

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

13:00-14:00	<b>NETWORKING SESSION</b>		
14:00-15:30	<b>PLENARY SESSION</b> <i>Dual language programs in the U.S. and their importance for Spanish and social justice</i> <b>Professor Kim Potowski</b>		
PARALLEL SESSIONS	<b>ROOM A</b>	<b>ROOM B</b>	<b>ROOM C</b>
15:30-16:00	<i>Attitudes towards Spanish as a Heritage Language in Florida: An investigation of bilingual twitter data</i>  <b>Ethan Kutlu, United States</b> <b>Ruth Kircher, Netherlands</b>	<i>Evaluación de textos de estudiantes haitianos por profesores de Lengua y Literatura en Chile</i>  <b>Andrea Lizasoain</b> <b>Gloria Toledo, Chile</b>	<i>Speak more Mandarin, speak less dialects: Mother Tongue education and Chinese-Singaporean ethnolinguistic identity</i>  <b>Sophie Call, United States</b>
16:00-16:30	<i>Intergenerational Spanish language loss and Heritage Speakers' attitudes</i>  <span style="color: red; font-size: 2em; opacity: 0.5; transform: rotate(-30deg); display: inline-block;">Cancelled</span>	<i>Ideologías lingüísticas y desarrollo bilingüe: invitación al diálogo interdisciplinario entre psicología y pedagogía de lenguas.</i>  <b>María Luisa Parra, Estados Unidos</b>	<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>  <b>Peien Ma, United States</b>
16:30-17:00	<i>The Effect of HL-HL and NS-HL telecollaboration on Second Language Confidence development</i>  <b>Lauren Hetrovicz, United States</b>	<i>La actitud como marcador identitario en la oralidad formal del español de herencia en EEUU</i>  <b>Eva Gómez García, Estados Unidos</b>	<i>Community-Based Heritage Language schools in the U.S. education landscape</i>  <b>Joy Kreeft Peyton</b> <b>Marta McCabe, United States</b>
17:00-17:30	<i>Language mediation experiences and plurilingual identity construction in Heritage Language Education</i>  <b>Laura Gasca Jiménez, United States</b>	<i>El influjo del castellano en la Fala del Val de Xálima-Ellas</i>  <b>Ana Alicia Manso Flores, España</b>	<i>Development and implementation of Heritage Language programs in Pescara, Italy</i>  <span style="color: red; font-size: 2em; opacity: 0.5; transform: rotate(-30deg); display: inline-block;">Cancelled</span>
17:30-18:30	<b>Documentary about Madrid/Spain</b>		
<b>END OF DAY 1</b>			

# Friday, 13th November

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

END OF DAY 2