

**CONFERENCE PROGRAMME FOR MULTILINGUALISM ON MY MIND (MOMM)
21-22 MARCH, 2024**

21/03/2024- Day 1 Morning					
9:00-9:15	Opening and Introduction with Prof. Åsta Haukås (head of MoMM), Prof. Margareth Hagen (Rector at the University of Bergen), Ass. prof. Martin Paulsen (Head of Department of Foreign Languages)				
9:15-10:00	Plenary Speaker Dr. Sabine Little, University of Sheffield, England "Language at home, language at school - a multilingual balancing act."				
10:00-13:00	Parallel session 1	Parallel session 2	Parallel session 3	Parallel session 4	Parallel session 5
Chairs	Linda Fisher	Giulia Sulis	Raees Calafato	Mona Hosseini	Karen Forbes
Themes	Teacher perspectives on multilingualism and multilingual education	Multilingualism and multilingual education from the perspective of the learner	Exchanges from implementing multilingual approaches	Language policy, ideology, and attitudes	Cross-curricular approaches to multilingualism
10:00-10:30	Australian Early Childhood Pre-service Teachers: Swimming with or against the multilingual waves? Alice Chik Luyao Liang Philip Li	An exploration of multilingual identity construction in academic writing among multilingual higher education students Qianyu Yang		Affective Design in Day in The Life Videos of Students in Mandarin, Mother Tongue Classes in Singapore Sammanie Kandambi Danielle H. Heinrichs	Teaching materials as mediators of a language teacher collaboration on writing pedagogy Justyna Legutko
10:30-11:00	Teacher's beliefs about multilingual pedagogical approaches to language education:	Extramural use of languages learnt in Norwegian schools Hildegunn Dirdal	Translanguaging in Chinese-Australian bilingual infant-educator interactions Zhijun Zheng	Everyday Conversations in a Ukrainian Family in Finland: Balancing between Ukrainian and Russian	Teachers' beliefs about collaboration across language subjects in school Eli-Marie D. Drange

	a case study at Vytautas Magnus University Aurelija Daukšaitė-Kolpakovienė Jurgita Cvilikaitė-Mačiulskienė	Stine Hulleberg Johansen	Sheila Degotardi	Anna Verschik Maria Frick Olga Gerassimenko Yan Kapranov	Åsta Haukås
11:00-11:30	Coffee break				
11:30-13:00	Parallel session 1	Parallel session 2	Parallel session 3	Parallel session 4	Parallel session 5
Chairs	Aasne Vikøy	Giulia Sulis	Raees Calafato	Åsta Haukås	Hildegunn Dirdal
Themes	Teacher perspectives on multilingualism and multilingual education	Multilingualism and multilingual education from the perspective of the learner	Exchanges from implementing multilingual approaches	Language policy, ideology, and attitudes	Cross-curricular approaches to multilingualism
11:30-12:00	Multilingualism in the Basque Country: a study on pre-service teachers' views on language learning in 'ideal schools' Nerea Villabona Mikel Gartziarena	Pinning down the positive effects of translanguaging-based pedagogies on students' metalinguistic abilities Jacopo Torregrossa Valentina Carbonara	Navigating Multilingual Landscapes in the Hungarian K-pop Fandom: A Digital Ethnographic Perspective Csilla Bartha Nemesi, Zsófia	Exploring the Emotional Landscape of Multilingual Parenting and Family Language Policy Mona Hosseini Åsta Haukås	Language use in the English and French classroom Sarah M.Ø. Eiene
12:00-12:30	Exploring the material culture of multilingualism through Dominant Language Constellations in teacher education Nayr Ibrahim	How Multilingual Students Use their Linguistic Repertoire to Study in English-medium Classrooms: A Case Study Kamran Akhtar Siddiqui	Harnessing and strengthening multilingual competences in the Vocational Education & Training classroom Eline van Batenburg Liz Dale		Language teaching in multilingual contexts: working on academic language through pedagogical translanguaging Artzai Gaspar

12:30-13:00	Teacher cognitions about promoting cross-linguistic awareness Christine Möller-Omrani Monika Bader	Student conceptualisations of multilingualism: evidence from secondary schools in England Karen Forbes Linda Fisher	Empowering Educators - A Workshop on Using School Data to Raise Awareness for Multilingual Learners in International Schools Anja Cwidak	Heritage language anxiety in adolescents: Attitudes, language ideologies and identity Annika Schimpff	The acquisition of vocabulary in multilingual environments and the role of L2 in the acquisition of L3. A survey of German teachers' perceptions in Greece Ioannis Alexandros Papaioannou Stamatia Michalopoulou
13:00-14:00	Lunch Break				
21/03/2024- Day 1 Afternoon					
14:00-15:30	Parallel session 1	Parallel session 2	Parallel session 3	Parallel session 4	
Chairs	Therese Tishakov	Misuzu Shimotori	Camilla Spaliviero	Guowen Shang	
Themes	Teacher perspectives on multilingualism and multilingual education	Multilingualism and multilingual education from the perspective of the learner	Exchanges from implementing multilingual approaches	Language policy, ideology, and attitudes	
14:00-14:30	Am I multilingual? Investigating the relationships between pre-service teachers' multilingual identities, language experiences and beliefs about multilingualism	Self-efficacy in L1 and L2 reading Mareen Patzelt Judi Rose Leena Maria Heikkola	Multilingualism in the Workplace: Pedagogical Aspects of Translanguaging Practices Alicja Fajfer Olesya Chayka,	Unveiling Linguistic Complexities: The Danish Minority in Flensburg's Landscape Alessandro Cremonesi	

	Nicola Morea Linda Fisher				
14:30-15:00	Multilingual teachers' beliefs and language learning experiences as conditioning factors when learning and using languages: insights from the Basque Country Mikel Gartziarena Nerea Villabona	Narrating 'oneness': the sole-speaker in the plurilingual classroom community Nell Foster	'Gathering permissions' from translanguaging artworks. The use of art-making in co-researching language learning in multilingual contexts with primary school pupils in Scotland. Dobrochna Futro	Issues of Anxiety and Cultural Awareness Related to Learning Norwegian as a Third or Fourth Foreign Language at University Level. A Romanian context. Raluca Pop Ioana-Andreea Muresan	
15:00-15:30	Plurilingualism in early childhood settings: exploring links between educators' linguistic identities and their own practices and beliefs. Francesca La Morgia Masoni, Licia	Why do students who use multiple languages not always identify as multilingual? Ed Griffiths Heike Neumann Sandra Zappa-Hollman Saskia Van Viegen	Multilingual Pedagogy in the Classroom: An Integrative Multiliteracies Framework for Advancing Intercultural Competence Lorena García-Barroso	Language Anxiety of International Students in Norway: Ideology and Identity Construction Guowen Shang Run Tian	
15:30-16:00	Coffee Break				
16:00 -17:00	Plenary Speakers Professor Michel DeGraff, Department of Linguistics and Philosophy, MIT, USA Djeride Jean-Baptiste, MA in Political Communications, UAB, Barcelona; MA in Bilingual studies, University of Ottawa; Communication Officer, MIT, Haiti "MIT-Ayiti as one basis for mother-tongue-based multilingual education in Haiti / MIT-Ayiti kòm fondasyon pou edikasyon miltileng ki baze sou lang manman ann Ayiti" (the presentation will be given in two languages).				

22/03/2024- Day 2 Morning					
9:00-9:10	Opening by Åsta Haukås, head of MoMM				
9:10-10:00	Plenary Speaker Professor Silvia Melo-Pfeifer, Universität Hamburg, Germany "Researching individual multilingualism in language teacher education using visual methods: Lessons learnt and ways forward."				
10:00-13:00	Parallel session 1	Parallel session 2	Parallel session 3	Parallel session 4	Parallel session 5
Chairs	Estelle Fohr-Prigent	Monika Bader	Joke Dewilde	Stine Hulleberg	Karen Forbes
Themes	Teacher perspectives on multilingualism and multilingual education	Multilingualism and multilingual education from the perspective of the learner	Exchanges from implementing multilingual approaches	Language policy, ideology, and attitudes	Multilingual assessment
10:00-10:30	Implementing a plurilingual approach in primary schools: approaches, experiences and aspirations of teachers in Ireland. Francesca La Morgia	Plurilingual Education and Students' Language Awareness – A Conceptualization across Educational Levels Petra Daryai-Hansen Natascha Drachmann Line Krogager Andersen	Introducing Multilingual Pedagogy: Project Experiences and Challenges Ravinarayan Chakrakodi	Reconstructing the role of the chairperson in multilingual university council meetings Madison Steele Jan D. ten Thije	Investigating the foundations of multilingualism: how to assess metalinguistic awareness Kaja Haugen Christine Möller-Omrani Cecilie Hamnes Carlsen Monika Bader
10:30-11:00	Working in multilingual classrooms across countries Tony Burner	Udele: Exploring multilingualism as a resource for English learning in linguistically diverse middle schools in Austria Elizabeth Erling Miriam Weidl	Multilingualism and plurilingualism in beginner textbooks in foreign language subjects Camilla Skalle Liv Eide Anje Müller Gjesdal	Attitudes to multilingualism and multilingual practices among Russian-speaking university students in London Alexandra Rappoport	Teacher Beliefs and Practices of Multilingual Assessment: a comparative study Dina Tsagari Lucilla Lopriore Kirstin Reed

11:00-11:30 Coffee Break					
11:30-13:00	Parallel session 1	Parallel session 2	Parallel session 3	Parallel session 4	Parallel session 5
Chairs	Marco Gargiulo	Sarah M.Ø. Eiene	André Storto	Mona Hosseini	Kaja Haugen
Themes	Teacher perspectives on multilingualism and multilingual education	Multilingualism and multilingual education from the perspective of the learner	Exchanges from implementing multilingual approaches	Language policy, ideology, and attitudes	Multilingual assessment
11:30-12:00	Resistance via Language: Ukrainian volunteer instructors' beliefs about multilingualism Natalia Kudriavtseva	Claiming legitimacy through embodied and linguistic means. Turning the focus on (posthuman) children in a multilingual setting Venla Rantanen	Developing an ecological, multilingual approach to language learning with reunited refugee families in Scotland. Sarah Cox	Multilingual parents' perspectives on their children's early literacies – the value of creating translanguaging space Ester Ehiyazaryan-White	Bridging linguistic responsiveness and formative assessment in primary education: a scoping review and developing a multilingual formative reading assessment framework with in-service teachers Charlie Robinson-Jones Joana Duarte Alice Chik Hua-Chen Wang
12:00-12:30			Exploring spaces for multilingual pedagogy in linguistically rich language classes: A teacher-researcher collaboration Therese Tishakov	CANCELLED Versatile multilingualism: Snapshots of Afghan refugee students' language ideologies in Pakistan Liaquat Channa	

			Kristina Bennich Grønkjær		
12:30-13:00	Challenges in creating multilingual classrooms in Hungary Kata Csizér Ágnes Albert Gabriella Perge		Building communication bridges through an interdisciplinary project: A creative approach to increase students participation and engagement in the Berlin Welcome Class Olesya Chayka Maryna Markova	“My body is Chinese, but also British”: using language portraits to explore emotions and identities of Chinese families with adolescent heritage language learners in England Ke Li	Assessing the multilingual proficiency of pupils in a dual curriculum and language education in Maroua, Cameroon Herbert Rostand Ngouo Dieudonné Benjamin Guidang
13:00-14:00	Lunch break				
22/03/2024- Day 2 Afternoon					
14:00-15:30	Parallel session 1	Parallel session 2	Parallel session 3	Parallel session 4	Parallel session 5
Chairs	Petra Daryai-Hansen	Sarah M.Ø. Eiene	André Storto	Tony Burner	Kaja Haugen
Themes	Teacher perspectives on multilingualism and multilingual education	Multilingualism and multilingual education from the perspective of the learner	Exchanges from implementing multilingual approaches	Language policy, ideology, and attitudes	Multilingual assessment
14:00-14:30	Navigating digital and linguistic diversities: Insights from preservice and junior language teachers Alba Paz-López Liudmila Shafirova Boris Vazquez-Calvo	CANCELLED The affordances of translanguaging space: an analysis of year-9 students' group interactions to complete a word wall in the English classroom Tina Gunnarsson	Facing Failure: Unveiling Challenges in Implementing Plurilingual Pedagogy through Action Research Pierre-Luc Paquet Nina Woll	Territorialization of language in students' multilingual identity constructions: An uneven terrain Ingrid Rodrick Beiler Johanna Ennsner-Kananen	Teachers' identities and beliefs about multilingualism in Argentina Camilla Spaliviero

14:30-15:00	Teacher perspectives on emergent multilingual children's peer interactions in early childhood education and care in the Netherlands Anne-Mieke Thieme Sible Andringa Josje Verhagen Folkert Kuiken	Translanguaging Practices with Multilingual Students in a Cross-border school in Brazil Thayse Guimarães	"This is a COVER and not a TRANSLATION!": Intertextuality, affect, and contestation in interlingual K-pop covers Ian Schneider	Voices of Immigration: Latinx and Caribbean Emergent Multilingual Mothers Navigating U.S. Schooling Michelle Angelo-Rocha	
15:00-15:30				"An Ethnography of Language Policy: Investigating Discourses about Intercultural Bilingual Education and Language Varieties in México" Rosalba Ortiz Sáenz	Current issues and perspectives in multilingual assessment Tugba Elif Toprak-Yildiz
15:30-16:00	Coffee break				
16:00-17:30	Symposium "Multilingual teaching materials across contexts and student groups" Chair: Professor Joke Dewilde, University of Oslo, Norway	<ul style="list-style-type: none"> • Multilingual teaching materials across contexts and student groups (Joke Dewilde/overall) • When multilingual materials travel – from South African schools to teacher education in Denmark (Robyn Tyler- Line Møller Daugaard) • Minoritized multilingual students' uses of and experiences with the multilingual digital tool Hugin and Munin (Joke Dewilde- Victoria Roland) • Digital multilingual storybooks in early literacy and language learning – principles, development, and implementation (Anne Marit Vesteraas Danbolt- Espen Stranger-Johannessen) 			
17:30	Closing of the conference				

