects about learning process of Italian L2 will be afforded, seen from different perspectives, that one of the young migrant, included in an academic path and that one of student of first or second generation, whose family is settled down. The analysis focuses on the possible clues in both cases, which is the role of the Italian school and which are the main difficulties in the common life expectation (from the children and their parents'point of

view)

A short biography:

Massimiliano Schirinzi is a Teacher of Italian L2. He's been teaching English Culture at University in Palermo and works as a volunteer in Centro Astalli in Palermo (Italy). He trains foreigners and migrants for the Italian Language Certification (CELI) – University for Foreigners of Perugia.

MARINELLA ORIONI
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(foto: Frank Ruiter)

KEYNOTE TITLE: The multilingual child - Challenging our society to change their monolingual mind-set

Summary:

The reality of a multicultural society is no longer a point of discussion, but the way we approach multiculturalism is. The impact of our monolingual mind-set is stronger than we think. We approach and judge multilinguals as if they were monolinguals, but they are not. They have their own multicompetent knowledge, which cannot be arranged within monolingual guidelines. Our challenge is to change the society's (monolingual) mind-set into a large (multilingual) vision.

The society has to consider the multilingual language acquisition, take into account the large general vocabulary and thus knowledge, deal with language mixing and code switching and recognise the importance of the home language. The status of a language has also to be reconsidered and shouldn't only lean on economic motives, but also on values as communication and knowledge transfer.

A short biography:

Marinella Orioni was born in 1973 in the Netherlands to a Dutch mother and an Italian father. She has an Italian husband and two trilingual daughters. She lives and works in Paris since 20 years.

She graduated from the faculty of Economics in Leeuwarden (The Netherlands) and attended the University in Florence (Italy) as part of the Erasmus Exchange Project. She also graduated as an Italian-Dutch translator from the School of Translation in Utrecht (The Netherlands). She received a Master's degree from the Sorbonne (Paris) in Dutch Languages, Literature and Civilisation.

Following which she worked as a Dutch language and civilisation teacher at the University of Lille 3 and the Dutch Cultural Institute (Institut Néerlandais) in Paris, where she also developed Intercultural Lessons for Companies.

She currently works as a writer and consultant in multilingualism and interculturalism bringing all her experiences and passions together. She published two books: *Meertalig opvoeden. Uw kind zal u dankbaar zijn.* Van Genneep Amsterdam, May 2015 and *Het meertalige kind. Een eerste kennismaking.* Van Genneep Amsterdam, September 2017.

SABINE LITTLE
Lecturer in Educational Studies (Languages Education)
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KEYNOTE TITLE: "Die gutest Mama in die world" – Families working together in heritage language learning

Summary:

In heritage language families, what happens when talking *about* the language becomes as important as talking *in* the heritage language? Can children be in charge of the heritage language? What if parents and children join in their endeavour? Based on a two-year auto-ethnographic study, this talk explores what happens when a family creates a "safe space" for sharing views and opinions about the heritage language, and how, by working together, the heritage language can be "resurrected" after a long period of dormancy. This keynote draws out the importance of seeing the maintenance of the heritage language as family work, work that includes children as empowered stakeholders in their language choices and emotional attitudes towards their linguistic identity.

A short biography:

My main and over-arching research interest is in the field of heritage language learners and identity - I am interested how families who speak multiple languages in the home navigate these languages, and what this means for individual family members' sense of identity and well-being. Language is an integral part of identity, but is a very personal experience, even within the same family, so my work focuses on helping families and policy-makers understand issues and pressures faced by heritage language families, and to develop holistic support opportunities.

Prof. Dr. HRISTO KYUCHUKOV
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KEYNOTE TITLE: Expressions of love in child directed speech in traditional Roma families.

Summary:

The presentation will be focused on child directed speech in traditional Roma families. The role of traditional Roma songs, fairytales, short oral poems, lullabies, will be discussed in the process of language socialization of Roma children. In extended traditional Roma families all the members of the family, respectively of the community take care and communicate with the children. Expressions of positive emotions towards the young children is a quite normal and very often the emotions are supported with verbal expressions.

In the presentation will be shown how the family members show their love to the children using different linguistic forms such as interjections, metaphors and different discourse strategies.

A short biography:

Prof. Dr. Hristo Kyuchukov (University of Silesia, Katowice, Poland) is a linguist and educator, Muslim Roma, living in Germany, with teaching experiences in Europe, USA, India and Russia.

His main interests are bilingualism, Roma children education in Europe, intercultural education of minorities, migrants and refugees, educational and linguistic human rights of Roma and minorities.

He has more than 700 publications in the field of linguistics, education, history and culture of Roma, human rights.

FRANCESCA LA MORGIA
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KEYNOTE TITLE: The Mother Tongues project in Ireland

Summary:

Mother Tongues is a new organisation that offers advice and support for bilingual and multilingual families in Ireland. The organisation also supports the development of heritage language classes, creative workshops and artistic events that encourage the celebration of linguistic diversity and the maintenance of home languages. Findings on the expectations of families, their main concerns, and the impact of the services provided by the organisation will be presented.

A short biography:

Francesca is Assistant Professor in Clinical Speech and Language Studies in Trinity College Dublin, and the coordinator of the Irish Research Network in Childhood Bilingualism and Multilingualism.

ARIF HOSSAIN
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KEYNOTE TITLE: Interview on personal experiences

Summary and short biography:

I started to be interested in languages when I was a kid and for this reason I studied English literature at the university. I was getting very passionate and curious about how people from different countries might have a different perception of the world and that's how I decided I wanted to travel in my life. So, when I was 27 I left my country to go to Italy.

I arrived in Palermo and I had a tough time at the beginning because I didn't speak any Italian and almost nobody could speak English. Luckily, I could speak some English with Giuliana and Marco, a couple I was living with, but I couldn't communicate much with their kids because of the language barriers. However, the kids were smart and eventually they became more and more interested in my language and culture. I remember I used to find them listening at the phone calls with my family in Bangladesh just to pick up some words. Of course, they didn't understand what I was saying but they liked the sound and they kept repeating: "namaste, keya hal hay?" which means "Hello, how are you?". They enjoyed that so much that I started to teach them some words and expressions that they liked and eventually it became a weekly tradition. Now I don't live with them anymore but sometimes we meet in the street and they smile to me and say "Namaste Arif, keya hal hay?", and it always makes me happy.

I had another language experience during my one year in Rome. I was there to get a master degree and I used to share a house with two foreign guys, a German and a Spanish one. At the beginning we only spoke English but then we realized that the Spanish guy wasn't very comfortable with it. So, we made an agreement. We decided to learn some of each one's language. We started with simple words and expressions but at the end of the year we were able to have a basic conversation in the other two foreign languages. It was so nice and fun to listen to Sergio speaking Indian and Bastian speaking Spanish. We had a great time that year and we are still in touch.

Now I settled in Palermo and I am the president of an international humanitarian organization. My passion for foreign cultures and travels have led me to visit a lot of different countries. Today, I can say I can understand and at least have a basic conversation in nine languages. Being able to communicate to people in their own language it's a great joy to me. Even if nowadays travelling have become much easier thank to the possibility to speak a common language, I think it's so fun and pleasant to hear a foreign person speaking your language and asking about your culture. For this reason, I want to keep learning and improving so I can do the same with them.

Maria Obojska
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POSTER TITLE: Multilingualism among Poles in Norway: Trilingual repertoires, multifaceted experiences

Summary:

The aim of this contribution is to provide knowledge on multilingual repertoires of Polish families in Norway and to shed light on how the participants experience and relate to their multilingualism, focusing especially on the ideological dimension of their accounts. Zooming in on a case of one particular family, this presentation shows how the children and the parents enact and adopt different language ideologies in order to explain their language practices and their lived experiences of language.

A short biography:

Maria Antonina Obojska holds an MA in Applied Linguistics (University of Warsaw) and works as a PhD Candidate at the Center for Multilingualism in Society across the Lifespan (University of Oslo, Norway). In her doctoral project she is researching language ideologies among Polish families in Norway. Her research interests include multilingualism, family language policy, and language ideologies among transnational adolescents.

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POSTER TITLE: The role of parental socio-emotional well-being in raising an English-German bilingual child: Gaining insight into harmonious bilingual development.

Summary:

The aim of this study is to create a cumulative index of parental socio-emotional well-being as it relates to parents being part of a bilingual family. The study is based on ethnographic interviews with 86 parents of two to three and a half year old children who have heard English and German from birth. The cumulative index is based on parental attitudes and beliefs, and on their satisfaction with the support parents are getting from their environment (i.e., their spouse, kindergarten, grandparents).

Measuring parental socio-emotional well-being can yield important insights into the dynamics of harmonious bilingual development and creates the possibility of exploring links between parental well-being and bilingual children's developing language proficiency.

A short biography:

Bianca Mohr is a doctoral research associate and a lecturer at the University of Erfurt in Germany. She is currently working on a dissertation on early child bilingualism, focusing on the effect of parental attitudes and feelings on minority language maintenance. In addition, she is teaching seminars for undergraduate students on the topics of bilingualism and early second language acquisition.

BEATA KOWALCZYK
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POSTER TITLE: Sociopolitical aspects of bilingualism in mixed Italian-Polish families and their support.

Summary:

I would like to present my observations and the changes that have taken place in the last ten years towards bilingualism in mixed Italian-Polish families. I think it is important to present and promote the activities of community schools known as the schools on Saturdays, which are committed to supporting families in bilingual education, also creating opportunities for mutual exchange and growth in the local environment. In Italy there are about 30 community schools present in different regions. Soon I will have some reliable data, provided by the Embassy of the Republic of Poland that reveal the number of students involved.

Most of these schools are supported by the Ministry of Foreign Affairs, Embassies and Consulates, receive small contributions that allow them to exist and improve the organization of their activities. This aspect is also important, the institutional and political commitment is an important element in the co-design of possible paths.

A short biography:

I was born in Poland, after I graduated from high school I emigrated to Italy in Sicily where I currently live and where I started my education in the pedagogical field.

After the master's degree in 2014, I founded the Italian-Polish Association " Europa Condivisa" and then a small community school which aims to promote the Polish language and culture abroad by supporting families who want to raise their children in the bilingual and / or multilingual environment. Since 2013 I have also been part of the Council of Cultures of the City of Palermo, a new institutional consultative body composed of 21 Councilors from different countries whose purpose is to promote better integration of all foreign citizens in the city of Palermo.

I am the mother of a bilingual child and I am strongly interested in effectively supporting the bilingualism of children of mixed families.

KATHARINA EREKY
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POSTER TITLE: Development of and ICT-based intervention for families: Support for parents in linguistically diverse contexts during (or in preparation for) their children's transition to preschool or school.

Summary:

As part of the collaborative EU funded project ISOTIS we are developing an ICT-based intervention suited to support parents in linguistically diverse contexts, where the language spoken at home diverges from the language used in educational institutions young children are attending, or are getting ready for. An essential part of the task will be to develop and test a prototype model of a virtual learning platform (VLE) that can be used by professionals/volunteers supporting families, and by parents and their children, in collaboration with other families in their cultural community.

We will work in collaboration with our participants to create content for the VLE, which will build on family resources, promote participation and emancipation, and aim to facilitate interactions which i) foster mutual understanding about the value and use of family languages, and ii) support family language practices, and the management of several languages in the family home.

This poster will present first information about the target groups, the planned involvement of parents and professionals/volunteers in co-creating content for the VLE, and some first ideas on the use of the VLE by different actors, linked to examples of concrete activities.

ISOTIS = Inclusive education and social support to tackle inequalities in society.

A short biography:

Dr Katharina Ereky-Stevens has worked on a number of research projects on early childhood education, including the Families, Children and Childcare project (FCCC), the Effective Pre-School, Primary and Secondary Education (EPPSE) project, a Viennese Transition to Childcare project (WIKI), and the EU project CARE (Curriculum and Quality Analysis and Impact Review of European ECEC). Her main focus of research is the quality of young children's relationships and interactions with caregivers, firstly in the context of early childhood education and care, and secondly in the context of families. She has post-graduate training in parent support, and has a particular interest in support for disadvantaged families and their young children. She currently works on the EU project ISOTIS (Inclusive Education and Social Support to Tackle Inequality in Society).